



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

## D5.1 QUALITY ASSURANCE PLAN

Dům zahraničních služeb/Centre for International Services

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

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# 1. OVERVIEW

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The Creative Classrooms Lab (CCL) project, coordinated by European Schoolnet (EUN) 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 (MoE) or national agencies acting on their behalf in Europe and 45 classes that are already making use of tablets from different suppliers. Ministries of Education co-designed action research pilots with industry partners Associate Partners (AP). The CCL project leveraged previous work on 1:1 computing, pilots and scenario development in order to develop two sets of new scenarios involving the innovative use of tablets in K-12 classrooms mainly for secondary school pupils. The scenarios focused on innovative pedagogical approaches using tablets with issues that MoE are already facing (personalisation, collaboration, flipped learning approaches and content creation) on how tablets can support 1:1 computing strategies and be integrated with other technologies that are widely deployed in classrooms (e.g. Interactive Whiteboards). In addition, the project developed some scenarios (particularly with companies that are Associate Partners) involving tablet integration with emerging technologies (e.g. use of tablets and Cloud computing).

## STRATEGIC OUTCOMES

The strategic outcomes of the project were to:

- Develop **innovative teaching/learning scenarios** involving the use of tablets in and out of school by focusing on what is possible using 1:1 computing paradigms that have the potential to be mainstreamed during the project timeframe.
- Develop a number of **'leading-edge' scenarios** that can be validated in a smaller number of classrooms as a 'proof of concept' of how tablets can be integrated with emerging technologies that may be a number of years away from widespread adoption in Europe's classrooms.
- Design and run a number of **classroom pilots** in a controlled environment as "policy experimentations" based on these scenarios with a representative sample of teachers and pupils drawn from 45 classrooms in eight countries.
- Observe, document and **report on innovative use of tablets** by teachers and pupils involved in these policy experimentations, with a particular focus on how tablets support collaboration, personalisation and active learning in creative classrooms.
- Draw lessons from these policy experimentations in order to **provide guidelines, examples of good practice and a course for schools** wishing to include tablets as part of their ICT strategy; and to **support capacity building within MoE** and encourage them to introduce changes in their education systems in order to mainstream and foster large-scale implementation of the innovative use of tablets.

## MAIN PHASES:

- **LITERATURE REVIEW:** In order to identify/document examples of the Creative Classroom, the e-learning foundation carried out a literature review of published 1:1 studies related to: innovative pedagogical use of tablets for collaborative learning, personalisation, active learning, engagement, assessment etc. The literature review is kept up to date in year 2 of the project by constantly publishing results from new studies in the field on the website. (e.g. from the UK, <http://tabletsforschools.org.uk/student-research-reports/>, France and internationally, <http://eduscol.education.fr/numerique/dossier/apprendre/tablette-tactile/usages-dans-lenseignement-a-linternational/etudes>)
- **PHASE 1:** Policy makers, lead teachers and ICT vendors developed a first set of pedagogical scenarios (May – September 2013)
- **PHASE 2:** Pedagogical scenarios were tested during an initial round of classroom pilots in 45 classrooms in 8 countries ( November 2013 – April 2014)
- **PHASE 3:** Based on the results from the first round of classroom pilots, project partners will develop together with lead teachers and ICT vendors a second set of pedagogical scenarios (May- September 2014)
- **PHASE 4:** During a second round of classroom pilots, the new set of pedagogical scenarios will be tested (October 2014 – January 2015)

Quality assurance were mainly supported by EUN's monitoring and quality procedures, a Pedagogical Board and an external evaluator.

Version 1 of the report focused primarily on the main participants and their role in the project to ensure its quality. Version 2 describes in more detail the essential elements of the QA strategy for year 1 and year 2 a) EUN's monitoring and accounting procedures, b) the role of the Pedagogical Board and c) the role of the external evaluation. The quality assurance plan was updated in year 2 to ensure a strategic approach for the second project year and includes lessons learnt from phase 1 and a more detailed methodology for the external evaluation with an outline of activities, measures, tools and target groups to be interviewed in year 2.

## 2. EUN'S MONITORING AND ACCOUNTING PROCEDURES

### PROJECT ACTORS AND ROLES

EUN clearly outlines the roles and tasks of each of the key actors in the beginning and throughout the project to ensure sufficient awareness of tasks and responsibilities. This is done on a regular basis for all partners involved during meetings; for teachers, lead teachers and the Pedagogical Board, as outlined in the terms of references and in the contracts established by EUN in the beginning of the project and communicated via webinars and meetings at European as well as at national level (*see Annex 3: Overview of 2013/2014 meetings at European level*).

## PARTNERS

The project team includes nine MoE or national agencies acting on their behalf with regard to ICT strategy development in schools. All are well suited to the work envisaged in the project and several can build on and share experiences related to initial 1:1 computing experimentations that have already been carried out at national level. Ministries in the project also have extensive experience of participating in EC projects, where they have supported schools involved in validation pilots. Six of the Ministries are currently participating in the EUN iTEC project (<http://itec.eun.org>) and can build on experience gained in this project related to developing and validating future classroom pedagogical scenarios.

