



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

D3.3 REPORT ON ORGANISATION OF THE PHASE I PILOTS

European Schoolnet

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Creative Classrooms Lab | <http://creative.eun.org>
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INTRODUCTION

During the CCL policy experimentation, 45 teachers from 8 countries experiment with the use of tablets to support new innovative learning approaches. This report focuses on the first pilot implementation phase from November 2013 until April 2014. During this phase, the 45 CCL teachers used tablets in their lessons, on the basis of the year 1 Learning Scenarios Content Creation, Collaboration, Flipped Classroom and Personalisation (*available on the [website](#)*). The report provides an overview of the organization of the pilots, support provided, challenges and lessons learned. It also contains a set of recommendations for how the process can be adapted and improved for the Phase II classroom experimentations. The information presented in this report was collected during online and face-to-face meetings and via an online questionnaire, which most CCL partners filled in.

For all information on how the scenarios that were piloted were developed, see [D2.2 Report on Phase I 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](#).

PROJECT CYCLE: TIMELINE OF ACTIVITIES

This report focuses on the first pilot implementation phase (November 2013- April 2014). 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).

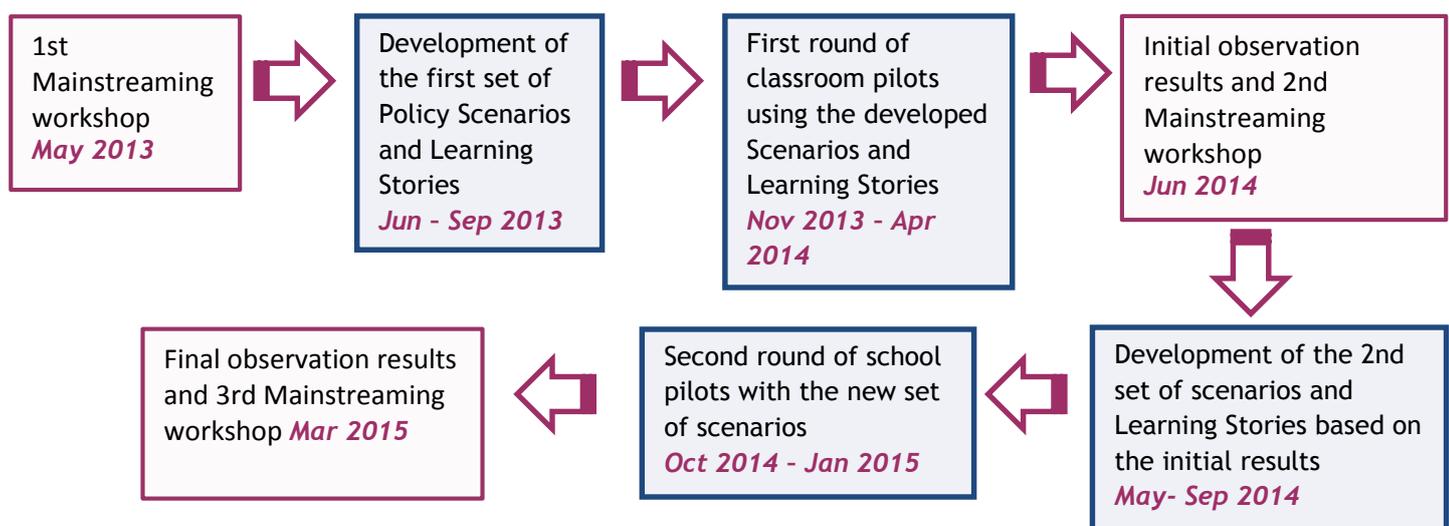


Image 1 – Project Cycle

OVERVIEW CCL PROJECT

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

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.

