Project Evaluation

Teachers Continuing Professional Development: Qualified Teachers = Successful Learners (ENTELS Project)

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July, 2016

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1.0 Introduction

1.1 Name of the project and project partners

ENTELS Co-ordinators: Dirección Xeral de Educación, FP. e Innovación Educativa. Consellería de Educación, Xunta de Galicia. (Spain)

ENTELS Project Partners:

Universidade de Santiago de Compostela (Spain)

H2 Learning (Ireland)

Kauno Technologijos Universitetas (Lithuania)

Plymouth University (UK)

1.2 Project website

Site address: http://www.entelsproject.eu/

The website is comprised of the following sections:

Home – Overview.

Activities – What was planned during the lifetime of the project

Resources – Free project resources for teachers to download

Aims & Objectives – A summary of why the ENTELS project is important, what its overall aims are, and how it intended to achieve these aims

Partners – A list of partner institutions working on the ENTELS project and links to their own websites.

Access ENTELS – A link taking readers to the ENTELS Campus, the platform hosting the ENTELS CPD course

Contact – A facility for making email contact with the ENTELS team

1.3 Funding sources

A grant of 230,257.00€ was awarded under Erasmus+ programme, for Key Action in Cooperation for innovation and the exchange of good practices in the field of Strategic Partnerships for school education.

1.4 Start and duration of the project

The ENTELS timeline spanned from September 2014 to August 2016.

1.5 General background

ENTELS was conceived as a two-year Erasmus+ Project to run from December 2014 until July 2017. Through collaborative work with partners in the UK, Lithuania, Ireland and Spain, the project developed online Continuing Professional Development (CPD) for secondary school teachers in four areas: learner-centred approaches, entrepreneurship, ICT and assessment using ICT tools and e-portfolios. These CPD modules (hereafter modules) would be available online free of charge for secondary school teachers across Europe and in three different languages (English, Spanish and Lithuanian).

It was originally conceived that the final published online modules would be informed by teachers' feedback though a module pilot phase and an initial literature review. The project also planned to produce a manual of good practice and user guidelines for course participants.

Teachers participating in the pilot phase would, upon completion of the modules, be awarded a European Certificate of CPD from the University of Santiago de Compostela in Spain.

The final results of the project pilot and evaluation would be presented and disseminated both locally within partner countries and internationally.

1.6 Project aims

To inform the efficient implementation of ICT in schools. This would facilitate teachers in designing innovative learning environments, introduce new and creative ways of implementing the curriculum, and help to establish the basic conditions necessary for the sustainable use of ICT in education, including assessment tools, quality standards, e-assessment and e-Portfolios

The ENTELS project partners (consortium) would develop and analyse innovative pedagogy and assessment approaches and methods to support diverse individual learning pathways in order to help learners to acquire new skills for future professions

The ENTELS consortium would design professional development modules for teachers so they can in turn, develop 21st century skills (i.e. collaboration, problem-

solving, ICT literacy, critical thinking, entrepreneurship etc.) in their students. The collaboration among partners would make the transnational transfer of competences, methodologies and best practices that are needed by teachers possible, through the ultimate dissemination of these skills across Europe

1.7 Project objectives

To revise and strengthen the professional profile of teachers, including the support of innovation in education and training by implementing changes in pedagogy and consider ICT as an enabler of teaching and learning

To devise a plan for implementing a renewed strategy on developing basic and transversal skills, such as entrepreneurship and digital skills in all fields of education and training, using innovative and student-centred pedagogical approaches and developing appropriate assessment methods

To promote stronger coherence, transparency and recognition tools between EU countries to ensure that skills and qualifications can be easily recognised across borders

To promote school activities leading to labour market relevance of learning provision and reinforcing links between education, training and the world of work

To implement the assessment of key competences, including basic skills and transversal skills particularly entrepreneurship and digital skills using different tools and methods

2.0 ENTELS project description and project elements subject to evaluation

The ENTELS project was designed to have five outputs: a literature review, the development of a virtual platform, the module design, course piloting and a manual of good practice and implementation guidelines.

2.1 Output 1: Review of national contexts

The literature and teacher experience review was a collaborative report providing a context for teacher training at the time of project commencement in each partner country, and explaining how the development of the ENTELS course was influenced by, and attempted to address, the various national situations. The national reviews were based on current policies and practices, as well as reporting teacher perceptions from previous training experiences.

Included in this output were details of previous online courses available to teachers in each country, together with examples of best practice. The literature intended to inform the design and development of the online modules. Partners in Lithuania collated all information and produced a single report.

2.2 Output 2: Development of a virtual platform

The second output involved the design and implementation of the virtual platform. ENTELS subcontracted the design and maintenance of the platform to the Supercomputing Centre of Galicia (CESGA) under the supervision of the University of Santiago de Compostela (USC). USC sought to assure the appropriateness and efficiency of the virtual space.

The objective was to create and operate a friendly and versatile platform for project participants to interact with the modules. The platform would support communication, learning, tutoring and counselling activities to provide a virtual framework to deliver training activities. Partners were asked to provide feedback on the platform through the use of emails and webcalls. The platform was also introduced and tested during an international meeting. The platform design was scheduled to be completed by the end of February 2015.

2.3 Output 3: Online course modules

Additionally, USC designed and developed the modules for the online teaching course as the third output of the project. The literature review produced for output 1 was intended to inform the modules' content, development and delivery. USC led the design and implementation of four modules (ICT, learner-centred approaches, entrepreneurship, and assessment). This output was scheduled to be completed by May 2015.

2.4 Output 4: European pilot

The ENTELS project assigned the fourth output to the Irish partners (H2). Responsible for overseeing the pilot stage, H2 designed a delivery framework and coordinated partners' implementation of the pilot across the four countries. The pilot was originally scheduled from September-October 2015.

The project aimed to invite 50 secondary school teachers per country to participate in the piloting phase. Participants chose to enroll in two (minimum) or more modules (ICT was a mandatory module) for six months (November 2015 until April 2016). Completion of each module was expected to take approximately 25 hours.

Participants would attend an initial one-off introductory workshop (at their local school), which served different purposes: a) it introduced participants to the platform, b) ensured smooth access to the system and c) provided a summary of the project and its research element.

During the pilot phase, participants were going to be surveyed at three different times (start, middle and end) to gather participant baseline skill levels, their feedback on module content

and their overall experiences. Also, an exit interview or survey was to be conducted if a teacher decided to withdraw from the course before completion.

During the pilot phase, modules would be available online and an on-line tutor would be readily available to answer any queries. Participants would be able to access modules at their convenience but within a framework set out in the online course. Participants <u>would not need</u> to download any software; only have access to an Internet connection.

The pilot was scheduled to run from November 2015 to April 2016, at the end of which participating teachers would receive European CPD Certificates from the University of Santiago de Compostela in recognition of their participation and contribution. Each country was to recruit 50 secondary school teachers to take part.

2.5 Output 5: Manual of Good Practice and Evaluation Report

The final output, a manual of good practice, based on the evaluation and the quality assurance plan (QAP) was to be compiled by the Plymouth University. This manual would include guidelines for course implementation. An evaluation report would also be produced by Plymouth University at the end of the project.

3.0 Review of national contexts

3.1 The Spanish context

For information see:
http://www.oecd.org/edu/EDUCATION%20POLICY%20OUTLOOK%20SPAIN_EN.pdf

3.2 The Lithuanian context

Teachers think about 85% of professional development is high quality and that they can apply newly gained knowledge from CPD events in their daily setting

Teachers would like to develop competencies in: teaching methods, pupil assessment, and application of ICT across different subjects. Although they felt that their overall knowledge of 21st century teaching is good, they would benefit from more practical development so that they can put their knowledge into practice.

The Entrepreneurship and Learner-centred teaching modules in the ENTELS course were well suited to Lithuanian teachers, with entrepreneurship education a national priority, and initiatives promoting flexibility, risk-assessment, creativity and innovation needing to be highlighted. This is particularly the case because entrepreneurship, despite being a priority, is only taught minimally on a mandatory basis in Years 9 and 10, subsequently becoming a subject of choice in Year 11 and 12. Teacher education in entrepreneurship is needed

urgently in order to meet the EU and Government regulations that purport to prioritise this area.

When asked, teachers felt the most important characteristics of a good teacher development course were that it was practical, relevant and practice-based.

For an online CPD course, teachers also voiced the following requirements:

Software integrity must be robust

The platform elements must be clear, simple and easy to navigate

There should be options to share and collaborate outputs and experiences

A range of learning materials should be used and these should be clear and simple

Learning materials must be applicable to their roles and needs

Learning materials should keep participants interested

The course should be achievable within the context of overall workloads

Possible barriers to engagement with such courses included technological limitations, sufficient time and ICT competence, hence upskilling teachers with ICT skills is a priority.

3.3 The Irish context

In summary, the Irish education system comprises the following:

3,200 Primary Schools

Pupils: 450,000

Teachers: 27,000

740 Second Level Schools

Students: 350,000

Teachers: 24,000

Further and Adult Education

Students: 140,000

Teachers/Tutors: 16,000

The reform agenda in Ireland has placed a focus on continuous assessment and afforded greater awareness of the roles of digital technology in education, formative assessment and promoting creativity and entrepreneurial capacity in students.

There is a varied level of teacher confidence and competency in the use of digital technology both across schools and within schools. Professional development is currently optional for Irish teachers; however, there is demand for teacher professional learning and a digital competency framework that equips teachers to deliver the new Digital Strategy for Schools. There is a need for teachers in Ireland to engage in a flexible, differentiated model of CPD to enhance their digital literacy and support embedding of ICT in teaching, learning and assessment.

3.4 The English context

Secondary school education in England is divided into two key stages 11-14, and 14-16 years of age.
From the age of 11-14, students will study a broad range of subjects before embarking on two years of preparation for national examinations in a more constrained range of subjects. Success in these examinations is important factor in students' trajectories after 16 years of age, band also in the schools' reputation. In the UK context, choice of topics for teachers' professional development is made well in advance and guided by priorities emerging from individual school's development plans.

4.0 Evaluation Methodology

This evaluation reports on two elements of the process involved in delivering the ENTELS project: the virtual environment design and an overall project evaluation.

4.1 The virtual environment design

The virtual environment design evaluation consists of three aspects of the project - the development and management of i/ the platform, ii/ the modules, and iii/ the pilot. Feedback from participant teachers, tutors and partners on module content, development and functionality was used to inform the evaluation.

The virtual environment design evaluation is based upon an Activity Theory framework, which has been used successfully to investigate the experience of taking part in online learning courses (Russell, 2001). The collaborative nature of the ENTELS project makes it appropriate to use activity theory to consider how the project has unfolded. The project, as it was conceived in the initial application, would use the same tools and share the same object; however, during the course of the project it has become evident that partners, and indeed participants, do not share the same motivations, values, communities, or division of labour. Activity Theory has been developed to look at systems as collective processes in which individuals (subjects) engage to fulfill a common purpose (the activity) (Engeström,

1987). Engeström's model takes into account: history, culture, role of the artefact, motivations and context, to capture the real life complexities of activities.