## TASKS

- propose scenarios based on national curriculum and the level of 1:1 education experience
- cooperate with other partners in preparing Policy Maker Scenarios built on national scenario proposals
- select participating schools, lead teacher and can propose national expert
- participate in Management meetings organized by EUN
- organize national training workshops
- provide technical and managerial support to the teachers and lead teacher

## LEAD TEACHERS

Lead teachers will form a **practitioner focus group** for the pedagogical scenario development and will contribute to developing two sets of pedagogical scenarios (by September 2013, September 2014) that can be validated in two rounds of classrooms pilots (starting in November 2013, October 2014).

## ROLE AND TASKS

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

- help to lead the coordination of two sets of pilots and the other participating teachers in their respective country, with the support of the MoE and EUN
- animate the teachers' community set up by EUN and encourage teachers in the project to develop and share learning activities based on the project scenarios
- help to open up the online community (via webinars, online events, competitions) to teachers across Europe during Year 2 as part of the project's dissemination strategy
- Lead teachers will also participate in meetings and online webinars

## TEACHERS

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

- Use tablets in an innovative way in their classes, on the basis of the pedagogical scenarios developed in Phase 1 and 3 of the project.
- Teachers will report back on their use of the tablets, in particular:
- Collaborate with the University of Wolverhampton during a possible link research visit and phone interviews,
- Cooperate with their MoE in producing a video case study on classroom practice.

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

- To exchange and share practices on their use of tablets based on the project scenarios.
- After each webinar teachers are asked to write down their own on-line reflective blog. This will be structured in a template, but the teachers will also be encouraged to share their practice in an open forum as part of an online community of practice (Facebook community). Please see here for the blog entries provided by teachers in the course of the project: <http://creative.eun.org/teachers-blog>

### 3. GENERAL QUALITY MANAGEMENT AND ACCOUNTING

EUN applied well tested working procedures for monitoring and evaluating the activities of project partners in European Commission projects, which consisted of a standardised implementation plan and standardised templates for reporting and approval processes. Payments were released in line with the satisfactory delivery of key milestones. Following a model established in other EUN projects, the PM had conference calls with all WP leaders at least once a month in order to monitor progress, assess risks, plan future work and ensure that deliverables are being produced on time. Major decisions related to the management of the project were taken in Project Management Committee (PMC) meetings that were organised with all partners approx. every six months as part of two-day Consortium meetings. Decisions of the PMC were taken by simple majority vote with the Chair from EUN having the right of decision in the event of a split vote.

For all projects, EUN has developed and implemented a combined Project Management and Accounting Package using Microsoft Dynamics NAV. This allows for very precise control and monitoring of the Creative Classrooms Lab project and alerts the Project Coordinator and Project Manager to early signs of delay or budget overrun. It also allowed EUN to view and model the project in numerous ways in order to optimise resource usage and provide corrections for unforeseen problems.

#### QUALITY AND MANAGEMENT OF MEETINGS

Meetings at European level were centrally managed by EUN. EUN ensured the quality of meetings by providing a detailed agenda, objectives and guidance for materials to be prepared to partners and teachers well in advance (up to 4 weeks), two months for the last mainstreaming workshop which aims at a wider audience. Dates of all meetings were settled as much as possible in the beginning of each year to allow for maximum participation.

##### PARTNER MEETINGS

Four meetings of the project consortium were organised over the duration of the project (kick off meeting April 2013, 2<sup>nd</sup> meeting October 2014, 3<sup>rd</sup> meeting May 2014, 4<sup>th</sup> meeting March 2015).

Monthly staying in touch with partners allowed to receive latest updates and enable to detect signs of problems and initiate appropriate actions.

### MEETINGS OF THE LEAD TEACHERS

EUN closely worked with Ministries of Education to ensure that lead teachers are trained and supported in setting up pilots. Prior to the Pedagogical Scenario Development workshops, lead teachers were emailed the agenda and materials at least 4 weeks in advance to allow sufficient time for review. During the lifetime of the project, lead teachers were informed of progress via emails, the online face book community which was set up and the Creative Classrooms Lab website <http://creative.eun.org/>.

### MEETINGS OF THE TEACHERS

Prior to the Peer Exchange workshops, teachers were emailed an agenda and materials at least 4 weeks in advance to allow for sufficient time for review. During their participation in the CCL project, teachers were supported centrally via two Peer Exchange workshops (February and November 2014), emails, webinars, and the facebook online community and the Creative Classrooms Lab website <http://creative.eun.org/>.

EU carried out an internal evaluation of the two Peer Exchange workshops for teachers and the third mainstreaming workshop with 70 participants via an online questionnaire.

## COMPLETION AND SUBMISSION OF DELIVERABLES

Quality assurance is the joint responsibility of the project partners led by the Coordinator. The following process was applied to ensure that project deliverables are of appropriate quality:

1. Project deliverables are listed within an overview document and status of progress including action lists highlighted at Project partner meetings.
2. Project deliverables are peer reviewed by the coordinators team, which includes 2/3 people in the review of the deliverable.
3. Project deliverables are read by all partners to give comments, input and feedback where necessary.
4. Where possible, independent third parties will be involved in quality assurance (e.g. teachers feedback on the scenarios).
5. The project manager must be notified by email upon completion of a deliverable and will notify all partners.

## PROJECT COMMUNICATION METHODS

EUN has a well-developed set of community tools for communication between project partners. Audio and/or videoconferencing facilities were used (mainly skype and webex) as a primary means of communication between WPs as well as to engage with teachers in focus groups and members of the Pedagogical Board.

All public and internal project materials, work in progress and deliverables, agendas, minutes, etc were stored in Dropbox folders accessible to all partners, AP, teachers and the external evaluator.

