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ENTELS PILOT SUMMARY REPORT

“Teachers Continuing Professional Development:
“Qualified Teachers = Successful Learners”

ABSTRACT

This document provides a descriptive summary of all piloting activities during the ENTELS project. THE ENTELS project aimed to design and deliver an innovative eLearning professional development course to teachers in the UK, Lithuania, Spain and Ireland.

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Project Title: “Teachers Continuing Professional Development: “Qualified Teachers = Successful Learners”

Project Acronym ENTELS

Output 4 ENTELS Pilot Summary Report

This document was produced by H2 Learning, who had overall responsibility for coordinating the piloting stage of the ENTELS project and implementing the pilot in Ireland. The report focuses on the piloting stage of the overall project and reflects the feedback gathered from project partners via an online questionnaire and face-to-face discussion.

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July 2016

Project Funder:	Spanish Erasmus+ National Agency
ENTELES Co-ordinators:	Dirección Xeral de Educación, FP. e Innovación Educativa. Consellería de Educación, Xunta de Galicia. (Spain)
ENTELES Project Partners:	Universidade de Santiago de Compostela (Spain) H2 Learning (Ireland) Kauno Technologijos Universitetas (Lithuania) Plymouth University (UK)
Project Website:	www.entelsproject.eu/
Project Duration:	01/09/2014 – 31/08/2016

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Project Background

ENTELES is a teacher-training, research and development project funded by the EU Commission's Erasmus + programme. The project is a strategic partnership for school education to find creative ways to introduce Information Communications Technology (ICT) into schools and into teachers' practice. The project aimed to achieve this through the development and delivery of a professional development eLearning course for teachers, the ENTELES eLearning course. The project involves five main stages to achieve its goals. They are as follows:

Stage 1 - Needs Analysis, Planning and Scoping the Project

Stage 2 - Developing and Producing Resources for the Course

Stage 3 - Production of the eLearning Course

Stage 4 - Piloting

Stage 5 - Testing, trials and revising the eLearning teacher course

An overarching goal of the course and the project is for participating teachers to acquire the competences to design innovative learning environments, new and creative ways of implementing the curriculum and examine the basic conditions for the sustainable use of ICT in education. From taking the ENTELES eLearning course, teachers are able to analyse and develop innovative pedagogy and assessment approaches including methods to support diverse individual learning pathways in order to help learners to acquire new skills for new jobs. They also learn to evaluate students key competences and 21st century skills and to use diverse assessment tools: quality standards, e-assessment and e-portfolios.

Through the project, the project consortium developed the ENTELES eLearning course and delivered this using a blended model of professional development. The course comprises of four modules which are as follows:

Module 1: ICT Toolkit - participants exploring using web tools for digital bookmarking, designing presentations, creating simple webpages, producing digital mind maps, engaging in digital storytelling and tools for introducing coding to students. This module is a mandatory part of the course to develop common skills to take forward into subsequent modules.

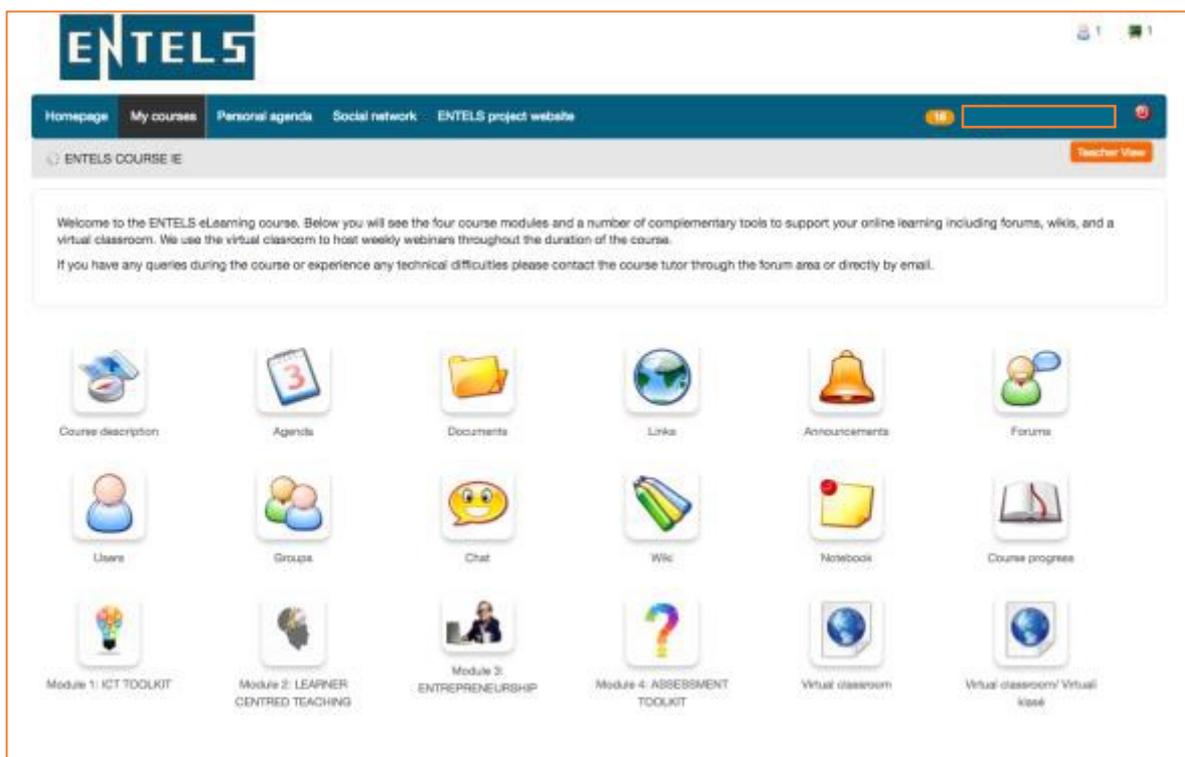
Module 2: Learner-Centred Approaches – This module provides information and ideas on what is meant by personal learning environment, problem- based learning, collaborative learning and enquiry-based learning. Practical examples of how to implement these approaches are offered.