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



Zavod Republike Slovenije za šolstvo

bm:uk



DZS
Dům zahraničních služeb

Flemish Ministry
of Education
and Training

FÉDÉRATION
WALLONIE-BRUXELLES

direção-geral
educação

UNIVERSITY OF
WOLVERHAMPTON
BRIDGING • INNOVATING • UNITING ALL

e-learning foundation

European
Schoolnet

ITC

Indire
Istituto Nazionale di Documentazione,
Innovazione e Tecnologie Culturali

Project facts

Start: April 2013

End: March 2015

Total budget: ca. 1 Million Euro

Coordinator: European Schoolnet

Partners: 10 partners from 8
countries

GENERAL ORGANISATION

In pilot phase I (November 2013 – April 2014), 45 CCL teachers from 8 countries used tablets in innovative ways in their classes. They experimented with the tablets on the basis of four pedagogical scenarios (see *Image 2*) that had been developed during the first scenario development phase between May 2013 and September 2013 (see [D2.2 Report on Phase I Scenario Development](#)). 5 teachers per country piloted the Learning Scenario that their national Ministry of Education/ related organization and lead teacher had developed.



Image 2 - Policy Maker Scenarios

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

PILOT PREPARATION: TEACHER SELECTION

It was up to the national CCL partners to select 5 teachers to participate in the CCL project and to decide on how they organize the selection process. European Schoolnet had defined general criteria to guide their selection:

SELECTION CRITERIA FOR CCL LEAD TEACHERS

Profile:

- a teacher, who is innovative, ICT experienced, experienced in working in a European environment, preferably good English language skills

Tasks:

- participate in the pilot experimentation
- part of practitioner focus group for pedagogical scenario development (will participate in the pedagogical scenario development workshops)
- lead the coordination of pilots in the country (with MoE and support from EUN)
- participate in a training workshop organized by their MoE (October 2013, September 2014)

SELECTION CRITERIA FOR OTHER CCL TEACHERS

- Teachers should teach a class that has 1:1 access to tablets in the classroom (ipads, windows or android)
- The aim to cover 5 different classrooms preferably in advanced, innovative schools, learning environment.
- Upper and lower secondary education (if no school can be found, possible to also include primary)
- Focus on STEM teachers, if other subjects are to be included, contact EUN

SELECTION PROCESS AT NATIONAL LEVEL

CCL partners followed these criteria when selecting the teachers to participate in the project. Several partners contacted schools from existing national networks to invite them to participate in the CCL project (e.g. Belgium Flanders, UK). The Czech CCL partner organized a call inviting schools to express their interest to participate. Several partners added criteria such as geographical distribution (Belgium Wallonia, UK), experience with mobile devices (Belgium Flanders, Italy), innovative teaching practices (Italy) and previous collaboration with the national CCL partner (Italy). *For more information, see Annex I and [D3.1 Protocol for Policy Experimentations](#).*

ROLE AND TASKS OF THE TEACHER

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

For more information, see [D3.1 Protocol for Policy Experimentations](#).

EXPECTATIONS FOR FIRST ROUND OF PILOTS

The general expectation of CCL partners was to learn more about the innovative use of tablets. Particular questions to be addressed were:

- What are specific advantages of tablets, compared to other devices?
- What is the added value of using tablets in schools?
- How to motivate and encourage teachers to use new pedagogic approaches?
- What are the consequences of introducing tablets, e.g. for teaching strategies, content creation/consumption, time of learning etc.?

A secondary goal was to learn more about the integration of the developed Learning Scenarios in the teaching and learning process. In that regard, the focus e.g. in Slovenia was on training teachers to get familiar with the scenario process. In order to learn more about both aspects, the use of tablets and the use of Learning Scenarios, national partners expected concrete feedback from the project teachers.

SUPPORT AT EUROPEAN LEVEL

European Schoolnet organises and supports the school pilots on a European level, in particular CCL webinars, the Facebook group and contracts and tasks of the teachers involved in the project. European Schoolnet uses mailing lists to keep lead teachers and teachers informed. The 45 CCL teachers all work at different schools. Some of them, however, involved their colleagues in the project. The names and contact details of these colleagues were collected in the beginning, in order to also keep them informed via the CCL mailing list.