Engeström expanded Vygotsky's original triangle, which illustrated the mediation of action on an object via cultural tools, to put such action into a social context. The expanded triangle below illustrates how activity theory provides a framework to evaluate the interactions between different elements involved in activity towards an outcome.
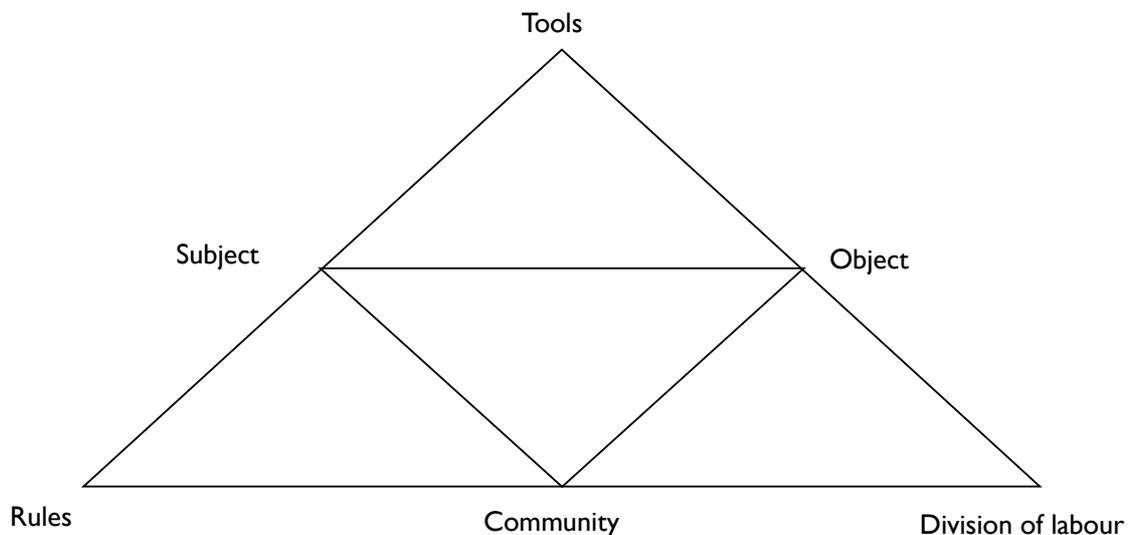
Engestrom's Activity Theory triangle (Engeström, 1987; [Russell 2001])

This triangle illustrates the activity as viewed from the perspective of the subjects and taking into account their role, skills and previous experience. The object/motive refers to the focus of the work, what people are trying to achieve. The tools are the materials, ideas or human resources used to achieve the outcomes. The rules include both regulations that constrain and values that shape work. The division of labour looks at how the work is shared and delivered. And finally, the element of community looks at other necessary actors involved in order to achieve the outcome.

We have used an adaptation of the Activity System framework that has been developed by Edwards, Daniels et al., (2008) and which replaces Engeström's labels for the nodes with questions to guide enquiries into the elements within a system that work together. The figure below shows the questions used to structure our evaluation, and how some of aspects of the ENTELS course fit into this framework.

Using framework from Edwards & Daniels, 2008
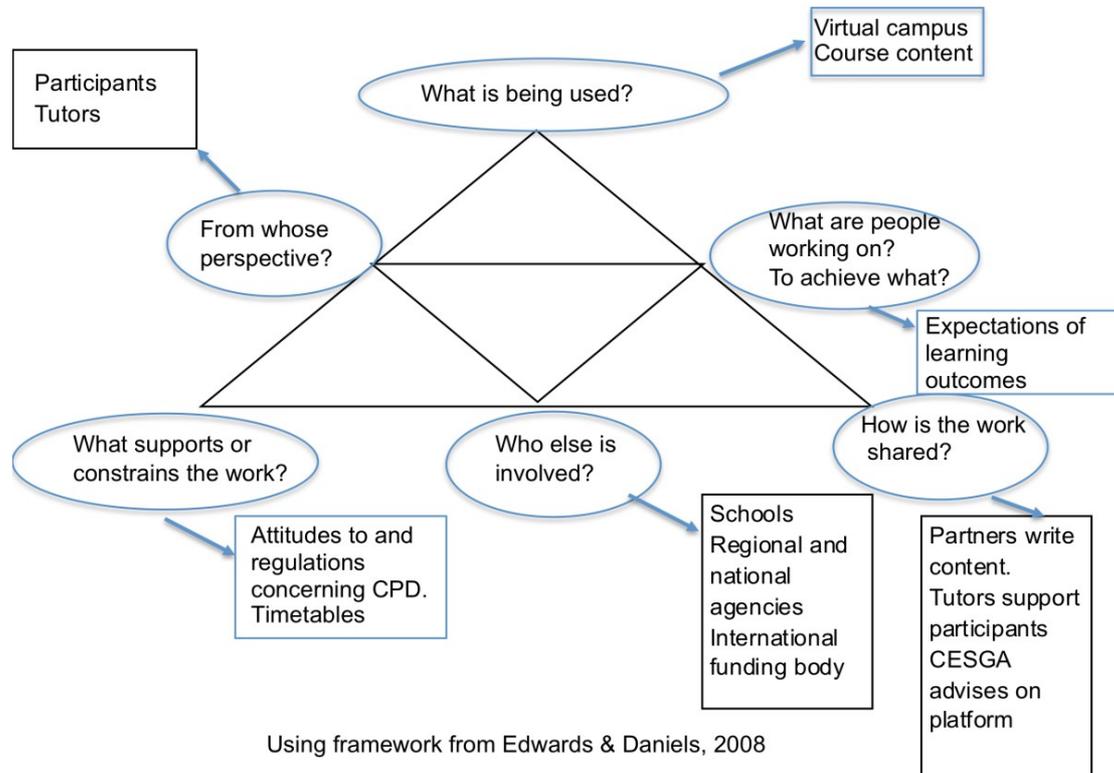
The ENTELS course as an activity system

4.1.1 The Virtual Learning Platform

CESGA chose to develop the ENTELS course using a virtual learning platform open source e-learning and content management system coordinated by Chamilo Association. The Chamilo platform was customised by CESGA specifically to provide facilities and functions for effective communication, learning and tutoring (**http://campus.entelsproject.eu/**).

A website was also set up to present the front face of the project affording outward facing information flow as well as providing access to the ENTELS course for participants, and allowing dialogue between partners (https://www.entelsproject.eu).

The virtual platform aimed to provide quick and easy access to course and communication functions for participants. Each partner was able to choose which functions and applications it wanted to use to support the course. As well as the modules themselves, other features included an overall course description, a Wiki, a forum site for discussion and posting electronic outputs, and a virtual classroom for hosting webinars and meetings.

4.1.2 The Modules

USC built up most of the core module content on the basis of previous European project outputs. For example, a learner-centredness theme had featured in a previous ICT project, and Entrepreneurship in Education emanated from an earlier project in which a virtual company had to be set-up. The assessment module was largely informed by an e-portfolio project.

Each partner subsequently provided case studies and good practice examples to illustrate the national contexts and bring greater meaning and relevance to local participants. This resulted in disparate examples from four very different national contexts. In order to present a consistent approach, while retaining flexibility, the modules were packaged into a common format and structure. So, for example, similar tasks were demanded of all participants in addition to a standardised presentation.

4.1.3 The Pilot

The modules in the ENTELS course were piloted within all four of the partner countries – Spain, Lithuania, UK and Ireland. The method of recruitment of participant teachers was discretionary and based on local context. Each partner provided an online tutor to guide participants, who were required to complete the compulsory ICT Toolkit module and one

other optional module. The participant teachers took part in module activities and tasks, and applied their course learning to their own classroom contexts. A compulsory task within the ICT Kit module was for all participants to create a blog that would subsequently be used to host other completed outputs. Not only would this develop and embed specific ICT skills, but the resultant blogs would provide easily accessible and assessable sites for the sharing of, and reflecting on, their practice.

Participants were invited to give anonymous feedback regarding the course via online surveys.

A baseline survey (Appendix A) was undertaken near the start of the pilot stage in order to establish a general profile of the participants registering on the ENTELS course, allowing comparison across partner countries, as well as soliciting the main expectations that participants attached to the course. It was hoped that some of these expectations could be compared against accounts of actual experiences by those who subsequently completed at least one module of the course. To this end, a second survey was administered at the end of the pilot period. Although a number of participants were still working through the course at the time of the survey, a point in time had to be decided to allow for analysis, presentation of results and report writing prior to the end of the project. This survey aimed to extract some of the key impacts of the course on the participants, exploring their perceptions and experiences of participation. To enable thoughts to be captured by those who had withdrawn from the course, or were unable to complete at least one module, in case there were important lessons to learn for future course provision, the questionnaire was designed with different pathways depending on each individual's progression. The second survey questions can be seen in Appendix B.

4.2 The overall project evaluation

Plymouth University (PU) was tasked to carry out the project's evaluation from the onset. For this purpose, PU also designed and implemented a quality plan which included the collection of data at key stages of the process. The quality plan included consideration of possible risks and setbacks in outcome delivery. Data were gathered from transnational meetings, webcalls, emails and platform interactions (Please see appendix).

Progress and success were determined by key indicators: quality of final outcome delivery, timely delivery, partners' communication and interactions, external communication, management, dissemination, exploitation and sustainability. This information was collected through questionnaires, email communication amongst partners and from transnational meetings.

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5.0 Key findings/Outcomes

5.1 Literature review

The ENTELS project included five outputs that were closely interlinked. The aim of the initial literature review was to collect national data on previous online teaching training. Indicators of progress included: timely delivery of national reports, feedback provided by each partner on the final report and final editing. Kauno Technologijos Universitetas (KTU) designed a framework to collect such data. This framework allowed for thematic analysis of the reports. A final literature review was produced by KTU, with other partners providing feedback over a period of three months.

Overall, this output remained within the time allocated. However, there were three main issues encountered during delivery. First, based on data collected from partner liaison after the first national reports were submitted, it was unclear whether everyone had understood the purpose of the literature review. Some partners submitted details of best practice on online teacher training within their countries; while other partners submitted a summary of available on-line teacher training.

The literature review (the outcome) was understood differently by partners (subjects), which revealed different underlying motivations for the outcome of the review. Some partners assumed that the literature review would inform the selection, design, content and delivery of the modules. However, the literature review in effect was used to provide support for the topics of the four modules proposed, their pedagogical orientation and the modes of delivery.

Second, there was lack of clarity over publication rights and intellectual ownership. Some partners were unsure about the status of the literature review as a public document. Discussions during a transnational meeting clarified that the concerns could be resolved through final editing, including the use of uniform and appropriate referencing, and review by an independent academic in the lead partner's institution.

5.2 The virtual environment design

5.2.1 Recruitment to the pilot

294 teachers registered to take part in the ENTELS pilot across the 4 countries, broken down as follows:

Ireland: 81 registered, 24 completed

UK: 30 registered, 0 completed

Lithuania: 70 registered, 51 completed

Spain: 113 registered; 51 completed

Courses were still on-going in Ireland, UK and Lithuania at the time of writing. The comparably low number of UK recruits was attributed mostly to timing. In the UK context, choice of CPD topic is made well in advance and guided by priorities for individual school's development plans. The topics chosen for ENTELS did not represent high priorities for secondary schools, and so recruitment had to rely on interest from individual teachers. However, by the time the modules were ready for study, most schools were preparing pupils for exams and transition, hence teacher priorities were directed elsewhere other than on their own professional development.