Module 3: Entrepreneurial Education – This module incorporates a balance of theory and practical strategies to develop entrepreneurial skills through simple classroom activities. These can be applied to any classroom. Participants learn how to set up and develop virtual company projects with students. They will develop an



understanding of the skills and characteristics needed for proactive learning, confidence and acquisition of entrepreneurial skills.

Module 4: Assessment Toolkit – The module is designed as a toolkit to explore approaches and ICT tools such as interactive quizzes, e-portfolios and rubrics to support rich assessment practices. The focus is primarily on ongoing assessment and assessment for learning strategies and tools. This module will give you the opportunity to reflect on assessment approaches you currently use and consider how these could be furthered to encourage students to take ownership of their learning. Also this module will help you to develop ideas for new assessment strategies.



ENTELS course platform

Pilot Overview

The pilot stage of the course evaluated and validated the online platform, course contents and resources, the delivery model and the methodology applied. The course was piloted across the four project partner countries in three languages; English, Spanish and Lithuanian.

Figure 1 depicts the main activities within the piloting phase of the project. These have been broken into 3 sub-phases of the piloting stage; pre-pilot, during pilot and post-pilot.

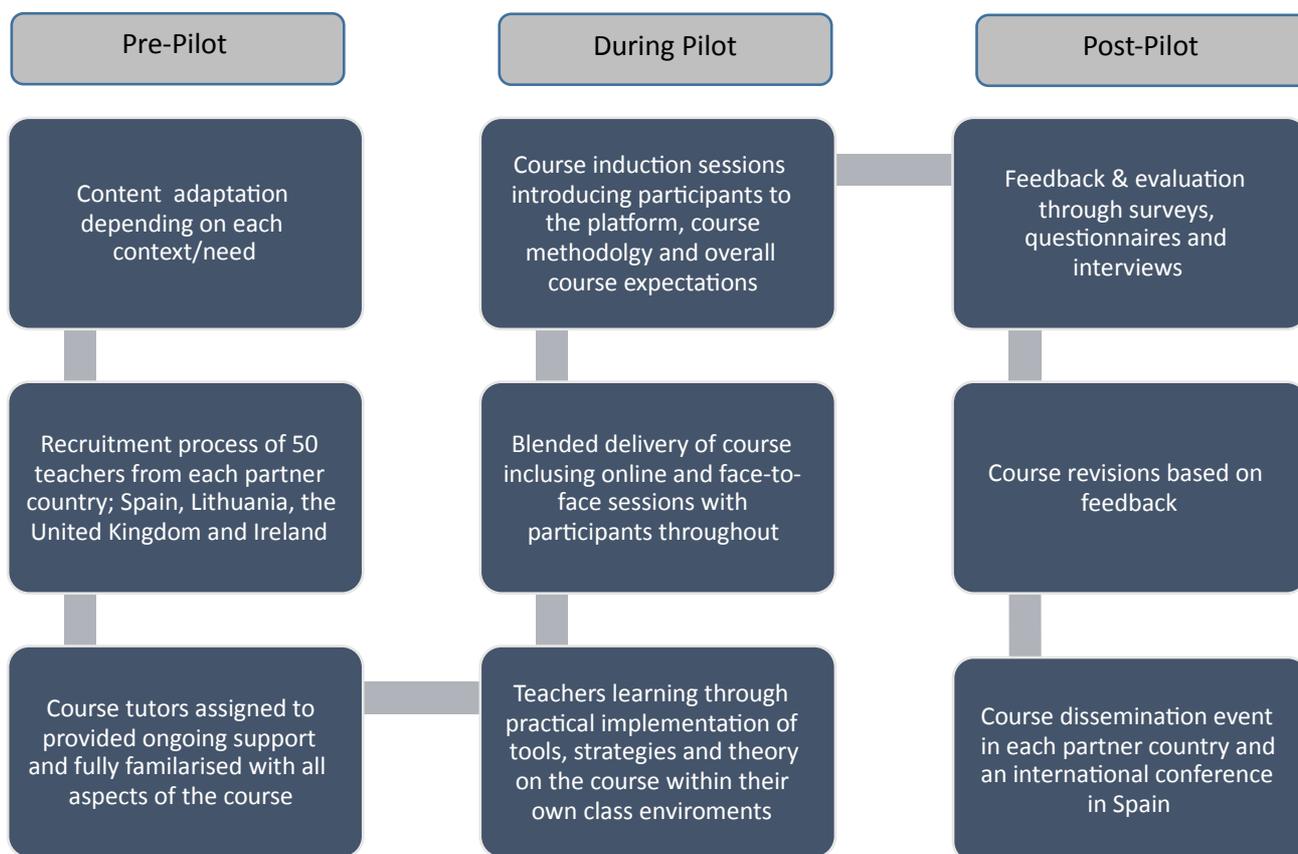


Figure 1: Overview of Piloting Activities

Content Adaption

Universidad de Santiago de Compostela (USC) took responsibility for designing the teacher training courses. The course was designed according to USC’s understanding of teachers’ need in their classrooms and how to better integrate ICT tools, to implement learners’ centred approaches, to implement entrepreneurship and creativity and for teachers get to know new assessment tools and methods.

Subsequently, each partner organisation reviewed and adapted the original course content to ensure they were fit for local participant needs. This involved aligning the course with national curriculum objectives and other national initiatives. Also, some of the course contents had to be translated for the Lithuanian and Spanish context.

For the UK and Ireland, there are many similarities in curriculum and teacher needs allowing both partners to collaboratively review and customise the course content accordingly. In order to ensure the content was relevant and meaningful to a UK and Irish audience enhancement was required on some modules, particularly Learner-centred teaching, Entrepreneurship and Assessment. Additional resources and tools were added to the ICT module enabling greater individual choice in how skills and knowledge were developed and practiced via the activities.