As a **platform of exchange at European level**, European Schoolnet set up a [CCL Facebook group](#) which was used by some teachers to give insights into their classrooms and achievements of their students, but also to share more general tips and links related to the use of tablets in school. During the first pilot phase, the University of Wolverhampton moderated **three webinars for teachers** to keep them up-to-date with progress and to exchange. As a follow up, of each webinar, CCL teachers posted a reflective [blog entry](#) (*For more information on webinars and blog entries, see [D.4.2 Interim Report](#)*). European Schoolnet also organized **teacher for teacher webinars** where CCL teachers shared their specific expertise on topics like the parental involvement in the use of tablets at school and the use of tablets outside the classroom. Moreover, European Schoolnet provided a teacher guide that explains teachers' tasks and support offered during the project (*For more information, see [CCL Teacher's Guide](#)*).

In addition, half of the project teachers participated in the first **Peer Exchange workshop** on 6/7 March 2014 in Brussels, organized by European Schoolnet. The workshop gave teachers the opportunity to exchange tips on the use of tablets in class and reflect on innovative teaching. They worked in groups to take ideas further concerning the Learning Scenarios they worked on. In a dedicated session, lead teachers shared their teaching practise to provide guidance to other teachers. The workshop was highly appreciated by teachers, according to results from the workshop evaluation survey (*see blog post ,[Peer-exchange workshop for teachers- feedback, exchange and creativity](#)'*).

SUPPORT AT NATIONAL LEVEL

The CCL partners provided support to teachers at the national level. The focus of the national support differed between countries. For instance, Austria and Belgium Wallonia mostly provided pedagogical support and the Czech Republic provided pedagogical, technical and organizational support. The support provided by the Flemish Ministry of Education focused on the scenarios. In the UK, the focus was on support at organizational level, as the teachers were already very experienced and self-starters.

The project required all CCL teachers to have at least one class equipped with tablets. Specific support to ensure that all CCL schools get equipped with tablets was necessary in Austria, Belgium Flanders, Portugal and the United Kingdom. In the other partner countries, no specific support was necessary. In Belgium Flanders, the national CCL partner negotiated with Microsoft to sponsor one CCL school with two sets of tablets. In the UK, one CCL teacher could provide his class with tablets, but one-to-one access and taking the tablets home was not possible. Lessons learned from this teacher provided the national partner with useful evidence of the necessity of both one-to-one and home access for some learning activities. The national partner contacted the school management to ask for his support to improve the amount of tablets, but got not reply.

Before the school pilots, all CCL partners organised a workshop for the teachers to prepare them for the pilots. Enabling exchange between the teachers, via meetings, webinars and online communities/ environments was the focus for most partners. In Austria and Belgium Flanders, this exchange also took place beyond the project within wider networks of schools. In addition, pedagogical experts supported the teachers during the pilots in Belgium Wallonia and the Czech Republic. The CCL partner in Slovenia was particularly active in providing teacher support. The National Institute for Education visited every school, together with the lead teacher, and had workshops with the school team and the headmaster. It also reviewed the teachers' scenarios together with the lead teacher and gave feedback and organized a dedicated workshop on the topic 'collaborative work' with an expert expert on that topic. Also other CCL partners visited the schools, e.g. in Belgium Flanders and Italy. *For more information, see Annex II.*

Moreover, the nine lead teachers helped to coordinate the pilots by supporting the teachers in their country, in coordination with the national CCL partners and European Schoolnet. The lead teachers were 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. The lead teacher also helped to facilitate the exchange with the other CCL teachers, the national CCL partner and European Schoolnet. One lesson learned from the first pilot round was that lead teachers played a crucial role in supporting their colleagues and their role in pilot two should be extended.

Providing platforms for peer exchange was identified as an another crucial support mechanism. This exchange took place during face-to-face workshops, online communities and in some countries also within existing wider networks of schools. In Belgium Wallonia, phone contacts and guidance step by step were considered as important support for teachers.