## 4. THE ROLE OF THE PEDAGOGICAL BOARD

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A major body responsible for ensuring the quality of key aspects of the project: the scenarios, the validation and the recommendations, is the Pedagogical Board.

As part of the quality assurance of the project outlined, the aim of the Pedagogical Board during the whole project duration (April 2013 to March 2015, officially extended to end May 2015) was to:

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

### SELECTION CRITERIA FOR THE PEDAGOGICAL BOARD

In order to ensure high level experts with the expertise required the following selection criteria were established by the partners:

- Independent expert (not directly involved in the project implementation)
- High familiarity with 1:1 computing initiatives (designer, implementer, participant, evaluator or researcher)
- Capacity to critically evaluate the project activities and outputs

Ministries of Education appointed national experts based on the criteria outlined. EUN reviewed applications, established a shortlist of suitable candidates (based on a spread of experience, expertise and countries covered). Partners commonly agreed on the final candidates. Please note that the first UK member of the pedagogical board, was replaced in January 2015 (due to health reasons) by Jan Harrison, based on the recommendation by the eLearning foundation. Jan Harrison followed all the meetings (online and face to face) of the pedagogical board and gave valuable feedback.

### TASKS/INSTRUMENTS

EUN established a terms of reference for the Pedagogical Board members in the beginning of the project, which outlined their roles, tasks and timeline of activities (*see Annex 1*). Pedagogical Board Members participated in two face to face and two online meetings throughout the course of the project (travel costs were covered plus a remuneration for the work of the experts).

Meetings were held in February 2014 and February 2015 after the phase 1 and phase II observation visits. Additionally two online meetings were held in June 2014 in order to allow for feedback from the Pedagogical Board on the new set of Policy Maker Scenarios and a closer interaction between CCL partners (that presented the new scenarios to the Pedagogical Board experts) and the Pedagogical Board. The exact dates were defined during the project to allow the best timing for input (e.g. before observation visits – to allow input to the

protocol), or after the Pedagogical Scenario Development workshop to give feedback on the scenarios developed (see *Annex 2: Agenda of the first Pedagogical Board meeting on 25 February 2014*).

Members of the Pedagogical Board received in regular intervals and at key stages information about the project (e. g. in the beginning of the project to get familiar with the project and its requirements, after phase 1 as regards input to scenarios, and prior to meetings, etc.). Prior to the Board meetings, members were emailed the agenda and materials at least 4 week in advance to allow sufficient time for review. In between meetings, members will be kept informed of progress via email and project updates available via the Creative Classrooms Lab website <http://creative.eun.org/>.

Their tasks were as follows:

- Get familiar with the project and its main objectives (read DoW, brochures, project website)
- Read the scenarios developed (Policy Maker Scenarios as well as Learning Stories and give feedback on the quality, structure and the alignment between the two via a structured template)
- Give feedback on the scenarios and the support material produced, during the first Pedagogical Board meeting
- Get familiar with the validation process (project validation protocol/ observation instruments) prior to the first Pedagogical Board meeting and give structured feedback on the validation tools during the meeting
- Reflect on the process of scenario development and efficient ways of working together during the first Pedagogical Board meeting
- Ensure that feedback and recommendations made by teachers in Work package 4 are reflected in the policy recommendations which are proposed at the end of Year 1 pilots and at the end of the project
- Give feedback on the scenarios and the support material produced, during the first Pedagogical Board meeting during two online meetings
- Ensure that feedback recommendations made by teachers in WP4 are reflected in the policy recommendations

Following the recommendations from the interim evaluation report, more visibility will be given to the pedagogical board in highlighting and sharing their respective feedback on the scenarios with partners. Moreover, more visibility of the boards will also be given to the outside public on the website in year 2 of the project. Most importantly, the added value of tablets supporting a specific pedagogical approach, will be highlighted in a specific row within the pedagogical scenarios/learning stories to be developed for phase 2.

## ENSURING THE QUALITY OF THE TEACHING AND LEARNING SCENARIOS

Additional internal quality measures were put into place to allow for the development and piloting of innovative teaching and learning scenarios. A review of the activities and outputs after phase 1 took place in various ways:

- report on the organization of phase 1 pilots
- interim report of the external evaluator
- feedback from partners during meetings and from the pedagogical board
- National debriefing meetings with teachers, leadteachers and partners.

This allowed to learn from the experiences gained in phase 1 and to feed back to improve phase 2 of the project. There are a variety of actors involved in the development of the scenarios (policy makers, lead teachers, university and industry representatives, see also D2.2 Report on Phase 1 Scenario Development and 7.1 Report on First Mainstreaming workshop) all having a different expertise, which makes this process challenging and complex.

EUN as the coordinator of the project and responsible for the coordination of the Mainstreaming Workshops, DGE Portugal (WP2 leader) being responsible for the scenario development as well as DZS (WP leader 5- Quality management) had a core role in guiding and coordination this process as efficient as possible. This includes:

- Ensuring that every stakeholder actively involved in the scenario development process is well informed about the objectives of the scenarios, its process of development, their specific roles and contributions expected in the design of the scenarios and familiar with methods and tools used.
- Leveraging positive results from similar projects in this area and allow for synergies (e.g. the iTEC project).
- Ensuring that teachers piloting the scenarios receive sufficient support to implement and test the scenarios via their national Ministries of Education and the lead teachers. Support mechanism include:
  - Providing translations of the scenarios developed, if necessary. This was done by the Belgium Wallonia partner.
  - Providing via national training workshops an introduction to the scenarios to the teachers not actively involved in the scenario development process. This was done by all partners and repeated in year 2 of the project.
- Ensuring the quality of the support materials for teachers provided by the University of Minho via partners and teachers review. This was done by the partners and the WP leader concerning the support material provided with the first set of scenarios and repeated, including the lessons learnt from phase 1, for the second set of scenarios.
- Ensuring the quality of input and contribution from industry (via the establishment of a charter for Associate Partners and specific templates for scenario input.)