At the end of the adaptation phase, a localised ENTELES course was established for each of the four countries, each being relevant to the teachers' needs and interests but in line with the overall ENTELES methodology.

Recruitment

In Spain, participant teachers were recruited through an open call made by a Dirección Xeral de Educación among Galician teachers. 113 teachers registered and 63 were selected, some more teachers joined later (6). The communication was through teacher training courses of Galician Government portal and followed the usual way of any teacher training course in Galicia.

In the UK, a number of individual schools were contacted via email and telephone, including a flyer with details of the project as a whole, and the individual modules on offer. Some existing local school networks (i.e. Plymouth Teaching School Alliance) were contacted and disseminated project information to all members. Several presentations were delivered on the project at perspective schools. These methods resulted in individual contacts by interested persons, with further email liaison providing necessary information and leading to registration.

In Lithuania, an announcement was made about the future project to all schools from the Kaunas region and school teams were invited to a face-to-face event. During this event project goals, content and methodology were introduced and school teams then had time to make their decision about participation in the project.

In Ireland, H2 Learning contacted school leaders within their current network. An open call was also sent out on their social media channels. This was followed by presentations, disseminating flyers with details of the project and by providing information to perspective participants via email and phone. These methods resulted in individual contacts by interested persons leading to registration.

Course Tutors

Each organisation nominated an individual to fully familiarise themselves with course content, methodology and the platform. They then were positioned to provide ongoing support to participants on both technical and non-technical aspects of the course. Centro de Computación de Galicia (CESGA) maintained and administrated the Chamilo platform for the duration of the project. Typically, the tutor acted as an intermediate between participants and CESGA for any technical issues which lay outside of the tutors remit to solve. Guidance from tutors was usually mediated through the platform forum area, messaging facility or by direct email. In Spain and Ireland guidance was also offered through live webinars.