MONITORING AT NATIONAL LEVEL

During the pilot, it was up to the CCL partners how and to which degree they monitored the implementation of the pilots by the teachers. In most countries, national CCL partners were in contact on a regular basis, e.g. in Belgium Wallonia, the Ministry contacted the teachers every time a deadline approached for a specific task e.g. a webinar, a blog entry, an intervention to a workshop (approximately every 2 weeks) and in Slovenia the national partner and the lead teacher were in contact with the teachers almost weekly via phone or email. Several partners also organized online meetings, e.g. in Italy every 2 months. In Slovenia, in total six face-to-face meetings took place during that school year. Moreover, dedicated online environments were set up to support and monitor the teachers in their practice, e.g. in Italy and Slovenia. In Portugal, each teacher was asked to send in a written report on his school pilot.

DEBRIEFING SESSIONS

In most countries, a debriefing sessions was organized, e.g. in Austria, the Czech Republic, Slovenia and the UK. Some countries used the national workshop to prepare the second cycle to debrief on the first cycle. In **Italy**, discussing problems encountered in the first cycle, agreeing on further improvements and commitments and solving open issues like software licences proved to be a very useful approach to ensure that lessons learned from phase 1 were implemented in the second pilot phase. In the **Czech Republic**, teachers presented their lessons based on the scenarios and introduced their personal experiences with the project (lead teachers, DZS, Pedagogical Board) during a debriefing session. In the **UK**, teachers agreed during a conference call that the CCL observation visits provided them with very useful feedback. Further, teachers recognized that they could have made better use of the iTEC model and that knowing the process better now would enable them to adopt a more consistent approach for the second pilot phase. In **Slovenia**, the debriefing session revealed that teachers had a lot of creative ideas on the use of ICT and collaborative project work but needed more guidance in how to collaborate with other teachers across the curriculum.

CHALLENGES DURING PILOT IMPLEMENTATION

The two biggest challenges that CCL partners reported back were how to introduce teachers to the new scenario approach, how to encourage them to experiment with new ways of teaching and delays in the delivery of the tablets in a few schools across countries. *For information, see Annex III.*

1. Scenario approach as a new way of teaching for teachers

- Need for more explanations/ guidance on what they are expected to do.
- Not all teachers followed different steps of the Learning Scenarios very closely

2. Problems with delays in delivering the tablets

- Schools in Austria, Czech Republic, Belgium Flanders, Portugal, UK

3. Experimenting with new innovative teaching using tablets

- Challenging both for teachers and students
- Some teachers continued to teach the same way as before, using tablets as PC's
- Some students needed more time to get familiar with devices than expected

4. Documentation of teaching practices

- mentioned by Italian CCL partner
- hard to get teachers to document their practices and lessons learned in writing, while they had no problem presenting them in oral communication
- However, at the end of pilot phase I, each teacher produced a slide show or video.

LESSONS LEARNED FROM PHASE 1

The main lessons learned were while the scenario approach was in principle appreciated by teachers the scenarios and related support documents needed to be refined in order to provide clearer guidance to teachers. Another lesson learned was that teachers highly appreciated possibilities to collaborate and work with peers. The feedback provided by the University of Wolverhampton to some schools during the CCL observation visits was also generally very well received. Finally, it also became clear that support from school management is crucial for teachers to successfully engage in pilot experimentation. *For more information, also see Annex IV.*

1. Selection of good teachers**SCENARIOS AND OTHER SUPPORT DOCUMENTS****2. Scenario development approach**

- Teachers e.g. in the Czech Republic appreciated the new approach
- The scenario enabled valuable comparisons at international level
- Scenarios should preferably provide a link to the curriculum
- More support for teachers and emphasis on working with scenarios is necessary.
- Teachers found the scenario on personalized learning difficult to implement as it is a long- term scenario and it was difficult to adopt it in a few lessons.
- It was a bit hard to ‘speak the same language’ at the beginning, as the logics of ‘Learning Scenario’, ‘Learning Story’ and ‘Learning activity can be confusing in the beginning.
- Video-tutorial could have been a good idea to make them fully understand the process.