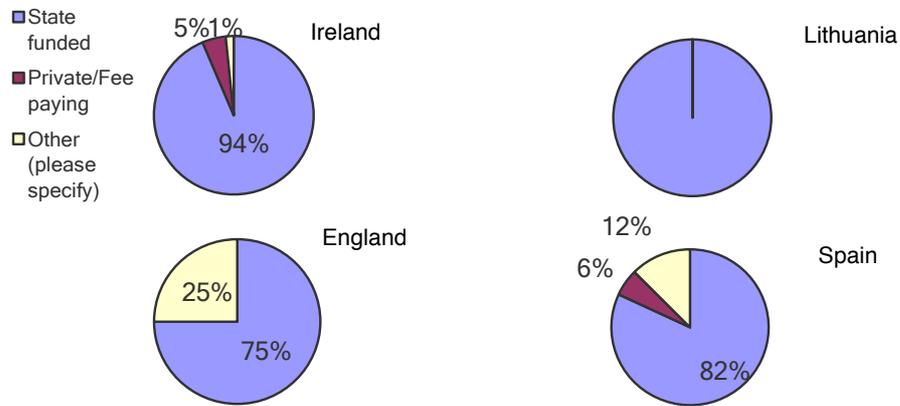### 5.2.2 Baseline survey of pilot participants

5.2.2.1 Overall number of respondents

In total, 195 participants responded to the baseline survey, a response rate of 66% of all registrants.
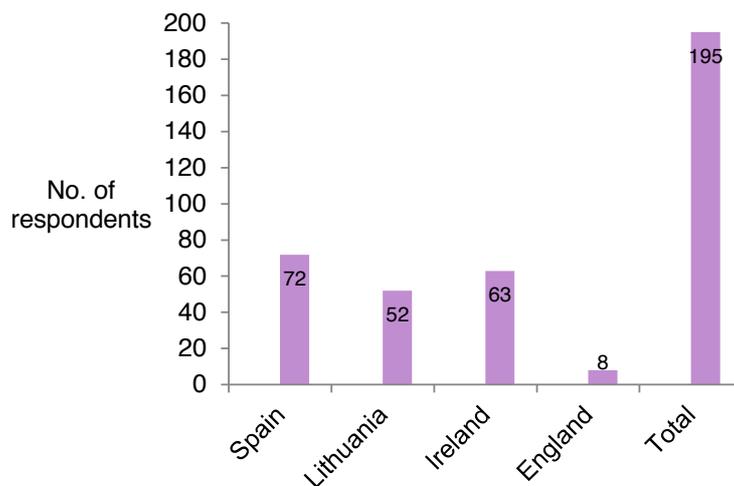
The responses were reasonably spread across three partner countries, with the UK receiving by far the fewest returns, reflecting the low registration number.

5.2.2.2 Type of school

The majority of participants worked at state funded schools. The UK participants that responded 'other' actually work in an Academy, which is a state-funded, but independently run school, while some Spanish participants work in public-private 'concertados'.

5.2.2.3 Educational stage

The majority of registered staff in Ireland, UK and Lithuania work at second level schools, while in Spain over a third work in all-through/all-age schools, or other types of education establishments.
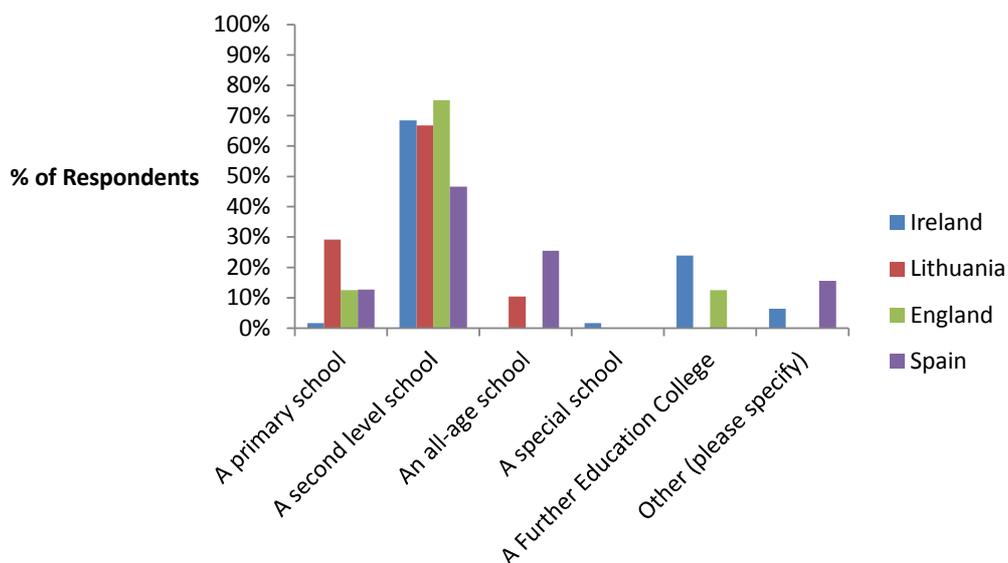
5.2.2.4 Teaching experience

These graphs show that registered staff overall had a range of experience between them, although the Lithuanian demographic suggests the course appealed to more experienced teachers, or that more experienced teachers in that country are required to learn and demonstrate new skills, while in the UK the course attracted a higher proportion of newly qualified teachers.
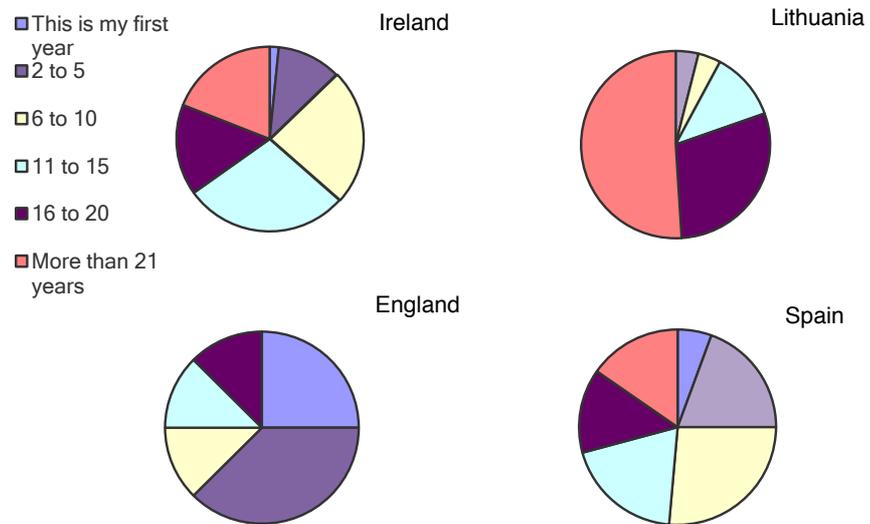
5.2.2.5 Age of respondents

A wide range of age groups were represented by the ENTELS participants. In Spain and Lithuania the majority were aged over 40, whereas in Ireland and UK over half were under 40.

5.2.2.6 Rating of knowledge

At the start of the course most participants regarded themselves as having a good knowledge of ICT, although the Spanish teachers rega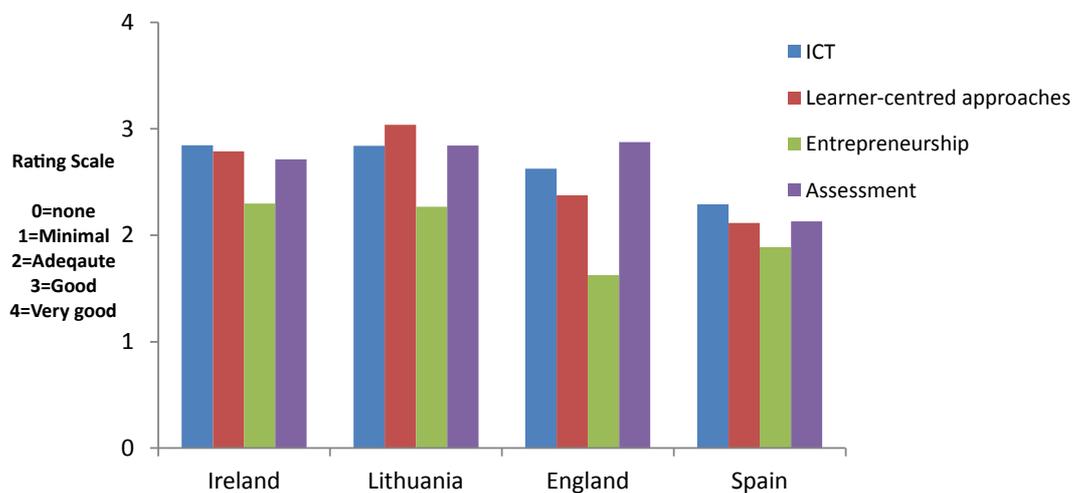rded themselves as slightly less knowledgeable. Similarly knowledge of learner-centred approaches was adequate among Lithuanian and Spanish participants, but good in Ireland and UK. Knowledge of entrepreneurship was lower across the board, while that of assessment was good across all countries other than Spain.

5.2.2.7 Importance of topic

ICT, learner-centred approaches and assessment were all deemed important to very important to participants from all countries, whereas entrepreneurship was regarded as being slightly important in Ireland and England. The course topics were rated almost equally important in Spain and, together with the finding in the previous section that Spanish participants rated their knowledge lowest overall, demonstrates the motivation of the choice of ENTELS modules for the Spanish context.

Rating Scale

0=Not important at all
1=Slightly important
2=Important
3=Very important
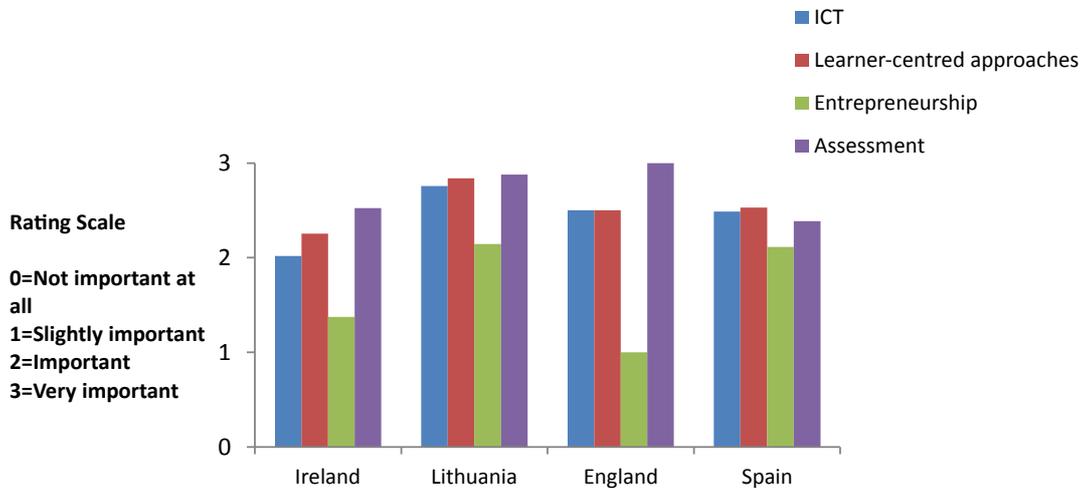
5.2.2.8 Course expectations

Participants were given a number of statements to rate in relation to their expectations of undertaking the ENTELS course. Participants in all countries strongly agreed that they hoped to increase both their *knowledge* and *skills* in all module subjects. Spanish participants were not as enthused by the prospect of online networking as the other countries, and only participants in Lithuania looked to completion of the course as a means to addressing specific problems in their schools.