Course Induction

Course induction were facilitated either through face-to-face workshops, live online webinar sessions or pre-recorded video guidance. In Spain, a video introduction for each module was

added to introduce the course contents and course methods. The UK hosted a face-to-face session with a school and also provided initial 'Getting Started' guidance via email. In Ireland induction was delivered by pre-recorded video guidance and a live webinar session.

In Lithuania, induction training had two parts: hands-on training on how to use the virtual learning environment Chamilo: where to find materials, where to post forum messages etc. The second part was dedicated to update teachers' theoretical knowledge about assessment and, entrepreneurship because some teachers graduated from university some years ago and this knowledge renewal was useful for them.

Course Delivery

The course was delivered through a blended learning model encouraging transparent communication amongst all parties involved with the course. This was facilitated through the interaction tools included within the Chamilo course platform including a webinar tool (Big Blue Button), forums, chat and wikis.

Participants were able to move through the online content in a *self-directed* manner allowing them to dictate the time, place and pace most convenient to them.

An overall *learning by doing* methodology was applied to the course. This allowed participants not just to *know about something* but to *know how to do something* which can often be two very different things. The course therefore had practical activities linked to each module requiring participants to put the learning into practice in the classroom or to create artefacts to support teaching, learning and assessments activities. Subsequently teachers reflected on the impact their new skills and knowledge was having within the classroom and document this in their final projects or through blogs.

The course contents were hosted on the Chamilo platform which was set up and administrated by CESGA. The course places significant emphasis on providing hand-on practical activities balanced with theoretical information to develop teacher's competencies in the areas of integrating ICT into learning activities, learner-centred teaching approached, entrepreneurial education and assessment. Each course participant completed Module 1: ICT Toolkit and one other module of their choice.

Participants were encouraged to engage meaningfully with course content for approximately 20 hours per module. Whilst engagement with the course content was primarily judged on the quality of contributions, a log of time spent working on the course was also kept. The course participants had to complete their training by implementing a classroom project which included a combination of problem solving methodology, collaborative learning and the use of two ICT tools teachers had learned in the first ICT module.

Feedback and Evaluation

In general participant teachers remarked that the module structure was very good and contents very clear and useful. Plymouth University had overall responsibility for gathering feedback and data from participants throughout the pilot. Two surveys were disseminated to

participants across all four countries at the initial and final stages of the pilot. This information can be found in the Pilot Report on the ENTELES project website.

Course Revisions

Revisions based on the pilot feedback were carried out by each partner and in the cases of the UK and Ireland further revisions will be made beyond the project lifecycle. These revisions will ensure the course provides more locally-centric applicability and more flexible participant tasks relevant to trainee and teachers not currently practicing but who still wish to upskill.

Dissemination Events

Each partner hosted a national multiplier event. This allowed for the dissemination of the project and to share the overall learning from the project. In Spain, Ireland and Lithuania certificates were awarded to participants at the event in acknowledging teachers' competency development through the ENTELES project. An international conference was held in Galicia Spain with representatives from each partner organisation in attendance.



Assessment Workshop at the International Conference in Spain



Dissemination Event Lithuania

Pilot Timeframe

For the most part piloting activities took place over an eight-month period between January 2016 and August 2016.