3. Additional explanatory materials on how to use scenarios

- well received by teachers e.g. in Italy

EXCHANGE AND FEEDBACK**4. Give teachers possibility to exchange**

- In particular during Peer Exchange workshop on 6/7 March 2014 in Brussels
 - Very well received

5. Feedback provided during CCL Observation visits

- Schools included in visits e.g. in Slovenia and the UK benefited from feedback on their practice from the University of Wolverhampton

6. Possibility to work together with colleagues

- In Slovenia, each CCL teacher was able to include other school teachers which built the CCL teacher“s team and worked together on Learning Scenarios

7. Creating synergies between CCL project and other initiatives

<ul style="list-style-type: none"> • Exchange of experiences with wider networks, e.g. in Austria, Belgium Flanders, Slovenia
<p>8. Organising a national workshop on a monthly basis</p> <ul style="list-style-type: none"> • In Belgium Wallonia, it would have been more efficient to organize a national workshop each month within the Ministry in order to ensure a better follow-up and to allow teachers to see each other more regularly. Organizing such meetings was not feasible because of teachers' busy schedules.
<p>9. Support from School management</p> <ul style="list-style-type: none"> • Crucial for the successful implementation of school pilots
<p>10. Ensuring the timely availability of IT equipment & infrastructure</p>

RECOMMENDATIONS FOR PILOT PHASE 2

FOR CCL PARTNERS

LEARNING SCENARIOS

- Improve the quality of the Learning Scenarios to make them more user friendly for teachers: clarify the terminology, preferably provide a link to the curriculum.

MORE SUPPORT FOR TEACHERS

- Produce more explanatory materials on Learning Scenarios and ask teachers to read them carefully.
- Provide support to teachers on how to train students on tablet use, where necessary.
- Organize more face-to-face/ online meetings with teachers during the pilots phase, as feasible.
- Video-tutorials could be a good idea to make teachers fully understand scenario process.

PEER EXCHANGE

- Continue to provide peer exchange opportunities for CCL teachers, via face-to-face and online meetings and online communities/ environments.
- Encourage CCL teachers to involve their colleagues at schools.
- Encourage CCL teachers to attend the 2nd Peer Exchange workshop organized by European Schoolnet.
- Enable peer exchange also within wider networks of national schools, where possible.

INVOLVEMENT OTHER STAKEHOLDERS

- Involve school heads in the project, as possible. For example, some CCL partners sent regular project updates to school heads of CCL schools.
- Involve the lead teachers even more closely, as they play a crucial role in providing support to their peers.
- Involve the Pedagogical Board more closely in the scenario development process as this cooperation with policy makers and lead teachers could increase the quality of the scenarios in the 2nd phase.

ANNEX I: NATIONAL CRITERIA FOR TEACHER SELECTION

COUNTRY	TEACHER SELECTION
AUSTRIA	<ul style="list-style-type: none"> experienced schools used to teach with mobile devices used to teach with mobile devices such as notebooks, netbooks and tablets
BELGIUM FLANDERS	<ul style="list-style-type: none"> In 2013 a network of some 30 innovative schools (NIS) were already selected and supported by the MoE. The 5 CCL schools were recruited from this existing network.
BELGIUM WALLONIA	<p>The schools were selected based on the following criteria:</p> <ul style="list-style-type: none"> secondary education; already equipped with tablets (the list of all the projects introduced for the "École Numérique" project helped identifying them) general interest in ICT; well distributed geographically; teachers had to speak English.
CZECH REPUBLIC	<p>Organized a national call and schools interested in CCL project were given possibility to take part in. The criteria for being chosen as the pilot school were:</p> <ul style="list-style-type: none"> lower or upper secondary school school had to be equipped with tablets for at least one class the call was open to the teachers of various subjects, math and science were preferred the pilot teacher had to speak English <p>The call was published on the website of the organization www.dzs.cz. 6 applications were received at the first round, 5 schools were chosen as the pilot, the last one didn't fulfil the criteria. As the demand for the participation in the project from schools continued after the beginning of the school year, DZS decided after discussion with EUN to open the project to other schools, which can participate as associate schools. 22 schools participated in the phase 1 altogether.</p>
ITALY	<p>The criteria for selecting the school/class/teacher were the following ones:</p> <ul style="list-style-type: none"> innovative teaching practices use of mobile devices previous collaboration with INDIRE as for teacher training (in particular for the lead teacher)
SLOVENIA	<p>Schools with:</p> <ul style="list-style-type: none"> already existing 1:1 classes motivation to develop 1:1 pedagogy teachers with experience and digital skills
UK	<ul style="list-style-type: none"> e-Learning Foundation has close links with schools across the country that use tablets in the classroom, with most, but not all, on a one-to-one basis. Contacted all schools on their database inviting them to nominate exceptional teachers who would be interested in taking part in the CCL programme. About 12 schools nominated their teachers. Teachers that met requirements most closely were selected. Teachers selected the classroom following the criteria agreed for the project. E-learning foundation then discussed their choice to make sure it was a good one. One goal was to also include Scotland: As the e-learning foundation has no close links to Scottish schools, they contacted the Scottish Education Department. They suggested Gracemount School which was included in the CCL project.