Rating Scale

0=Not applicable
1=Strongly disagree
2=Disagree
3=Agree
4=Strongly agree
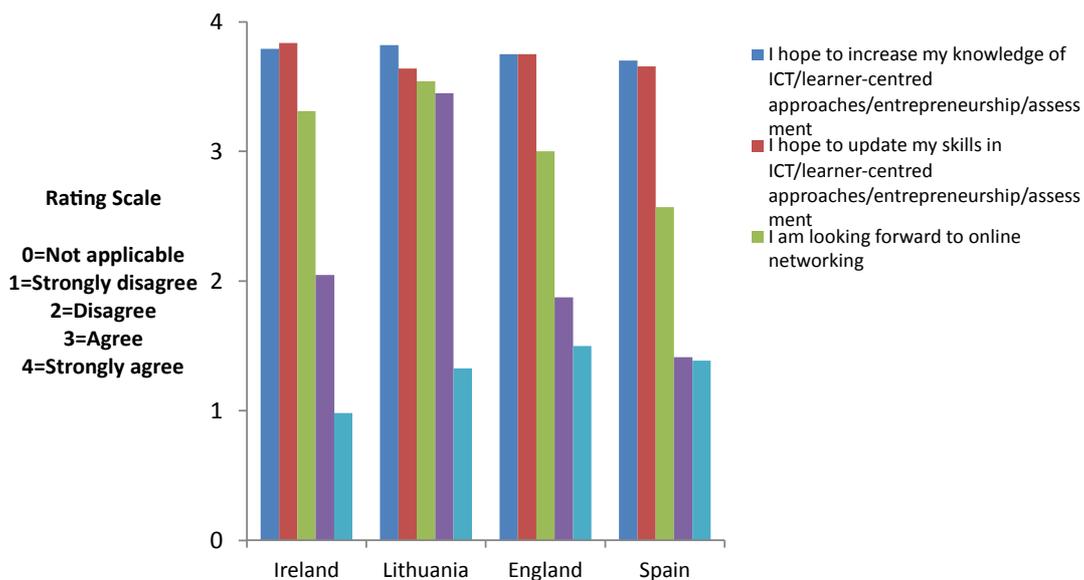
5.2.3 Second survey of pilot participants

The second survey was administered at the end of the pilot period. Although a number of participants were still working through the course at the time of the survey, a point in time had to be decided to allow for analysis, presentation of results and report writing prior to the end of the project. This survey aimed to extract some of the key impacts of the course on the participants, exploring their perceptions and experiences of participation. To enable thoughts to be captured by those who had withdrawn from the course, or were unable to complete at least one module, in case there were important lessons to learn for future course provision, the questionnaire was designed with different pathways depending on each individual's progression. The second survey questions can be seen in Appendix B.

5.2.3.1 Overall number of respondents

In total, 113 participants responded to the second survey. An accurate response rate could not be ascertained because at the time of the survey it was not known exactly how many registered people were actively engaged in the course. It is also not accurate to consider the total as a percentage of known course completions because the survey was intentionally administered to all registrants, with specific question pathways directed at those who had withdrawn, or had yet to commence, the course. At worst, the response rate equated to 38%, being the percentage of the total number of registrants, but the actual figure is likely to be significantly higher due to unknown withdrawals.
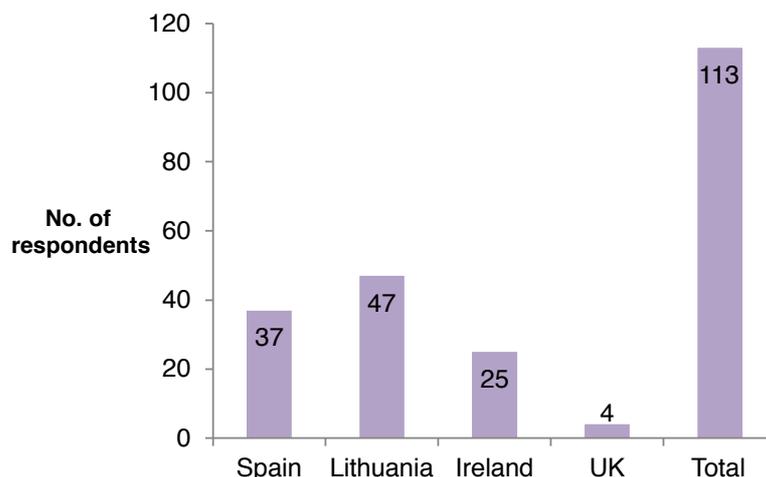
5.2.3.2 Completion of modules
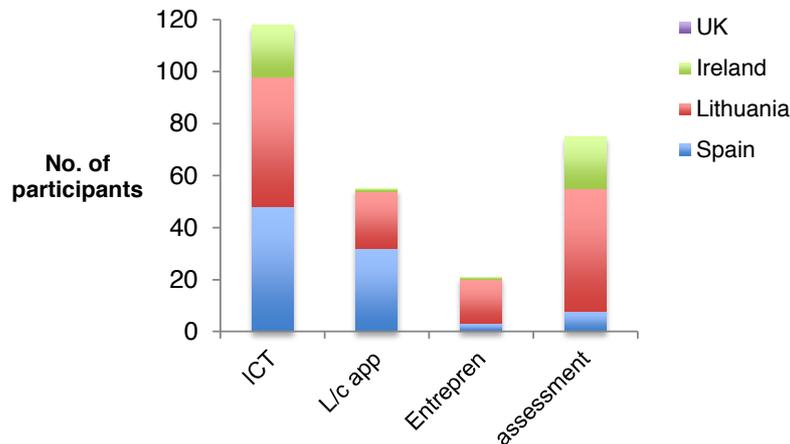
Not surprisingly, the mandatory ICT module had the largest number of completions (118), with the assessment module securing 75 completions, the learner-centred approaches 54, and the entrepreneurship module being completed by 20 people, the vast majority for the latter being in Lithuania. As the figure above shows, none of the four UK respondents had actually completed a module, therefore they were not able to rate any statements pertaining to perceptions, experiences or impacts of taking (and finishing) the course. Therefore, it will be noted that UK is absent from a number of the subsequent survey results.

5.2.3.3 Increased knowledge of ICT

The overwhelming majority of participants found that studying the ENTELS course had increased their knowledge of ICT. Therefore, despite the baseline survey reporting that participants already believed their ICT knowledge to be good (5.2.2.6), the course overall, and particularly the ICT module, still managed to meet their expectations for developing
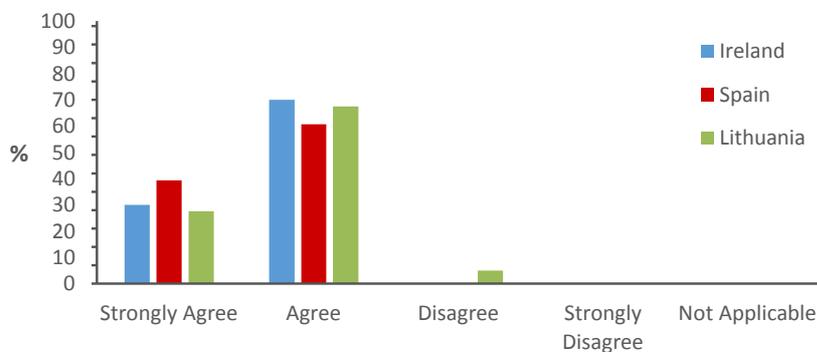
knowledge even further (5.2.2.8). Just five participants, all from Lithuania, disagreed that their ICT knowledge had been increased.

5.2.3.4 Increased knowledge in learner-centred approaches

Eighty-five to 95% of Lithuanian and Spanish participants believed their knowledge of learner-centred approaches had increased following completion of that module, while 70% of Irish participants thought this to be the case. Overall, therefore, expectations can be said to have been met (5.2.2.8). A significant number of Irish respondents had not chosen this module, hence the statement was not applicable to them. Four Lithuanian participants disagreed or strongly disagreed that their knowledge in this area had increased, perhaps reflecting the fact that more registrants from this country than the others had already rated their knowledge as good on starting the course.
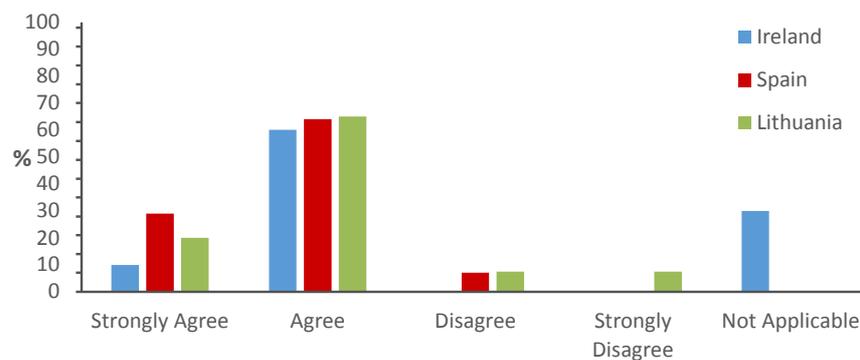
5.2.3.5 Increased knowledge of entrepreneurship

There was more discrepancy between participants in the different countries regarding the impact on knowledge of this module. It is clear that the module was more popular with Spanish participants and 82% confirmed their knowledge of entrepreneurship had increased
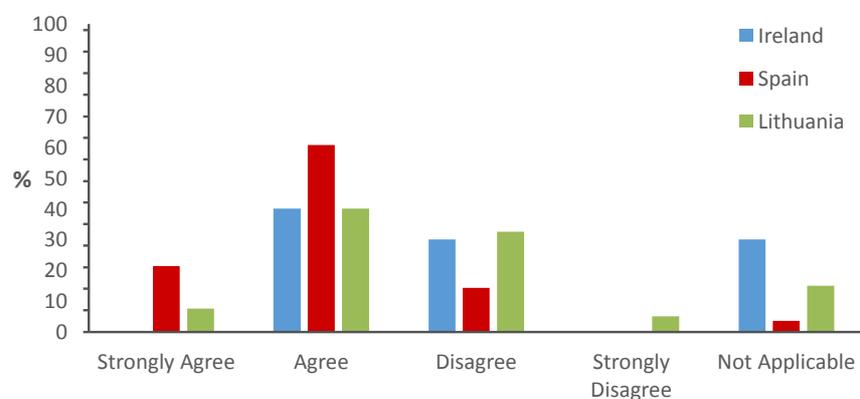
as a result of the course. Less than half the Irish and Lithuanian participants thought similarly, suggesting that this module did not meet everyone's expectations (5.2.2.8). The fact that 30% of Irish participants did not study this module perhaps reflects the slightly lower importance afforded the subject in this country (5.2.2.7).