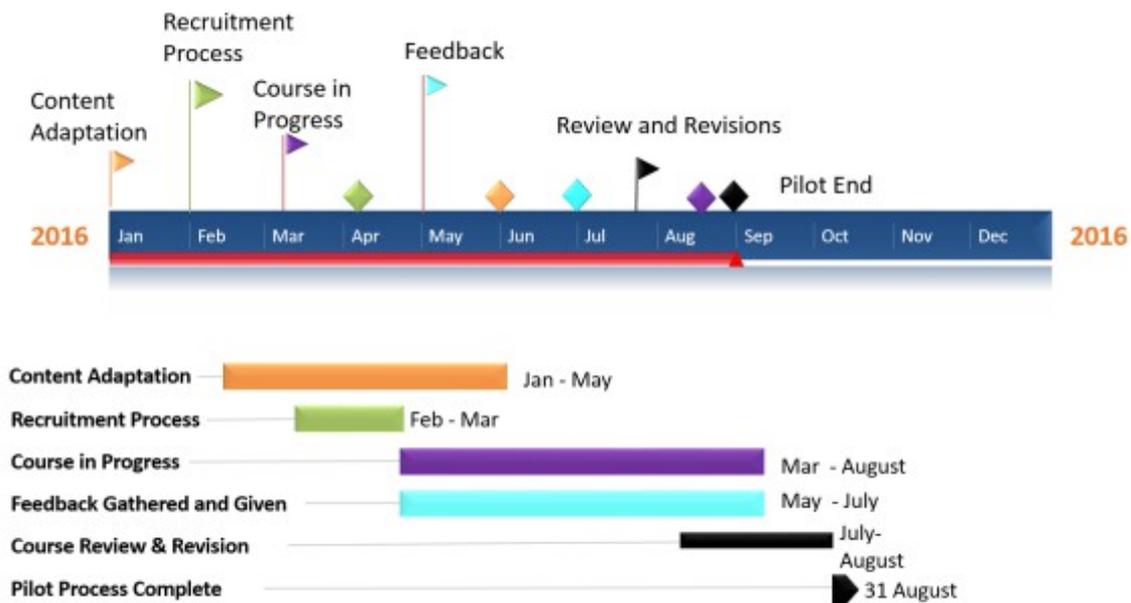


Figure 2: Project Pilot Timeline

Figure 2 depicts a merged overview of piloting activities within this timeframe, however some exceptions are not captured within this. For a breakdown of piloting activity dates by country please see Table 1. Pilot commencement dates varied depending on the level of revisions and adaptations each partner had to make to the original course content based on local context and needs. Piloting activities commenced between March and May 2016. Consequently, pilot completion dates also varied across partner countries between June and August 2016.

The context of CPD within each country or region involved in the pilot was again reflected in the timeframes for the piloting activities. For Lithuania and Spain, where CPD is mandatory for teachers, the scheduling of the course had a more structured course delivery. In the Irish and UK contexts, where CPD on such courses is not mandated, dates had to be more flexible to encourage participation and meet participant needs.



Dates of Piloting Activities by Country				
Activities	Lithuania	UK	Spain	Ireland
Pre-Pilot Content Adaptation	October, 2015	January, 2016 – May, 2016	November, 2015 to March, 2016	January, 2016 – April, 2016
Participant Recruitment	October – November, 2015	July 2015 – June 2016	1-29 February, 2016	February, 2016 – March, 2016
Pilot Start Date	April, 2016	May 2016	8th March, 2016	01 March, 2016
Introductory Sessions with participating teachers	November, 2015 and March, 2016	March, 2016 – May, 2016	8th March, 2016	01 March, 2016
Course end date	27, May, 2016, some participants are still studying	Participants encouraged to complete course by end July 2016	8th May but 6 teachers finalized the 8th June	24th of May but time extension granted to a number of participants until August, 2016

Table 1: Dates of Piloting Activities by Country

Pilot Participation

The recruitment process for participants during the piloting phase of the project was based on the local context of each partner organisation. Each partner expected to involve 50 at

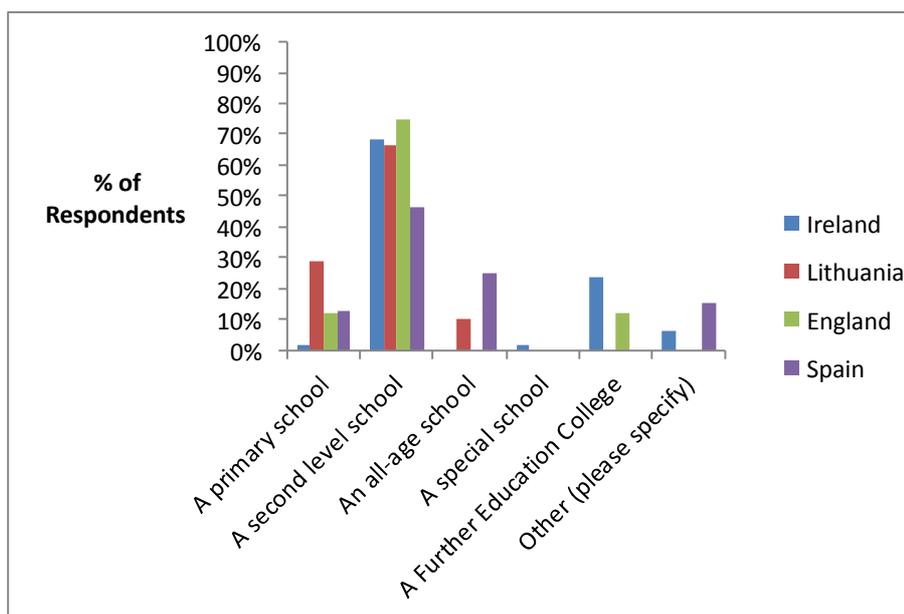


Figure 3: Breakdown of the Participating Teacher by Sector



primary and secondary level schools and also student teachers from initial teacher training courses. This target group was expanded to the Further Education sector in the UK and Ireland based on identified needs for continuous professional development opportunities within the sector. Figure 3 indicates the breakdown of the participating teacher sectors by country.