After year 1 feedback was gathered from policy makers (on the process and support provided to schools as regards the scenario development and pilot implementation) and teachers (on the actual implementation of the scenarios, their usefulness and the support received) in order to feed the results back into the second round of scenario development starting in May 2014. A summary of lessons learnt 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. The main recommendations to be considered for phase 2 were the following:

### 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.
  - Need for guidance on how to apply Learning Scenarios in the classroom/ how to incorporate the Learning Stories into the lesson planning/ to find practical examples for the classroom
- 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 an 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

For more information see Report [D.3.3 on the organization of phase 1 pilots](#)

## 4. EXTERNAL EVALUATOR

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### SELECTION OF THE EXTERNAL EVALUATOR

Following normal tender procedures, the WP Leader and EUN selected an expert with 1:1 computing experience to carry out an independent evaluation of both project operations and final deliverables. GLPM has been selected to carry out the external evaluation of the project.

### ROLE

The role of the independent evaluator is to work within the project's quality assurance plan, the expert will focus on how the feedback from the Pedagogical Board has impacted upon and influenced the scenario development process (WP2) and whether the protocol for running a controlled experimentation with classes in WP3 has been consistently applied by all MoE. By conducting interviews and an online survey with participating MoE, the independent evaluator will also provide an assessment in a final report (D5.3) of the extent to which project dissemination (WP6) and exploitation activities (WP7) have had a positive impact on the development of national 1:1 computing strategies.

The external evaluator will be looked at as a "critical friend for the project team, reviewing and providing feedback and recommendations to help to inform the scenario development process and the quality of the project implementation and deliverables".

More specifically, the external evaluator will:

- review the documentation that is produced in the course of the project
- Participate in 4 partner meetings / Peer Exchange meetings / Mainstreaming workshops
- Interview a sample of partners and project stakeholders
- Write two evaluation reports
- Give feedback on the quality
- Give input to the quality assurance strategy

### AIMS OF THE EXTERNAL EVALUATION

GLPM adopts an innovative approach to the evaluation work undertaken in that it covers all areas of project work. This includes, but is not limited to, the outcomes achieved, the progress toward the outcomes, the transnational dynamics of that progress, the consistency of the project in addressing its initial aims, the extent and consistency of the involvement of the target group in ongoing project work, the mechanisms built-in to ensure sustainability, steps taken to embed innovative outcomes into mainstream provision, consideration of, and complementarity with, the state of the art, and instances of added value.

The aim is therefore to support the project across all of its activities through a rigorous and objective review of the progress towards outcomes and of the quality of the outcomes themselves. In the specific context of the CCL project, the external evaluation will also complement the internal monitoring activities managed by EUN and the role of the Pedagogical Board.

### THE EVALUATION METHODOLOGY & TIMELINE

## 1) Months 9 - 12

GLPM will examine the initial outcomes and processes, with specific reference to the ways and means by which the perspectives and collaboration of the project partnership have influenced the:

- a) Developed protocol (T3.1) for experimentation on the pedagogical use of tablets in a controlled environment
- b) Literature Review (T2.1 months 1-2) and Development of Phase I tablet scenarios (T2.2 months 1-6), with a specific emphasis on how the project has achieved to develop “innovative teaching and learning scenarios, a major objective of the project.
- c) Webinars on Project Expectations (T.4.1 month 2) and Project Ideas-Early achievements and goals (month 6) together with the teacher feedback on each.

This will include a review of the:

- d) Interviews (T.4.2 month 3) by telephone/Skype with MoE lead representatives from each partner to document the overview and planned course of activity for the project at the national level for each partner context.
- e) Feedback from the Pedagogical Board from month 2 of the project to the present time
- f) Mainstreaming Workshop on National Policy Challenges (T7.1 month 2)

Next to main project deliverables the evaluation will also monitor the involvement and contribution of associated partners during the first phase of the project.

The methodological approach will be based upon an approach that reflects the intended levels of impact on the different target groups as the project progresses – in this instance, with particular focus on the partner perspective in phase 1. This will feature mainly survey work done by GLPM of the contractual partnership based on a questionnaire approach and supported by discussions taking place at project meetings.

Particular emphasis will be placed (again reinforcing the importance of the relevance of the project as a KA1 project) on how the Ministries select the schools to work with and how they, as well as EUN and lead teachers support schools in the context of overall frameworks for effective pedagogical use of tablets in the classroom.

A small sample group (one school from each partner country) will be contacted (telephone / email or skype) and surveyed in this context.

Subsequent stages of the project will feature a similar approach (questionnaire and interview–based) on other project stakeholders and finally on the wide Schoolnet community as a reflection of the effectiveness of the project’s approach to dissemination and exploitation – particularly in the context of the Lifelong Learning Programme’s expectations of a KA1 initiative.