5.2.3.6 Increased knowledge of assessment

A clear majority of participants from all countries felt that their knowledge of assessment had been increased, meeting course expectations overall (5.2.2.8). However, 21% of those from Spain felt the opposite.
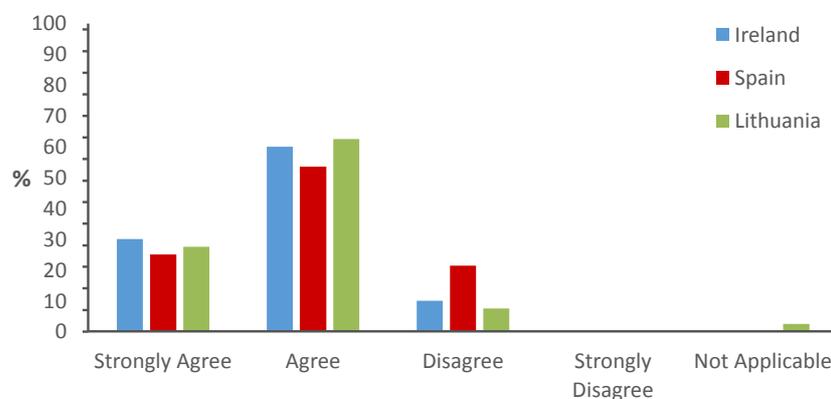
5.2.3.7 Taking the course has helped tackle a specific problem in school or class

This statement was offered to participants with the aim of establishing the practicability of applying new knowledge, derived from the ENTELS course study, in order to address a
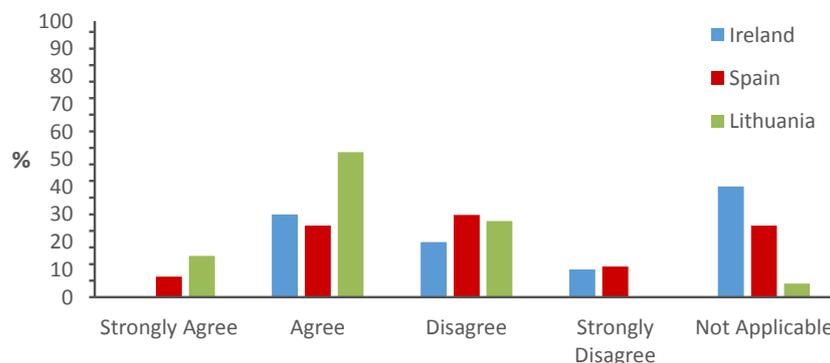
particular identified issue in the classroom that was facing our participants. Participants in Lithuania seemed, in particular, to strongly agree or agree with this statement (67%), more than double the proportion from Spain and Ireland. This reflects the finding from the national

literature review which revealed that Lithuanian teachers were calling for training that focused on enabling practical application of knowledge to teaching methods (5.1.2). The findings also show that expectations in relation to this statement would have been met for all countries, considering that registrants from Spain, Ireland and UK all disagreed that they hoped the course would help them address a specific problem in class/school (5.2.2.8).

<u>5.2.3.8 Completing the course alongside usual workloads was challenging</u>
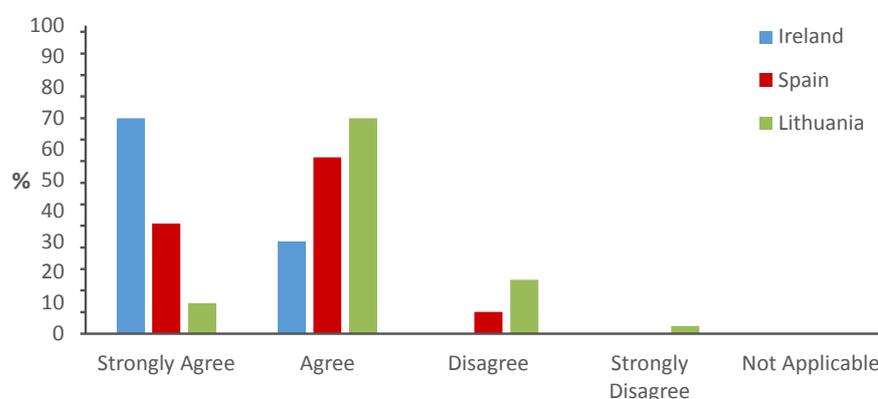
Responses to this statement demonstrate that it was a challenging experience overall for teachers to complete this course over a 3-4 month period alongside their regular workload demands, especially in Ireland. Qualitative data from other evaluative elements of the project strongly point to this being an issue of prioritisation of regular (and in some cases, additional) work duties over professional development, as opposed to any suggestion that the course is too complex or overly-long. Indeed, of the nine respondents that confirmed their withdrawal from the course, seven did so because of other work commitments, the remaining two finding difficulties with getting started. Having said this, H2 are looking at streamlining some of the modules as part of its future course offer, in response to participant feedback. This finding is not entirely surprising considering the original pilot period was intended to run for six months, whereas delays resulted in participants being expected to complete the two modules in just three months. However, it can reasonably be concluded that the pilot provides evidence that six months would actually be a realistic timescale for delivering future courses.

<u>5.2.3.9 Expectations met?</u>

Following on from the question in the baseline survey which sought participants' expectations prior to starting the course, the second survey inquired whether individual expectations had been met on completion of the modules. The following graph shows the weighted averages of the ratings (1=strongly agree to 4=strongly disagree) with the 'not applicable' responses removed to avoid distorted calculations.

Overall, participants from all countries agreed or strongly agreed that their **expectations had been met** in the majority of the categories listed. The only exceptions were Ireland and Lithuania in relation to the increase of knowledge of, and updating skills in, entrepreneurship, and with Ireland and Spain's view that the course helped to address specific pedagogic problems (cross reference to section 5.2.3.7).

This positive outcome is particularly important when considering that participants from all countries disagreed with the statement 'I had no expectations', clearly placing a strong emphasis on the need for the project to perform well in this regard.
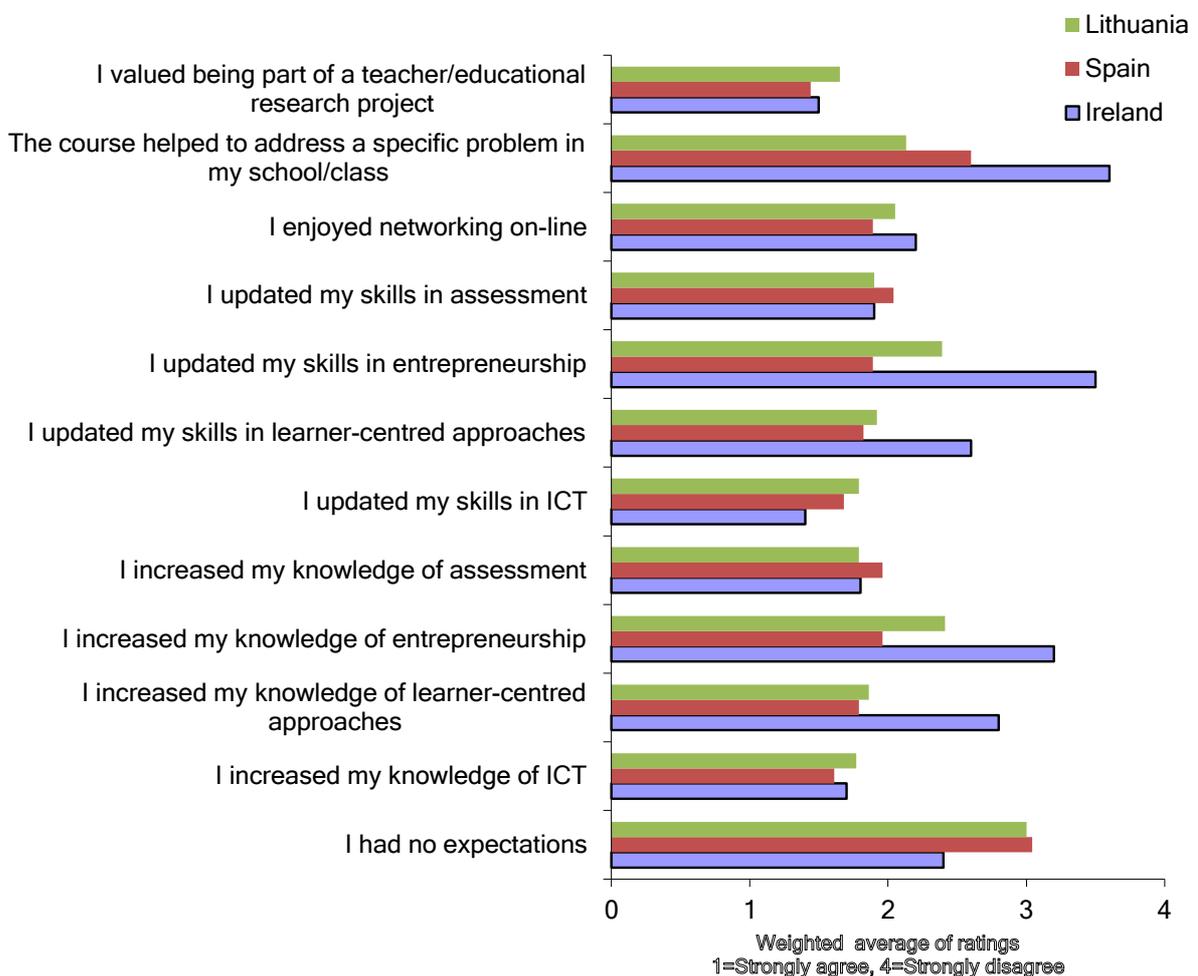
5.2.3.10 Evaluation of course materials

Participants from all countries agreed or strongly agreed that the course design and presentation were clear, the quality of materials was appropriate, and that the course was relevant to their work. Responses also confirmed that the course was not only relevant but it added to the participants' existing knowledge and skills.
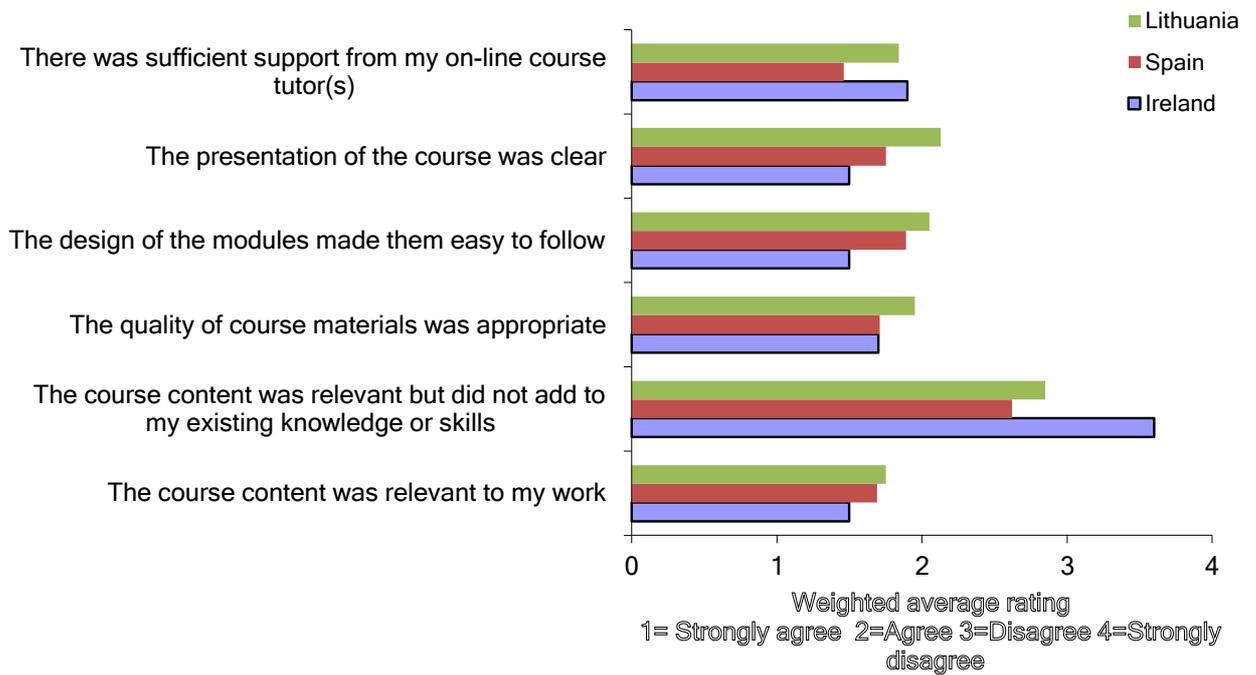
5.2.3.11 Taking the course has had a positive impact on working practice