Table 2 provides a breakdown of teacher participation and course completion across each of the four partner countries during the pilot. Initial registration figures were highest in Spain and Ireland. However, course completion figures were strongest in Spain and Lithuania.

Country	Registered	Completed	Partial Completion
Spain	113	51	5
Lithuania	70	51	n/a
United Kingdom	30	0	30
Ireland	81	24	30
Total	294	126	65

Table.2: Pilot Participation and Completion Figures

State and district requirements to participate in ongoing professional development evidently impacted completion rates during the pilot. In the UK and Ireland there is no requirement for teachers to complete any form of continuous professional development outside of what is mandated at department and school level. Therefore, teachers have limited ability to choose courses such as the ENTELES course and receive any formal recognition for such courses. In the Lithuanian and Spanish contexts there are requirements for teachers to engage in certain number of hours of professional development over a specified period of time. For example, in Galicia Spain, teachers must complete 100 hours over a six-year period.

It is noteworthy that for many of the participants who did not fulfil all of the completion requirements for the course still showed high levels of engagement during the piloting cycle. Also, the timing of the finish dates of the course pilot did impact completion rates. The pilot was originally due to complete by early May 2016, a busy time in the academic calendar when teachers have a number of key priorities such as state and terminal exams and reporting. Feedback from participating teachers indicated time as a major barrier to completing the course.

The main challenge for me, as a teacher, was investing time into practising how to use these tools. However, the rewards were easily accessible and above all adaptable resources. Once the preparation time was put in, the Mind Map and Prezi were excellent aids.
(Secondary School Teacher, Ireland)



Providers Feedback from the Pilot

This section documents the lesson learned from the pilot based on feedback and observations from each partner organisation. The feedback is presented in a consolidated and generalised format.

Strengths

- ❑ **Course Platform:** From the perspectives of course development and course delivery the Chamilo platform delivered to all stakeholders' requirements. The ability to create learning paths with a variety of embedded content facilitated a media rich course environment combined with a number of interactive tools available within the platform such as messaging, wikis, forums, a virtual classroom and a basic chat feature. The platform's ease of navigation allowed participants to move through the content in a self-directed manner requiring minimal technical support.
- ❑ **Course Methodology:** The *Learning by Doing* methodology proved pragmatic and was widely praised by teachers for its practicality, allowing them quickly translate learning from the course into their own classroom environments. The platform tools and content correlated well with this methodology. Beginners to advanced users of ICTs benefitted from the course and project partners agreed that this is a very hard to achieve this in a "regular" course. The main challenge was first steps, especially for teachers with not so high IT skills.
- ❑ **Course Content:** Participants found the tools, strategies, theory and resources available within the course accessible and applicable to their varying needs. The course provided options that successfully engaged teachers with varying levels of ICT competency and confidence. The variety of tools and strategies for teachers to try out allowed them to select those most appropriate to their own and their learner's needs. Teachers of different age groups, various subject and different levels found the course content adaptable to their needs.
- ❑ **Course Tutors:** Availability of support for participants from dedicated course tutors from each organisation for the course duration enhanced the participant experience. Collaboration between course tutors and participants was noted as a major strength of the course and facilitated a blended model of learning.
- ❑ **Partner Collaboration:** The collaboration between the project consortium on developing and delivering the course allowed for joined-up thinking and shared workload in order to provide the best possible learning experience for course participants.



- [?] Blended Delivery Model:** The course was delivered using a blend of synchronous and asynchronous methods. Asynchronous methods were facilitated through email, forums, wikis and archived recordings of webinars. These asynchronous methods supported relations between course tutors and participating teachers without having to be online at the same time. This was a key component of the eLearning course, offering flexibility to teachers for interacting with the content and communicating with tutors. Combining professional development with family, work and other commitments can often be a barrier for teachers to fully engage in professional development opportunities. Participants responses showed they valued being able to access the content at a time and place convenient to them and at their own pace. They liked that they could revisit information as often as they liked and didn't feel they missed anything as can happen during face-to-face courses. Live webinars and face-to-face sessions complemented the asynchronous elements of the course. In Ireland in particular the webinar sessions were received very well by participants.