During this period, GLPM will review also all activities in all work packages in order to ensure that the project has mechanisms in place (reflected in internal monitoring procedures and risk management strategies) to address any negative implications associated with the quality and timely delivery of key outputs and deliverables and how this may impact on subsequent work packages.

During this period, GLPM will review also all activities in all work packages in order to ensure that the evaluation process is up-to-date as the application stated that this process should have begun in month 4 of the project, instead of month 9.

**The main processes and results were reviewed jointly by Gareth Long and Andrina Granić of GLPM.**

## **2) Months 12-13**

GLPM will produce the first report (D. 5.2, Month 12) to review project management and operations, project reports and Year 1 deliverables based on the above. There will be particular emphasis on the way in which feedback and recommendations from the Pedagogical Board and focus group teachers have influenced the scenario development process (cycle 1). This will be enhanced through the interview work done with representatives of those groups to gain their own view on how the response process has been undertaken. The recommendations and conclusions of the first report will include indicators for improved performance or mechanisms, but also recommendations based on the KA1-specific expectations associated with the initiative especially in the context of the impact and sustainability of policy-influencing outcomes.

**The report was written by Gareth Long and Andrina Granić of GLPM.**

For more information, see [D5.2 Initial Report from an Independent Evaluator](#)

## **3) Months 13-20**

GLPM will continue to monitor the project progress across all work packages as the initiative moves into its second implementation-based period. This will include, but not be limited to:

- a) Analysis of the Development of Phase II tablet scenarios (T2.3 months 13-18) and how this reflects the experiences of the first pilot in WP4 as well as gauging the extent to which teacher and other feedback is collated and used following the two-day workshop in month 14 featuring partners and associate partners.
- b) Survey work undertaken of the views of the policy-makers and schools of their experiences to-date, as the drivers of the innovative learning scenarios.
- c) Analysis of the Report on Phase II Scenario Development (M18) produced by the partnership and in the context of recommendations to policy-makers in KA1 relevance terms.
- d) The main focus overall of the external evaluation process will be an analysis of the way in which the consortium collectively supports the classroom pilots (T3.2 months 7 – 22) through contact with the MoE and in particular the support and guidance given to ensure appropriate application of the protocol of experimentation. This will take place on a national basis as well as in the context of transnational comparison.

Aspects such as technical infrastructure required, levels of technical support required, responses to preferences in terms of synchronous and asynchronous learning environments, approaches to mapping learning content and delivery of learning to curricular requirements, teacher support mechanisms, accreditation of prior learning, overlap with social media, etc will influence the methodological approach of the evaluation.

The approach will vary based on several factors:

- The stage of the project. The 3 mainstreaming workshops have different objectives, aims and expected numbers of participants and so will be evaluated against their specific objectives rather than actual comparisons between them. The first two workshops will be analysed particularly in the context of how effectively they achieve their aims of identifying and mapping policy priorities and providing the MoE with the information and support necessary to make changes at the strategic national level, whilst the third more in the context of a wider and broader event to more generally promote the results and findings of the project with a view to further exploitation at the MoE level beyond the contractual consortium.
- The varying nature of the outcomes. The protocol, including the main supporting documents and mechanisms provided to schools, as a preparatory process will be evaluated as a reflection of partner contributions initially and then as a useable support tool later in the project.
- The different target groups identified. More detailed interviews will take place with the project partners especially in the first year and in the second year more general survey work with associate partners and longer-term stakeholders especially in the latter stages of the project.

e) Analysis of the way in which the dynamics of the project processes help to establish and enhance on an ongoing basis, the teachers' Community of Practice (T3.3 months 5-24). An additional measure of this process will be the participation levels and commitment levels of the teaching community in the two peer exchange workshops organised by EUN and including UoW (month 11 and month 21) and in the Future Classrooms Lab space.

e) Analysis of the Report on organisation of the Phase I pilots (M15) and on the Link Research Visits (T4.3 months 8-13 and 19-22) in the context of utilising feedback from all relevant groups for improvement and mainstreaming.

f) Evaluation of the effectiveness and impact of the project dissemination strategy, with particular focus on the web-site as being appropriate for purpose (engaging with teachers, influencing policy and as repository for course materials and course outline) The Dissemination Plan (T6.2. initially month 3) will be reviewed after the first of its annual updates with particular emphasis on the appropriateness of the tools used to gauge its effectiveness and the mechanisms included to amend / adapt approaches, content and method. Additional emphasis will be placed on monitoring the progress and impact of the public community for policy makers and other stakeholders (to begin in month 6) as it will be a community likely to flourish only if the ongoing results and processes are appropriate for the sectors involved; it will therefore be an additional objective tool of the evaluation process. The impact of the project newsletters and of the online presentation will also be assessed, particularly in the context of feedback from the teachers and policy-makers on their suitability and value.

#### **4) Months 20-24**

GLPM will produce the final report (D.5.3) to review the continued project management and operations, project reports and Year 2 deliverables. There will be particular emphasis on the way in which feedback and recommendations from the Pedagogical Board and focus group teachers have influenced the scenario development process (cycle 2). Also of key importance of the content of the final evaluation report will be the following:

a) Evaluation of the Final Report on the organisation of the pilots due by month 24 – please note, when final versions of reports and other outcomes are scheduled for month 24, GLPM will use as much as is possible and practical, the most up to date draft versions so that their own final evaluation report can be delivered on time for the project’s own Final report.

b) Evaluation, through surveys and interviews with a selection of participants from the pilots, of the ‘creative classrooms’ course for teachers (T7.4 months 16-24).

c) GLPM will conduct interviews and an online survey with key project stakeholders in months 20-22 to gauge opinion on the extent to which project dissemination and exploitation activities have had a positive impact on the development of national 1:1 computing strategies. Those committed to attending the final workshop will be contacted through this process, with the possibility of a “re-visit” them to gain final comment and opinion at or after the event itself.