The results of this statement are self-evident from the graph below. Virtually all participants
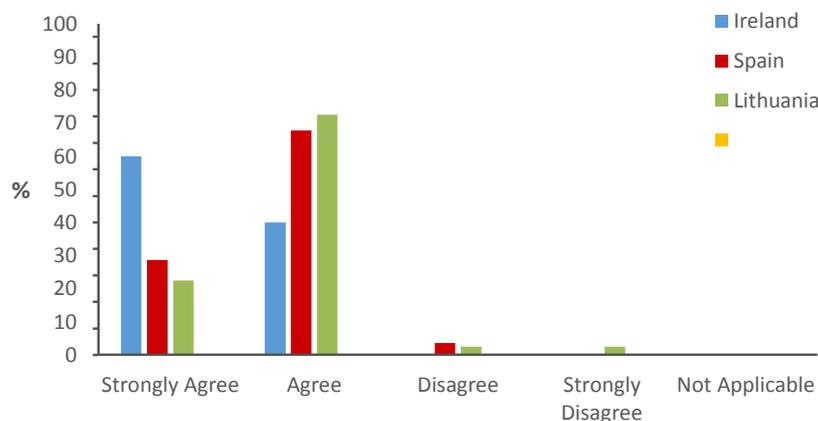
felt that the course had a positive impact on their working practice.

Qualitative data from the survey support these results, indicating that impact has resulted from:

increased use of ICT in the classroom, for example, from the use of rubrics and presentation tools

the use of new resources obtained from the modules

the application of newly learnt skills i.e. how to use ICT in the classroom; designing new activities using the tools

Increased knowledge; for example, the purpose of e-portfolios for assessment; ICT tools

Encouragement of reflection on their work

One participant summed it up nicely by commenting:

'New tools for my classes, new approaches, new knowledge…different ways of working.' (Teacher, Spain)

There were very few indications that studying the ENTELS course had not made significant impact on teaching, although one Spanish participant felt that the examples provided in the modules were insufficient, resulting in a limited ability to adapt teaching activities.

5.2.4 Survey of partners' views of the pilot

H2 administered a questionnaire toward the end of the project that aimed to capture a broad view of the ENTELS course pilot from both the participant and course provider perspectives. The questions were grouped under five themes: Timeline of activities, general observations on delivery, pre-pilot activities, in-pilot highlights, and post-pilot activities. The following is a summary of the main points arising from the responses. One questionnaire was completed on behalf of each partner.

5.2.4.1Timeline of activities

The survey revealed that pre-pilot customisation of course content varied between partners over a lengthy eight month period i.e. between October 2015 and May 2016. Recruitment of course participants followed a similar pattern, taking place between October 2015 and June 2016. The original project timeline for this phase was June -October 2015.

The net result was that while participants in some countries commenced the course in March 2016, others did not start until May 2016. Again, the pilot phase of the project was originally planned to run between November 2015 and April 2016. Unsurprisingly this impacted on course completion dates with just one partner confirming all its participants had completed by the end of the pilot.

The approach to delivering introductory sessions to participants differed between partners, with some conducting large block sessions with all registered participants, while others held sessions on a more piece-meal basis with smaller groups as new recruits signed up.

<u>5.2.4.2 General observations on delivery</u>

There was general consensus from partners that the Chamilo platform chosen to host the course worked well and was a suitable choice for delivering the course across the partnership.

The main challenges to delivery focused on the timing of the course once it was ready for use, with many teachers across the partner countries having competing priorities during the Spring months. The ability for teachers in different countries to communicate and collaborate with one another was not straightforward and revealed a weakness with the platform tools in not providing one generic forum into which all registered participants could post items and interact.

On reflection, partners would recommend holding video conferences for registrants early in the process, developing more generic content in the modules applicable across countries and cultures, and investing in tools for community building.

From a course provider perspective, the Chamilo platform was generally well regarded. Providers were very pleased with the positive feedback they received from their participant teachers, who found the platform friendly to use once initial reservations and navigational challenges were overcome. Others focused more on the system usability; for example, commenting that sharing content between partner courses was not straightforward, and preferring the ability for autonomous administration of a country's users.

The learning-by-doing methodology promoted by the ENTELS course was thought to be appropriate and successful by partners. This conclusion was evidenced by positive participant feedback. The course was seen as offering opportunities for knowledge creation and skill development to participants regardless of previous experience. In addition, the positioning of a reflective blog as an assessed element of the compulsory ICT module meant that the course encouraged 'learning **through reflection** on doing' – full experiential learning. In other words, the range and flexibility afforded by the course meant there was something for everyone. This demonstrates a benefit of this form of delivery compared to other 'traditional' course formats.

<u>5.2.4.3 Pre-pilot activities</u>

The basic content core for each of the modules was developed by the University of Santiago de Compostela based on an understanding of the needs of Spanish teachers in relation to integration of the four module themes into their teaching practice. All
the partners subsequently adapted module content to match the
perceived generalised needs of their own country's teachers, and also to fine tune the

language used within the modules and the emphasis of certain tools and principles. For example, some partners preferred to maximise the use of specific tools i.e. where these matched certain IT hardware and device demands, whereas others attempted to present broader non-tool specific themes to increase choice, while still ensuring those same tools were given a high profile, but backed up by alternative options.

Calls for expressions of interest were either administered via existing teacher training course networks and communication lines, or directly to schools within a region of the partner country. The latter method employed a mix of large scale teacher meetings and smaller in-school sessions to provide further detail of course content, structure and process.

The status of the ENTELS course in relation to teacher CPD offered interesting insight into the various national teaching contexts. In Spain and Lithuania, CPD for teachers is compulsory; therefore the ENTELS course provided fantastic opportunities for individuals to fulfil their requirements using a structured but flexible method of delivery. The Spanish participants each received approximately fifty hours of teacher training which contributed significantly to their requirement to complete one hundred hours of training every six years. In Lithuania, the course was registered with the Kaunas regional Teacher training centre, with teachers receiving certificates for passing the modules.

CPD is not mandatory for UK teachers. However, the award of a European certificate of CPD seemed to be an important incentive to teachers expressing an interest in taking the course, and because of the timing of the recruitment, it was felt by the UK team that selling the course on the basis of flexibility and being self-paced were important incentivising factors.

5.2.4.4 In-pilot highlights

Induction mechanisms varied between partners, with some using face-to-face sessions to introduce participants to the course software and ensure they were familiar with navigating around the VLE, while others utilised the platform structure itself to embed introductory videos that presented an overview of course contents and methods. In Lithuania, induction sessions were also used to update teachers' theoretical knowledge about some elements of the course, such as entrepreneurship, where it was thought that 'knowledge renewal' would be useful for some teachers who graduated from universities a number of years ago.

Because primary contact with many participants was via remote means, it was important for partners to be able to offer advice and guidance in a convenient way, maximising the flexibility of the course platform as well as using other communication forms such as email, webinars and videoconferences. Because a tutoring service was offered by all partners, personal consulting was provided in face-to-face meetings or via e-mail.

Partner organisations reported very few technical problems encountered during the course piloting. Where any issues were raised, these tended to be minor and addressed through direct email liaison. Solutions to some generic problems were posted within the course forum by some partners. CESGA were found to be very responsive to any technical matters

raised, regardless of international time differences. The UK partner has planned a face-to-face meeting with one participant in September 2016 to view the course 'from a user perspective' and to discuss some feedback on usability.

During the pilot, some partners actively encouraged their participants to interact with each other. For example, in Spain participants were asked to share their work and projects via the Wiki application on the platform in order to gain inspiration from each other for developing new ideas in their teaching. Lithuania also reported that some teachers had invited colleagues to their blog outputs from the ICT module. It was always an intention of the project that it would encourage inter-participant liaison and sharing through the forums and wikis. Although this aspect appealed to a number of interested parties during the recruitment process, and the above examples demonstrate that this aim was achieved to a certain degree, it appears that the overall extent of participant interaction was somewhat limited.

Additional support for participants during the pilot was provided via webinars by all partners. This form of communication emerged as a key element of the ENTELS project, offering opportunities for:

> technical guidance to participants on the use of the platform and accessing the modules

> focusing on specific content elements such as certain tools or themes, allowing discussion and critical examination of examples

> sharing ideas about the possible use of different tools

> supplementing regular webinars with one-off sessions, where 'expert' speakers offered participants some deeper insights into important areas of education that linked directly with the module themes

In Ireland, K2's course package included delivery of regular webinars which included topics such as:

> Using video in the classroom

> ePortfolios

> Using web bookmarking tools

> Entrepreneurship education

These webinars were essential for providing opportunities for participants to clarify issues and share opinions. Recordings of the webinars were shared with teachers through the ENTELS campus. As well as using webinars for course guidance and sharing practice, there was also access to the UK Plymouth University hosted sessions on broader concepts, theories and research associated with the main course themes.

As far as assessment was concerned, all outputs arising from the tasks and activities were posted to the appropriate locations within the Chamilo platform – either within the actual modules or to the relevant Wiki or Forum set up by each partner. These outputs were then evaluated by tutors and feedback provided to the participant:

> 'The course tutors gave each participant feedback for each activity and made participants reflect on their own work, opening up new ideas and educational possibilities in the classroom.'

The status of assessment differed between partners, with it being more significant where CPD is compulsory. Where this is not the case, it was perhaps more appropriate to have an assessment of evidence of completion rather than assessment of quality, to at least satisfy tutors that a participant had completed the activities sufficiently to be awarded the Certificate of CPD. The fact that activity outputs were posted in open or shared forums means that they were also open to peer scrutiny and assessment.

Feedback to participants was presented by some partners on a project or activity basis (i.e. one-to-one) in order to encourage self-reflection and enhance self-confidence, and generic feedback was presented by partners at national multiplier events and the final transnational meeting and conference in May 2016 at Santiago de Compostela.