Students developed social skills on how to offer effective and constructive feedback to one another and furthermore how to interact with an audience. They developed a better understanding of what is required of them to improve their own speaking and writing skills as well as key skills like managing myself; managing information and thinking; literacy; communication and working with others. They gained a better insight into language learning as a skill based process that can steadily be improved. They developed digital literacy competencies as for many it was their first time creating a Prezi.
(Secondary School Teacher, Ireland)

Challenges and Areas for Improvement

- [?] Opportunities for Interaction between Participants:** Participants across partner countries were given the opportunity to share their projects which included lesson ideas/plans with accompanying resources in an international space set up on the eLearning platform toward the end of the pilot. However, this was a particularly busy time of year for many teachers resulting in low levels of interaction despite teachers voicing a willingness to engage and connect with teachers across partner organisations at the beginning of the pilot. This international space will remain open to participants beyond the project. Partners may need to consider the purpose and stimuli for teachers from different schools and different countries to use this space going forward. Communication between teachers from different countries was complicated. Teachers experienced the lack of “general pool” or “general forum” where they could talk with colleagues from other countries. Course providers need to also evaluate providing these opportunities for interaction much earlier in the course lifecycle and meaningful ways for teachers in different geographical locations to be introduced and to collaborate.



- [?] Community Building:** There is a need to better develop and exploit tools for community building and support. Whilst teachers participating on the course generally voiced their enthusiasm to engage with other teachers nationally and across partner countries, this was not fully realised within the project lifetime using the tools available. While teachers did interact using their own blogs created as part of the course, forums and wikis, this only happened nationally.
- [?] Introduction of Webinars:** Webinars (video conferencing) could be introduced at the initial stages of the course. An agenda of the webinar sessions indicating their timing and topics provided at the start of the course would enable teachers better plan their time in order to participate in these sessions.
- [?] User Account Administration:** For the project the Spanish company CESGA managed the account administration in terms of creating accounts for tutors and participants. Options for each organisation to do this for themselves may provide an overall better experience for course providers.
- [?] Exporting and Sharing Content using Chamilo:** From a course development and delivery perspective, sharing content within the platform and exporting it to other eLearning platforms is not as straightforward as it could be i.e. importing SCORM files led to restrictive editing ability of the modules and images did not all port accordingly.
- [?] Participant Assessment:** Course participants and providers would like to include clearer guidelines on the assessment process, how feedback is given to participants and to meet a mutual expectation from both the participant's and the provider's perspectives. This may vary depending on the national context for recognition of teacher participation in CPD. In the Spanish and Lithuanian scenarios, course assessment and recognition for achievement/successful completion fitted more readily into an existing model where teachers participate in a set number of hours of professional development within a certain timeframe. In Spain, guidelines were provided on how to develop the participant projects, participants and the tutor referenced these to ensure projects achieved the objectives set out. The course tutor gave feedback indicating when the objectives were met and when they were not satisfactorily met, participants had the opportunity to review and improve the activity. Similarly, in Ireland, once participants had satisfactorily completed all required tasks, they were awarded a certificate for course completion. Yet, as there is no formal recognition for such certification in Ireland, it appeared participants also wanted feedback on the quality of their work and guidance on how to improve on same. In Ireland and the UK, no formal recognition by schools or the Department of Education exists for voluntary professional development courses such as ENTELS and so it would be interesting to gather further responses from participants on what they would value as feedback on their posted outputs. The fact that they are posted in open forums means that they are open to peer assessment.



Revisions Based on Piloting

Course Providers	Planned revisions to the course content or delivery
Plymouth University (UK)	Further revisions will be made to content to ensure more UK-centric applicability prior to new applicant signups from September 2016. A review of hyperlinks will be undertaken following feedback of some broken links. Activities may be reviewed to enable more flexible activities that can be applied to a PGCE teacher trainee context.
Kauno Technologijos Universitetas (Lithuania)	Course structure has been adapted resulting in the final version of the CPD course for teachers. The course will be analysed in a Master level study project as a case study of a teacher's entrepreneurship education.
Universidade de Santiago de Compostela (Spain)	In the Spanish context they are satisfied with the course contents. Participants said that contents provided were very clear and useful for their teaching practice, if the course is implemented at Galician school level or as a K1 activity, then the course will include another tool called App Inventor.
H2 Learning (Ireland)	In Ireland, a review of the content is taking place ensuring content is not overly text heavy and focused on easily applied strategies and tools. Ireland is also considering how they can enhance the delivery of the course and optimise participant interaction during and after the course.