**The report will be written by Gareth Long and Andrina Granić of GLPM. The evaluators shall provide representation at 4 partner meetings / peer exchange meetings / policy-maker workshops.**

## EVALUATION TOOLS

### The sources of information and tools used for evaluation:

- Original Project Management and Quality Assurance strategies and documents, and monitoring and quality requirements made by the funding body such as the monitoring procedures, schedule and milestones, internal evaluation procedures;
- Ongoing project communication: e-mail exchanges, communication platforms and skype or video conferencing.
- All project meetings; including the preparation, agenda development, partner participation and minutes.
- Communication with other projects or activities in the context of the “state of the art”
- Dissemination activities generally, especially public elements of a project web-site
- Dissemination activities specifically, with regard to discrete target groups and stakeholders
- Meeting evaluation forms, quarterly internal progress reports, feedback from pilot tests, etc.
- Interviews with a sample of all project actors (in terms of both pre-pilot expectations and post-pilot results where appropriate).
- Ongoing research into the field

## OUTLINE OF THE INTERIM REPORT

1. Introduction
2. GLPM
3. External Evaluation Methodology
4. Purpose of the document

5. About the call and its objectives
  - 5.1 General and specific objectives
  - 5.2 Theme, priorities and expected results
6. Progress against the work programme
7. Review of progress in each work package
8. The Literature Review
9. The Pedagogical Board
10. The CCL tablet scenarios
11. Conclusions and Recommendations

#### OUTLINE OF THE FINAL EVALUATION REPORT

1. Introduction
2. Policy Scenarios
3. MOOC: Creative use of Tablets in Schools
4. The pedagogical board and its impact
5. Progress against work packages

## ANNEX I: TERMS OF REFERENCE PEDAGOGICAL BOARD

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### Creative Classrooms Lab:

### Terms of reference for the Pedagogical Board

#### 1. Background

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

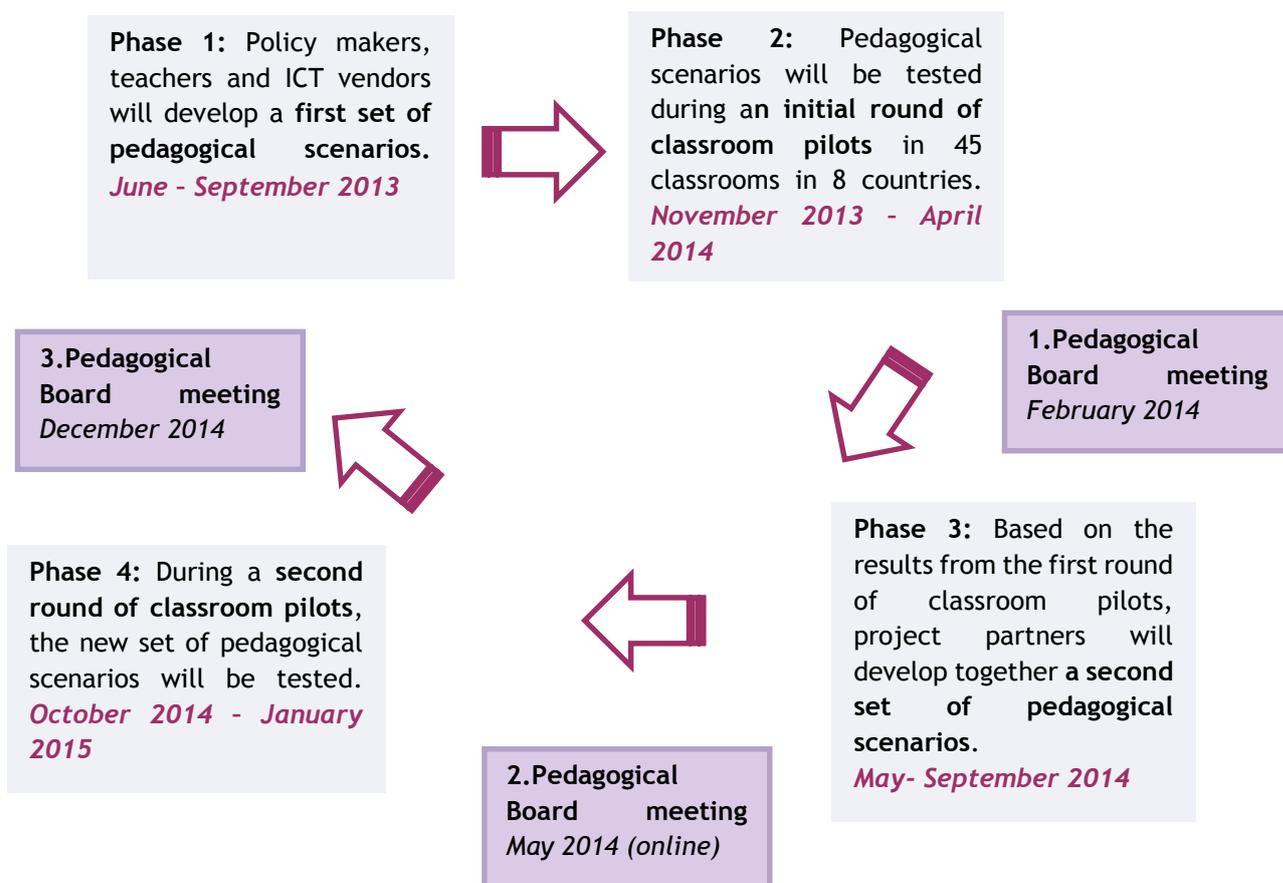
#### 2. Objectives of the Pedagogical Board