5.2.4.5 Post-pilot activities

Certificates of CPD were awarded by partners either directly to participants on completion of their courses i.e. online certificate forwarded to Spanish participants by a Consellería de Educacion, or presented in person during national multiplier events. For example, Kauno Technologijos Universitetas collaborated with the Educational Competency Centre to present certificates that were formally acknowledged as evidence of teacher competency development. Plymouth University joined the end of project event organised by H2 for Irish participants and other local stakeholders, at which certificates were awarded.

In Spain, the ENTELS course was subject to participant evaluation, as would be required for all courses provided by a Consellería de Educación of A Xunta of Galicia. The course was highly rated and received very positive feedback overall.

Early outputs from the Irish ENTELS course included:

Provision of a flexible, differentiated model of CPD.

- o Self-directed tutorials

- o Classroom base assignments

- o Live webinars

- o Teacher collaboration

Support for embedding of ICT in teaching, learning and assessment.

Adapted ICT and assessment modules for primary teacher summer courses.

○ Approval by the Department of Education and Skills.

Focus on teachers in Further Education

Irish participants were polled on the question *'Would you recommend the ENTELS course to peers or would you participate in this type of professional development again in the future?'* Overall, the responses were very positive, with particular benefits highlighted as the sharing of practice with peers, being able to work at one's own pace, the provision of online support, and the ability to use new tools learnt in a practical way. Some of the responses can be viewed/heard here: https://www.youtube.com/watch?v=lRiGif5Q1eI&edit=vd.

All ENTELS participants were sent two questionnaires during the pilot phase: one to obtain baseline information to enable a general profile of participants to be built up, as well as participant expectations prior to starting the course; the second to capture progress on the course and explore perceptions of various aspects of the course; for example, the style of delivery, the quality of the content and the level of support offered.

Some of the partner organisations also interviewed participants to obtain more qualitative insights into the ENTELS course experience. This information has informed aspects of this report.

Although some partner organisations felt that the feedback from participants was so positive that very minor, if any, revisions were required to the course content, most of the partners had already started to, or were planning to, revise the course to suit specific educational needs. For example, Lithuania will use the findings of a Master's level study project which is using the course delivery and outputs as the basis for a case study of teacher's entrepreneurship education, and refine the content or delivery structure accordingly. In the UK, further revisions are planned to make the content more UK-centric prior to new applicant registrations from September 2016. Activities may be reviewed to enable more flexible activities that can be applied to a PGCE teacher trainee context. H2 in Ireland have enhanced the contents to ensure approval by the Irish Department of Education and Skills for the inclusion of two spin-off modules in an accredited summer course, the first of which will be taken during Summer 2016. Other modules are scheduled to be added to the programme in 2017.

In Spain, the USC and Xunta de Galicia are particularly keen to develop the idea of establishing "school to school projects" among the four participant partner countries. They had started to utilise space within the ENTELS platform where participants from the different countries could share classroom and school projects, and it is hoped that this idea will be further explored from September 2016 onward.

The ENTELS course will be available as workshops at the Lithuanian Educational Competency Centre, KTU, and in the UK, Plymouth University has identified a unique niche for the application of the course. All PGCE/Certificate of Education teacher trainees

commencing their programmes in September 2016 will be pointed to the ENTELS course in parallel to their taught modules. It is envisaged that the ENTELS course will provide an opportunity for students to develop relevant skills in a more flexible and detailed way than is afforded by the time-restrained taught elements of their certificated programme, and allow activities to be planned and practiced during work placements.

5.3 Whole Project Evaluation

During the lifetime of the ENTELS project, the partner organisations were periodically invited to feed back their thoughts and views of various aspects of project delivery. Although the surveys were sent to each individual involved in the project, the partner organisations could opt for providing one collective response or leaving it to individuals to respond with their personal views. For this reason the number of responses was not the same throughout.

5.3.1 Aims and objectives

In the final survey of partners, administered at the end of June 2016, the majority of responders felt that the partners were still in general agreement regarding the objectives of the project. However, there was one comment that questioned whether all the partners had the same motivation for delivering and maintaining the ENTELS course over the medium to long term. All but one of the responders agreed that the understanding of the project rationale, aims and objectives, the views of the overall work plan, and the development of teamwork were still shared by the partners at the end of the project.

5.3.2 Communication

Survey feedback on the use of video conferencing as the primary communication method revealed that this medium was favoured in theory, but had limitations in practice:

> 'Although the webcalls were a good idea to stay in touch, technical difficulties happened often and it was very frustrating not to be able to hear properly other partners' inputs.'

Nevertheless, the webcalls were important for decision-making, they were timesaving, and still proved to be extremely useful as a means of allowing the geographically dispersed individuals to converse, and the ability to record sessions was invaluable for maintain accurate notes and key actions, as well as ensure accessibility to those unable to attend any particular session.

The majority of respondents believed that communications between them had been open, efficient and not unduly limited. The table below clearly demonstrates that most partners felt that communications was sufficient for their needs.

Do you think communication between partners has been:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Response Count
Open	1	5	2	0	5
Sufficient	2	4	1	0	5
Efficient	1	4	2	0	5
Limited	0	2	3	2	5
Other (please explain)					0

5.3.3 Outputs

With regard to the project outputs, a number of challenges were reported by partners.

1. Output 1 (Report on Previous Experiences of Teacher Training): a degree of vagueness around the clarity of the objectives.

2. Output 2 (Web and virtual platform): a longer-than-planned timescale for setting up the web and virtual platforms; the need for some partners to self-train to properly grasp the technical aspects of using the platform.

3. Output 3 (Design of course): several comments were made citing delays on the development of course content impacting on the pilot start dates. There was also one suggestion that there was an unequal division of responsibility for module development tasks between partners.

   The inclusion of a project for teachers as part of the course was considered unimportant for three of the four partners, based on their national contexts. The Spanish partner felt it was important to their teachers. For one partner, they took the view that the entire ENTELS blog could be regarded as the project, but this specific label was not used; rather the focus was on tasks and sharing these through blogs.

4. Output 4 (Piloting of course): the main concern here was the impact that delayed module development had on recruitment and giving participants sufficient time to complete the course:

   > 'Recruitment of teachers was challenging given the specific time of the year when the course became ready for pilot. Also despite an initial high interest and beyond-target registration number we have experienced a high drop-out rate.'

   One partner also raised a significant issue to them of a lack of certification for teachers from the Santiago University. There was also suggestion that it would have

been useful to have had a template for providing feedback to teachers on their completed tasks.

5. Output 5 (manual of good practice): this output had not been completed at the time of the final partner survey, although one comment queried the lack of critical input from partners in the evaluation.

In the third partner survey (Autumn 2015) there was a strong agreement that all the timescales were realistic, but in the final survey four of the eight survey responders indicated that the timescales for completing the outputs had not been realistic, due mainly to the length of time it took for module development and piloting. The delays in the module development stage were believed by one responder to have resulted in '*partners being under pressure to translate and develop further the modules'*.

There was strong agreement among partners that detailed arrangements for work implementation and project coordination had been provided.

5.3.4 Collaborative working

All the partners found the collaborative nature of the project one of its most rewarding aspects, while others appreciated the final product (the course) and its potential:

> 'Meeting and working with nice people and learning about new approaches to teacher CPD across Europe. The development of the course and the pilot testing although challenging, resulted in a product that we are really satisfied with. Moreover, there are good exploitation opportunities for beyond the project duration.'

6.0   Conclusions

Progress, and success, of this project can be determined by several key indicators: the quality of the project outputs and final ENTELS course; timely delivery; partners' communication and interactions; external communication and dissemination; management; exploitation and sustainability. This information was collected through questionnaires administered to course participants and partner representatives, email communication amongst partners and from transnational meetings.

Quality of the project outputs: The report on previous experiences of teacher training was acknowledged by all partners, subject to final editing, to be of good quality and is presented on the project website. The web and virtual platform was found to be a good choice for hosting the ENTELS course. Although presenting initial technical challenges for some, it proved, overall, to be a straightforward platform to navigate and afforded plenty of flexibility for customization to suit local preferences. The course itself was designed largely with Spanish teachers in mind and utilising materials from previous initiatives, and needed to be considerably modified and extended to meet the professional development needs of teachers in all the partner countries. The end result, however, is a good quality product that

can be delivered meaningfully within local and national contexts, offering a challenging and current professional development opportunity to teaching staff across Europe. The pilot saw the commendable registration of 294 people on to the course. Withdrawals, non-starters and late additions mean it is difficult to provide an accurate figure on the final number of participants that have engaged with the course, although a minimum of 126 people were recorded as completing the course at the end of the pilot. The Manual of Good Practice is a useful research-informed guide for potential course delivery agents, and will be available on the project website.

Timely delivery: Overall, the project outputs were delivered within the scheduled timeline. Adjustments to the start dates and duration of each output stage were required during the lifetime of the project to ensure that the overall deadlines would be met. Delays in the availability of the course platform and the need by some partners to develop the original content to meet local needs had the effect of shortening the pilot period and limiting the time for review, evaluation and refinement.

Partners' communication and interactions: Communication between partners was frequent, principally using the media of email and webcalls. Email dialogue and responses were meaningful and timely. The webcalls were generally satisfactory, although at times technical problems hampered effective communication. There were four transnational meetings held over the course of the project, hosted by the different partners, and culminated in a final meeting in Santiago prior to the ENTELS conference in May 2016. The conference enabled partners to present an overview of their ENTELS experience and allowed selected participants to present case studies and examples of practice based upon their module learning and classroom activities. It was an outward facing event with local teachers invited to attend. The transnational meetings and the conference also provided important opportunities for individuals to meet and become familiar with one another, and engage socially.

External communication and dissemination: The ENTELS course was well promoted throughout the project's lifetime at a number of events in Europe, as follows:

> An overview of the project, early key findings, and case studies from participants, were all presented at the ENTELS project conference in Santiago de Compostela, Spain in May 2016

> The Plymouth University research team presented findings from the project at the Vice Chancellor's conference on Teaching and Learning in June 2016

> The Plymouth University research team presented findings from the project at the European Education Research Association conference in Dublin in August 2016

Information on the ENTELS project is publicly accessible on the project website (http://www.entelsproject.eu/). Key documents, including the Manual of Good Practice will also be published on the site.

Exploitation and sustainability: All the partners have adapted the ENTELS course, as a product, to the needs of their own local/national teacher communities, and have developed plans to continue offering the course, either in its entirety as a standalone course, or by extracting elements of the course and integrating these with other existing CPD resources in order to enhance the quality of provision and include updated materials. CESGA has committed to provide continued support to teachers that registered on the course before the end of the project, and will support the virtual platform for a further two years. The specific arrangements for this service were being finalised at the time of writing. Partners are also expected to investigate options for self-hosting the course and delivering it as part of a broader professional development portfolio.