Beyond the Project

The piloting of the ENTELS eLearning course has provided the validation for the course and established the need for more professional development opportunities for teachers to be delivered using flexible and practical means. Each organisation has begun to plan how to exploit and share the course beyond the project. These plans are documented by each organisation below.

Partner Organisation	Course Exploitation
Plymouth University (UK)	Plymouth University has identified a unique niche for the application of this course. All PGCE/Cert Ed 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.

Kauno Technologijos Universitetas (Lithuania)

The course will be available as workshops of Educational Competency Centre, KTU. KTU may use Moodle to keep the idea of learning-by doing.

Universidade de Santiago de Compostela (Spain)

In Teacher training in Galicia or as K1 that could be offered through the wide contacts the USC and Xunta de Galicia have all over Europe. The course has a space where participant countries could share classroom projects but also school projects. The main idea was to establish “school to school projects” among the four participant countries. We started to do it in May and our schools shared four projects through the workspace. However, some schools were very busy at this time of the year so it is hoped to continue with this activity in September with the opportunity to set up “school to school projects” among different countries.

H2 Learning

Two modules from the ENTELES course have been approved by the Irish Department of Education and Skills to be offered as an accredited summer course. H2 Learning have added the content to their own LMS, Moodle, and teachers are already taking the course this summer. H2 Learning intend to also offer other modules on the course in a similar way next year. Other means for sharing and exploiting the course are being assessed.

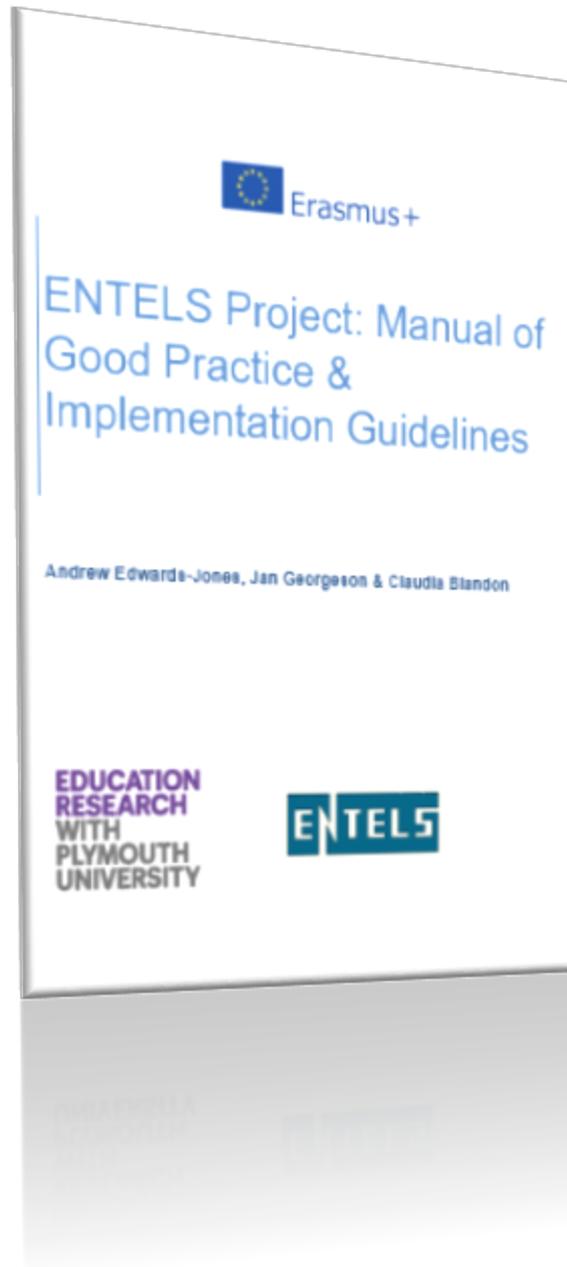
Further Reading

Please see the *ENTELES Project: Manual of Good Practice & Implementation Guidelines* and the *ENTELES Pilot Evaluation Report* for further recommendations and analysis from the project findings. Both documents are available from the ENTELES project website.



Co-funded by the Erasmus+ Programme of the European Union

ENTELS Pilot Summary



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Certificate of A

This is to certify that **Aldona Augustinienė** has participated in the Erasmus+ KA2 project: "Teachers Continuing Professional Development: Successful Learners". ENTELS (Project nº 2014-1-ES