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

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

## Project Lifecycle



## Overview of CCL work packages

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

## Pedagogical Board meetings

Meeting date	Meeting	Location	Participants	Actions

February 2014	Face- to- face meeting	To be defined	Members of the Pedagogical Board, DZS (leader of Work package 5), 1 staff from European Schoolnet	<i>To be defined</i>
May 2014	Online meeting	Online	Members of the Pedagogical Board, DZS (leader of Work package 5), 1 staff from European Schoolnet	<i>To be defined</i>
December 2014	Face- to- face meeting	To be defined	Members of the Pedagogical Board, DZS (leader of Work package 5), 1 staff from European Schoolnet	<i>To be defined</i>

### Organisation of work

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

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

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

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

### 3. Members of the Pedagogical Board

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

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

## ANNEX 2: AGENDA FIRST PEDAGOGICAL BOARD MEETING

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### 1ST CCL PEDAGOGICAL BOARD MEETING

Tuesday, 25 February 2014, 09:00- 17:00,

European Schoolnet office, Rue de Trèves, 61 (3<sup>rd</sup> floor), 1040 Brussels

#### Participants:

##### Members of the Pedagogical Board:

Martina Baseggio (Czech Republic), Jan Harrison (United Kingdom), Erich Herber (Austria), Nives Kreuh (Slovenia), Alvida Lozdienė (Lithuania), Fernand Mesdom (Belgium)

##### Project partners:

Diana Bannister (University of Wolverhampton, Work Package 4 Observation and documentation of innovative practice), Pavla Sabatkova (DZS, Work Package 5 Quality Assurance, rapporteur)

##### EUN staff:

Anja Balanskat (Senior Analyst and Project Manager), Roger Blamire (Senior Advisor), Katja Engelhardt (CCL School Pilot Coordinator)

#### AIMS:

- analyse outcomes and process of the first scenario development cycle;
- prepare second scenario development cycle, based on experiences from first cycle;
- provide input to observation instruments of innovative use of tablets, in particular preparation of link observation visits and questionnaires for CCL teachers

#### 09:00-09:30 INTRODUCTION

- Pedagogical experts present themselves and outline their experience relevant to the project
- Exchange on latest research on the use of tablets

#### 09:30-10:00 PROJECT OVERVIEW (ANJA BALANSKAT)

- Main objectives, project methodology and activities to date
- questions and answers

#### 10:00-12:00 FEEDBACK ON 1<sup>ST</sup> SCENARIO DEVELOPMENT PROCESS (ROGER BLAMIRE)

## 10.00-11.00 HOW WERE THE SCENARIOS DEVELOPPED?

- Policy Maker Scenarios (Pavla Sabatkova)
- Pedagogical Scenario Development Workshop to design Learning activities and stories (workshop, template, process) (Roger Blamire)
- Inclusion of feedback from pedagogical experts (overview of comments and integration)
- Support documents
- Feedback on the process of gathering expert input
- 

## 11.00-12.30 GROUP WORK

- Quality of the scenarios and support material
- Flipped Classroom/Personalisation (3 experts)
- Collaboration/ Content Creation (3 experts)
- Recommendations on content and processes

## 12.30-13.00 PREPARATION OF SECOND SCENARIO DEVELOPMENT CYCLE

- timeline, meetings, topical ideas
- collection of feedback

## 13:00-13:45 LUNCH

## 13:45-14:15 OVERVIEW LINK OBSERVATION VISITS (DIANA BANNISTER)

- Research design and questions (including input from CCL partners)
- Validation instruments (questionnaires and templates to be used during the visits)

## 14:15-16:30 OBSERVATION OF INNOVATIVE PRACTICE- GROUP WORK

- What should be the main research questions to be addressed in the project?
- What kind of data should be gathered during the link observation visits?
- What data should be additionally gathered and how (e.g. general survey, blog analysis)
- Feedback on the reporting template for schools

## 16:30-17:00 UPCOMING TASKS FOR THE PEDAGOGICAL BOARD

- Planning of upcoming work
- Date of next meetings
- Administrative issues

## ANNEX 3: AGENDA SECOND PEDAGOGICAL BOARD MEETING

# 1<sup>ST</sup> CCL PEDAGOGICAL BOARD MEETING

Tuesday, 25 February 2014, 09:00- 17:00,

European Schoolnet office, Rue de Trèves, 61 (3<sup>rd</sup> floor), 1040 Brussels

### Participants:

#### Members of the Pedagogical Board:

Martina Baseggio (Czech Republic), Jan Harrison (United Kingdom), Erich Herber (Austria), Nives Kreuh (Slovenia), Alvida Lozdienė (Lithuania), Fernand Mesdom (Belgium)