To summarise the evaluation of the ENTELS project within an Activity Theoretical framework, it would appear that ENTELS can be considered an effective tool to work on the object of developing teachers' knowledge and skills in the topic areas covered in the four modules, with the overall motivation that they should become more confident in promoting 21st century learning for the children they teach. It also transpired that changes were needed in some of the nodes of the frameworks in order for this to happen in the four different contexts. In the UK in particular, but also in Ireland and Lithuania, a change within the subject node was needed to find an appropriate participants for ENTELS, and a deeper understanding of the rules and values associated with CPD in the four countries was required to inform recruitment. A different range of communities had to be involved to enable access to possible participants and to support assessment and accreditation. And finally, considering the division of labour, the responsibilities of the tutor (i.e. facilitator and/or assessor?) needed more clarification, as did the partners' roles in writing the course content.

As a result of necessary changes that occurred during the course of the project, it could also be argued that expansive learning took place at the level of ENTELS project team, as the partners worked on finding solutions to the problems as they emerged (Engeström, 1987). This learning will inform future collaborations and future online course design, and is therefore an invaluable consequence of the project'

7.0 References

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8.0 Appendices

Appendix A – Course participant baseline survey

Thank you for your interest in ENTELS. We are delighted you are part of the pilot project and would like to ask you some preliminary questions.
ENTELS is a research project in collaboration with partners in Lithuania, Ireland, Spain and England. It aims to provide free online professional development to secondary school teachers in four areas: learner-centred approaches, entrepreneurship, ICT and assessment using ICT tools and e-portfolios. The final goal is to produce free online resources for secondary school teachers across Europe and in three different languages (English, Spanish & Lithuanian).
Your answers to this questionnaire will help us to evaluate the content and the usefulness of the on-line courses. It will allow us to compare data collected from teachers in the four countries, to find out whether there are similarities or differences in their attitudes to the topics and to participation in a European professional development experience. However, your responses will be anonymous.
We have estimated that completing this survey takes between 10 and 20 minutes.
If you have any questions about the survey or the project, please contact janet.georgeson@plymouth.ac.uk.
Thank you for your time and your input.
To continue with the survey please click on the 'Next' button

Introduction

1. In which country do you teach?

Spain

Lithuania

Ireland

England

2. In which type of school do you work?

State funded

Private/Fee paying

Other (please specify)

3. How many years of teaching experience do you have?

This is my first year

2 to 5

6 to 10

1 to 15

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16 to 20

More than 21 years

4. Are you currently teaching at: (please select all that apply)

A primary school

A second level school

An all-age school

A special school

A Further Education College

Other (please specify)

5. Which subjects do you currently teach?

Language and/or Literature

Arts and/or music

Foreign Languages

History

Mathematics

Science

Geography

Religious education

ICT

All subjects

Other (please specify)

6. You identify yourself as

a woman

a man

Trans/other

Prefer not to say

7. What is your age?

Younger than 22

22-24

25-29

30-34

35-39

40-44

45-49

50-54

55-59

60-64

65 or older

Very good Good Adequate Minimal None

ICT

Learner-centred

approaches

Entrepreneurship

Assessment

8. How do you rate your knowledge in the following areas (very good, good, adequate, minimal, none)

Very important Important Slightly important Not important at all

ICT

Learner-centred approaches

Entrepreneurship

Assessment

9. How important are these topics within your school curriculum? (very important, important, slightly

important, not important at all)

I strongly agree I agree I disagree I disagree strongly Not applicable

I hope to increase my knowledge of ICT/learner-centred approaches/entrepreneurship/assessment

I hope to update my skills in ICT/learner centred approaches/entrepreneurship/assessment

I am looking forward to online networking

I hope this course helps to address a specific problem in our school

Actually, I have no expectations

Do you have any other expectations?

10. Please rate your course expectations in relation to the following statements: (I strongly agree, I

agree, I disagree, I disagree strongly, not applicable)

11. Incidentally, have you been instructed to take this course by your principal/school management?

Yes

No

12. Have you ever participated in teacher/educational research before?

Yes

No

I am not sure

13. Why did you previously decide to take part in teacher/educational research? (please select all that

apply)

Because it was part of a study course

Because I enjoy it

Because it is good for my professional development

Because it will help me get a promotion

Because my supervisor expects me to

Because other teachers can learn from my research

To contribute to the improvement of the school generally

To find better ways of teaching

To find solutions to problems I have in my practice

Other (please specify)

14. Is the idea of being involved in teacher/educational research an important element in your decision to take part in this pilot project?

Yes

No

15. If you could design your ideal professional development course, what would it look like?

16. Any final comments?

**We appreciate the time you are taking to participate in this project.
Please click on the 'Done' button to submit your survey.**
Thank you!

Appendix B – Course participant second survey

**Thank you for being part of the ENTELS' Project pilot phase. We would like to touch base with you
about the process and ask you some questions about your experience so far.
ENTELS is a research project in collaboration with partners in Lithuania, Ireland, Spain and
England. It aims to provide free online professional development to teachers in four areas:
Learner centred approaches, entrepreneurship, ICT and assessment using ICT tools
and e-portfolios. The final goal is to produce free online resources for teachers
across Europe and in three different languages (English, Spanish & Lithuanian).
Your answers to this questionnaire will help us to evaluate the content and the
usefulness of the on-line courses. It will allow us to compare data collected from
teachers in the four countries, to find out whether there are similarities or differences
in their attitudes to the topics and to participation in a European professional
development experience. However, your responses will be anonymous.
We have estimated that completing this survey takes between 5 and 10 minutes.
If you have any questions about the survey or the project, please contact
janet.georgeson@plymouth.ac.uk.
Thank you for your time and your input.
To continue with the survey please click on the 'Next' button**

Introduction

ENTELS' SECOND PILOT QUESTIONNAIRE-Ireland

1. In which country do you teach/study?

Spain

Lithuania

Ireland

England

2. In which type of school do you work?

State funded

Private/fee paying

Other (please specify)

3. How many years of teaching experience do you have?

This is my first year

2-5

6-10

11-15

16-20

More than 21 years

4. Are you currently (or soon to be) teaching at: (please select all that apply)

A primary school?

A second level school?

An all-age school?

A special school?

A Further Education college?

Other (please specify)

5. Which subjects do you currently (or soon will) teach? (please select all that apply)

Language and/or Literature

Arts and/or Music

Foreign Languages

History

Mathematics

Science

Geography

Religious Education

ICT

Business-related Studies

Psychology

Not applicable

Other (please specify)

6. You identify yourself as?

A woman

A man

Other

Prefer not to say

7. What is your age?

Younger than 22

22-24

25-29

30-34

35-39

40-44

45-49

50-54

55-59

60-64

65 or older

Very good Good Adequate Minimal None

ICT

Learner-centred

approaches

Entrepreneurship

Assessment

8. How do you rate your knowledge in the following areas:

9. Have you completed, or are you currently engaged with, the ENTELS course?

No, I have not yet started the course

No, I have withdrawn from the course

Yes, I am progressing but yet to complete a module

Yes, I have completed at least 1 module

10. You have not started the course because

I don't know yet how to access the course

I have too much work/other commitments

Other (please specify)

11. Have you completed the initial questionnaire?

Yes

No

12. Have you ever participated in teacher/educational research before?

Yes

No

I am not sure

13. Why did you previously decide to take part in teacher/educational research? (please select all that

apply)

Because it was part of a study course

Because I enjoy it

Because it is good for my professional development

Because it will help me get a promotion

Because my supervisor expects me to

Because other teachers can learn from my research

To contribute to the improvement of the school generally

To find better ways of teaching

To find solutions to problems I have in my practice

Other (please specify)

14. Is the idea of being involved in teacher/educational research an important element in your decision to

take part in this pilot project?

Yes

No

15. How important are these topics within your school curriculum?

Very important Important Slightly important Not important at all

ICT

Learner-centred approaches

Entrepreneurship

Assessment

16. Please rate your course expectations in relation to the following statements:

I strongly agree I agree I disagree I disagree strongly Not applicable

I have no expectations

I hope to increase my knowledge of

ICT/learner-centred approaches/entrepreneurship/assessment

I hope to update my skills in ICT/learner centred approaches/entrepreneurship/assessment

I am looking forward to on-line networking

I hope this course helps to address a specific problem in our school

Do you have any other expectations?

17. Incidentally, have you been instructed to take this course by your principal/school management?

Yes

No

18. If you could design your ideal professional development course, what it would look like?

19. Which modules did you start? (Please select all that apply)

ICT

Learner-centred approaches

Entrepreneurship

Assessment

None, I didn't start

20. What were your early impressions of the module(s) you started?

I strongly agree I agree Neither agree/nor disagree I disagree I disagree strongly

Course content was relevant to my work

Course content was relevant to my work, but did not add to my existing knowledge/skills

Quality of materials was appropriate

21. What were the main reasons for ending your engagement with the course?

Dissatisfaction with the course

Other work commitments

Other (please specify)

22. Regarding the course, what were the main reasons for ending your engagement?

Dissatisfaction with content

Dislike on-line learning

Inefficiencies of on-line platform

Lack of impact

Other (please specify)

23. What could have been done differently to have enabled you to continue engaging with the course?

24. Which modules have you started? (Please select all that apply)

ICT

Learner-centred approaches

EDUCATION RESEARCH WITH PLYMOUTH UNIVERSITY

Entrepreneurship

Assessment

25. How much of the module have you completed?(Please refer to the progress bar in module)

0-20%

21-30%

31-50%

51-70%

70% +

26. What are your early impressions of the module in terms of

Very positive Positive Neither positive/nor negative Negative Very negative

Content

Delivery

Effectiveness

Potential impact on practice

27. What factors have most influenced your rate of progress through the course?

28. Which module(s) have you completed? (Please select all that apply)

ICT

Learner-centred approaches

Entrepreneurship

Assessment

29. To what extent has the ENTELS course met your expectations in relation to the following statements?

Strongly agree Agree Disagree Disagree strongly Not applicable

I had no expectations

I increased my **knowledge** of ICT

I increased my **knowledge** of learner centred approaches

I increased my **knowledge** of entrepreneurship

I increased my **knowledge** of assessment

I updated my **skills** in ICT

I updated my **skills** in learner-centred approaches

I updated my **skills** in entrepreneurship

I updated my **skills** in assessment

I enjoyed networking online

The course helped to address a specific problem in my school/class

I valued being part of a teacher/educational research project

Did you have any other expectations and were these met?

30. To what extent do you agree with the following statements:

Strongly agree Agree Disagree Strongly disagree Not applicable

The course content was relevant to my work

The course content was relevant but did not add to my existing knowledge or skills

The quality of course materials was appropriate

The design of the modules made them easy to follow

The presentation of the course was clear

There was sufficient support from my on-line course tutor(s)

31. To what extent do you agree with the following statements:

Strongly agree Agree Disagree Strongly disagree Not applicable

I found the Forum facility useful

I found the Wiki facility useful

I found the Chat Room facility useful

I found the Webminar facility useful

Completing the course alongside my regular workload was challenging

I enjoyed the online mode of study

The course has had a positive impact on my working practice

I have shared new knowledge and/or skills resulting from the course with colleagues at work

I have shared new knowledge and/or skills resulting from the course with external colleagues

32. Describe the main impacts of this course on your practice, if any

33. What new knowledge or skills are you most likely to use again in your practice?

34. What factors have influenced your progress to date?

35. Any final comments?

Thank you for taking part in the ENTELS project.

Please click on the 'Done' button to submit your survey.

Thank you!