ANNEX II: NATIONAL SUPPORT

COUNTRY	SUPPORT PROVIDED
AUSTRIA	<ul style="list-style-type: none"> kick off meeting and ENIS meetings for follow up's
BELGIUM FLANDERS	<ul style="list-style-type: none"> meetings with CCL teachers and network meetings with the whole network of innovative school On technical and organisational aspects, schools learned from each other Support provided by MoE focused on scenarios
BELGIUM WALLONIA	<ul style="list-style-type: none"> face-to-face kick off meeting for teachers, with pedagogical advisor for this project, a teacher working within enseignement.be team <ul style="list-style-type: none"> She collected different pedagogical resources in a document and shared it with the teachers She called teachers regularly to follow-up on the project
CZECH REPUBLIC	<ul style="list-style-type: none"> face to face meetings, online webinars, platforms, national community of practice the headmasters of all schools were sent information about the activity
ITALY	<ul style="list-style-type: none"> online meetings, webinars online environment for synchronous and asynchronous communication (forum, file sharing, notice board, etc.)
SLOVENIA	<ul style="list-style-type: none"> face-to-face meetings already in August 2013 live sessions and workshops focused on pedagogical issues and every time after meetings in Brussels in order to simulate the activities from CCL workshop started with online meetings in the 2nd half of the 1st year (Vox system) and webinars national CCL partner and lead teacher visited every school and had workshops with the school team and headmaster national CCL partner/lead teacher reviewed the teachers' scenarios and gave feedback <ul style="list-style-type: none"> teachers appreciated feedback looked for additional professional articles and literature about collaborative work organised workshop with Slovene expert for project work and collaboration compared results of this project with results of other projects with the same focus and compared approaches with and without ICT organization and technical issues were discussed in teams, but were mainly the responsibility of schools and headmasters
UK	<ul style="list-style-type: none"> national workshop at the beginning of the school year <ul style="list-style-type: none"> very helpful to achieve a consistent approach, and to identify the strength and special knowledge of each teacher held a number of conference calls to get updates each on progress, issues and successes e-Learning Foundation sent out regular updates to the teachers, particularly following Workshops in Brussels lead Teacher set up a Weebly website and blog where teachers could share their work on their scenarios and feed back to each other