#### Project partners:

Diana Bannister (University of Wolverhampton, Work Package 4 Observation and documentation of innovative practice), Pavla Sabatkova (DZS, Work Package 5 Quality Assurance, rapporteur)

#### EUN staff:

Anja Balanskat (Senior Analyst and Project Manager), Roger Blamire (Senior Advisor), Katja Engelhardt (CCL School Pilot Coordinator)

### AIMS:

- analyse outcomes and process of the first scenario development cycle;
- prepare second scenario development cycle, based on experiences from first cycle;
- provide input to observation instruments of innovative use of tablets, in particular preparation of link observation visits and questionnaires for CCL teachers

### 09:00-09:30 INTRODUCTION

- Pedagogical experts present themselves and outline their experience relevant to the project
- Exchange on latest research on the use of tablets

### 09:30-10:00 PROJECT OVERVIEW (ANJA BALANSKAT)

- Main objectives, project methodology and activities to date
- questions and answers

## **10:00-12:00 FEEDBACK ON 1<sup>ST</sup> SCENARIO DEVELOPMENT PROCESS (ROGER BLAMIRE)**

### **10.00-11.00 HOW WERE THE SCENARIOS DEVELOPPED?**

- Policy Maker Scenarios (Pavla Sabatkova)
- Pedagogical Scenario Development Workshop to design Learning activities and stories (workshop, template, process) (Roger Blamire)
- Inclusion of feedback from pedagogical experts (overview of comments and integration)
- Support documents
- Feedback on the process of gathering expert input
- 

### **11.00-12.31 GROUP WORK**

- Quality of the scenarios and support material
- Flipped Classroom/Personalisation (3 experts)
- Collaboration/ Content Creation (3 experts)
- Recommendations on content and processes

## **12.30-13.00 PREPARATION OF SECOND SCENARIO DEVELOPMENT CYCLE**

- timeline, meetings, topical ideas
- collection of feedback

## **13:00-13:45 LUNCH**

## **13:45-14:15 OVERVIEW LINK OBSERVATION VISITS (DIANA BANNISTER)**

- Research design and questions (including input from CCL partners)
- Validation instruments (questionnaires and templates to be used during the visits)

## **14:15-16:30 OBSERVATION OF INNOVATIVE PRACTICE- GROUP WORK**

- What should be the main research questions to be addressed in the project?
- What kind of data should be gathered during the link observation visits?
- What data should be additionally gathered and how (e.g. general survey, blog analysis)
- Feedback on the reporting template for schools

## **16:30-17:00 UPCOMING TASKS FOR THE PEDAGOGICAL BOARD**

- Planning of upcoming work
- Date of next meetings
- Administrative issues

## ANNEX 4: CCL MEETING SCHEDULES

### CCL EVENTS 2014 –PLANNED SCHEDULE

Dates	Meeting	Location	Responsible	Participants
31 January	Project meeting	Online	EUN	CCL Partners
25 February	Pedagogical Board meeting	Brussels	EUN	6 experts Pedagogical Board
6/7 March	1st Peer Exchange Workshop	Brussels	EUN	20-25 CCL teachers, open to CCL Partners
22 May	3rd Project Partner meeting	Brussels	EUN	CCL Partners
23 May	2nd Mainstreaming workshop (in conjunction with 3rd Project Partner meeting)	Brussels	EUN	CCL Partners
3 June	Pedagogical Board meeting	online	EUN	6 experts Pedagogical Board
16/ 17 June	2nd Scenario development workshop (1,5 days)	Brussels	EUN	CCL Partners, 9 lead teachers, Associate Partners
30 June	Pedagogical Board meeting	online	EUN	6 experts Pedagogical Board
14/15 November	2nd Peer Exchange Workshop	Zürich (Switzerland)	EUN	20-25 CCL teachers, open to CCL Partners
December to be defined	Pedagogical Board meeting	to be defined	EUN	6 experts Pedagogical Board

### CCL WEBINARS 2014

Dates	Meeting	Location	Responsible	Participants
8 January	3rd teacher webinar „Project challenges“	online	University of Wolverhampton, EUN	CCL teachers, open to CCL partners & associated teachers
3 June	4th teacher webinar „Working with others“	online	University of Wolverhampton, EUN	CCL teachers, open to CCL partners & associated teachers
October to be defined	5th teacher webinar „Sharing ideas“	online	University of Wolverhampton, EUN	CCL teachers, open to CCL partners & associated teachers

## CCL EVENTS 2013

Dates	Meeting	Location	Responsible	Participants
4 April	Kick-off meeting	Brussels	EUN	CCL Partner
15 April	Project meeting	Online	EUN	CCL Partners
7 May	Project meeting	Online	EUN	CCL Partners
21 May	First Mainstreaming Workshop	Brussels	EUN	
6 June/ 7 June	Scenario Development Workshop	Brussels	EUN	CCL Partners & lead teachers
4 October	Project meeting	Brussels	EUN	CCL Partners

## CCL WEBINARS 2013

Dates	Meeting	Location	Responsible	Participants
25 June	1st CCL webinar "Getting started with the Creative Classrooms Lab project (CCL)"	Online	Diana Bannister, UoW	CCL teachers, open to CCL partners
9 September	Repetition of 1st webinar	Online	Diana Bannister, UoW	CCL teachers, open to CCL partners
9 October	2nd webinar "Project achievements and goals"	Online	Diana Bannister, UoW	CCL teachers, open to CCL partners

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