ANNEX III: CHALLENGES DURING PILOT IMPLEMENTATION

COUNTRY	CHALLENGES
AUSTRIA	<ul style="list-style-type: none"> ➤ Late delivery of tablets in two cases ➤ The implementation of the scenarios was too easy as teachers already worked with mobile devices
BELGIUM FLANDERS	<ul style="list-style-type: none"> ➤ Both, the Ministry and the teachers were not used to working with the Learning Scenarios. Getting familiar with the scenarios took time and effort.
BELGIUM WALLONIA	<ul style="list-style-type: none"> ➤ Teachers were not clear on what was expected from them in terms of the implementation of the scenarios. The MoE offered it's support to teachers repeatedly – but the offer was not always taken up.
CZECH REPUBLIC	<ul style="list-style-type: none"> ➤ Teachers were not very competent in implementing tablets into their teaching process. Some of the teachers used tablets like normal PC's. ➤ One pilot school had problems with the delivery of the tablets.
ITALY	<ul style="list-style-type: none"> ➤ The main problem was that teachers did not document their practices. It was easy to ask them about the project implementation and get answers during online meetings (oral communication) but harder to get documentation in writing. However, at the end of the first pilot, each teacher had produced a video or slideshow describing what they had done.
UK	<ul style="list-style-type: none"> ➤ Equipment problems were only experienced by the Hundred of Hoo school due to a small number of tablets having to be shared with other students. This meant the students couldn't take them home which somewhat broke up the whole experience for them. The CCL partner asked the Headteacher to intervene but sadly he declined. ➤ One teacher found that her class took some time to get to grips with the tablets (questioning the automatic assumption that all children are 'digital natives'). This put back her plan by a few weeks, but she was able to re-schedule the work and still produced some excellent evidence, as seen in her video about the "Romans" project. ➤ The implementation of the scenarios was patchy during the first year as teachers needed to get up to speed with the iTEC model. However, this was partly solved by the excellent work of the teachers, some of whom used some but not all elements of the iTEC cycle.

ANNEX IV: LESSONS LEARNED FROM PILOT PHASE I

COUNTRY	SUCCESS FACTORS
BELGIUM WALLONIA	<ul style="list-style-type: none"> The possibility to exchange experiences with other teachers during the Peer Exchange Workshop organized by European Schoolnet in Brussels was well received.
CZECH REPUBLIC	<ul style="list-style-type: none"> Teachers were able to work with scenarios, they appreciated methodological support.
ITALY	<ul style="list-style-type: none"> Having a scenario to implement and to compare later on at international level was an added value. Additional explanatory material produced by European Schoolnet helped to clarify the process.
SLOVENIA	<ul style="list-style-type: none"> Good selection of teachers Each CCL teacher was able to include other school teachers which build the CCL teacher's team and worked together on pedagogical scenarios. Schools were able to incorporate the pedagogical scenario to the school curriculum Technical issues were not a problem. CCL team worked closely together with other ICT-project teams on National Education Institute and exchanged experiences. Successful observation visit from Diana Bannister CCL team had a workshop about Project collaboration at International ICT Conference Sirikt 2014
UK	<ul style="list-style-type: none"> Good choice of teachers School support for the project (with the sole exception at Hundred of Hoo) Two excellent films, the "Romans" one by Lisa Cowell and the winning film by a group of Craig Bulls' students on the "This is just to say" poem, by William Carlos Williams which were reviewed by Lord David Puttnam, the Oscar winning Director of films such as Chariots of Fire and The Mission. The students were thrilled to receive a personal message from him.

COUNTRY	LESSONS LEARNED
AUSTRIA	<ul style="list-style-type: none"> Technical equipment needs to be in place in time before the start of the pilot.
BELGIUM FLANDERS	<ul style="list-style-type: none"> More support for teachers and emphasis on working with scenarios is necessary.
BELGIUM WALLONIA	<ul style="list-style-type: none"> It would have been more efficient to organize a national workshop each month within the Ministry in order to ensure a better follow-up and to allow teachers to see each other more regularly. Organizing such meetings was not feasible because of teachers' busy schedules.
CZECH REPUBLIC	<ul style="list-style-type: none"> The first scenario (personalisation) was found quite difficult to face as it is a long- term scenario and it was difficult to adopt it in a few lessons.
ITALY	<ul style="list-style-type: none"> It was a bit hard to 'speak the same language' at the beginning, as the logics of 'Learning Scenario', 'Learning Story' and 'Learning activity can be confusing in the beginning. Video-tutorial could have been a good idea to make them fully understand the process.
UK	<ul style="list-style-type: none"> Check more carefully the availability of equipment in the schools (also an issue in other countries).