Mid-term – workshop 2
Project update

27/02/2017, Vienna

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AIMS

DESIGN

Collaborative learning scenarios (including assessment component)

TRAIN

Teacher trainers, student teachers + teachers via MOOC

TEST

Teachers test scenarios in the classroom

Teachers report facilitators/obstacles to implementation via CoP & workshops attended by policy makers

REPORT

EVALUATE

Via benchmark & follow-up survey results and evaluation meeting

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The workshops

2016　　　　　　　**2017**　　　　　　　　　　　**2018**

May/June　July/August　Sept/Oct.　Nov/Dec　Jan/Feb.　March/April　May/June　July/August　Sept/Oct.　Nov/Dec　January

Country workshop 1　　　**Country workshop 2**　**Country workshop 3**　　**TIMELINE**

▶ **Establish solid communication and exchange channels** with practitioners (teachers, teacher trainers, student teachers) and policy-makers/shapers (school heads included), **respectively**

▶ Offer a platform for the **dialogue between practitioners & policy-makers**

▶ Build **common understanding and trust**　　**OBJECTIVES**

EXPECTED ACHIEVEMENTS

CAPACITY BUILDING ▶ **POLICY DEVELOPMENT** ▶ **MAINSTREAMING**

Make a considerable contribution to *capacity building* in collaborative teaching & learning in the classroom through the *scenarios & MOOC to be made available as OERs*

Impact on *national and European policy development* on collaborative teaching & learning through *evidence-based results*

Help to *mainstream effective collaborative teaching & learning in schools* through the project's final *recommendations*

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CO-LAB project – Workshop 2

2016 → • Workshop 1 • Scenarios • Assessment • MOOC

Jan-May 2017 → • **Implementation** • **Feedback** • **Workshop 2**

May-Sep 2017 → • Follow-up survey • Results

**Workshop 2 – Implementation of collaborative learning scenarios and assessment**

- Review of the CO-LAB MOOC

- Practitioners and policy-makers share and discuss implementation:

  – early lessons learned: enablers, obstacles,

  – ideas for improvement both at classroom and system level

CO-LAB MOOC

MOOC – Participation 1

	Registered	Started	Completed Passed	Started	Completed Passed	Started	Completed Passed	Started	Completed Passed	Full course
	Intro	M1	M1 Badge	M2	M2 Badge	M3	M3 Badge	M4	M4 Badge	**Course Badge**
Total	**2331**	1446	1305	1279	1184	1149	1078	1084	815	**815**
CO-LAB countries	**807**	496	446	436	407	399	374	381	279	**278**
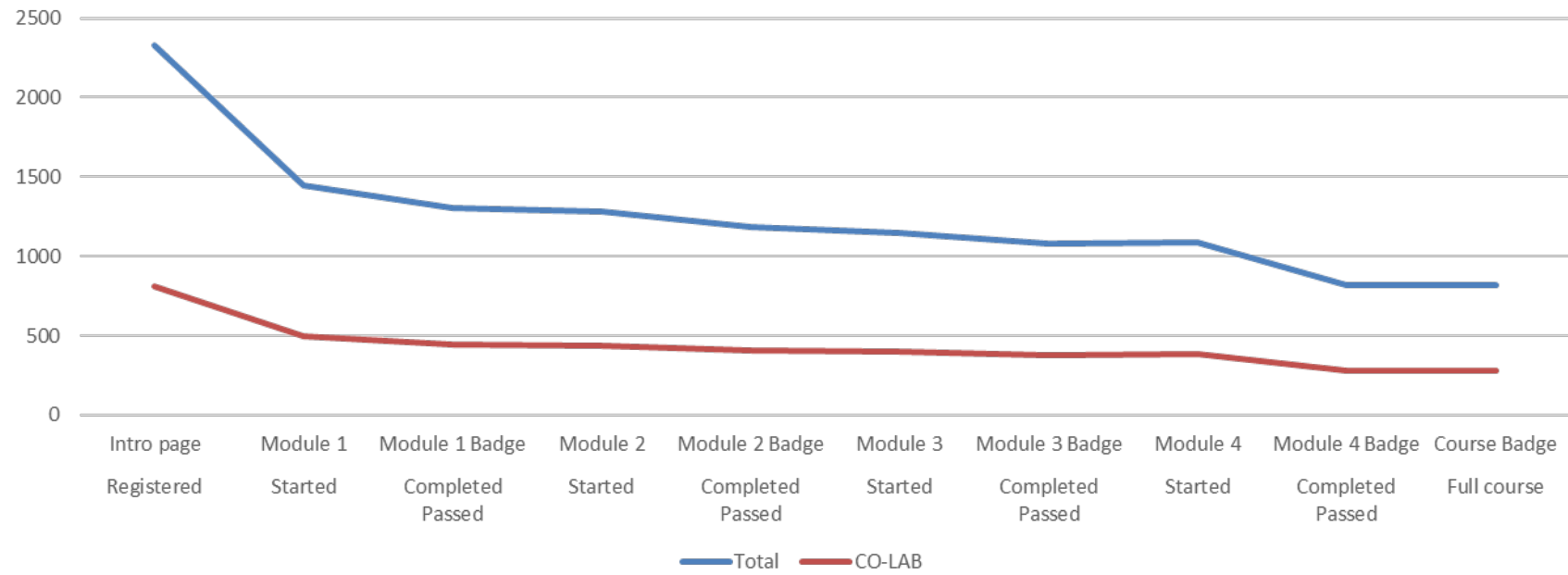
MOOC – Participation 1 – Project countries

	Registered	Started	Completed / Passed	Started	Completed / Passed	Started	Completed / Passed	Started	Completed / Passed	Full course
	Intro page	Module 1	Module 1 Badge	Module 2	Module 2 Badge	Module 3	Module 3 Badge	Module 4	Module 4 Badge	Course Badge
Total	**807**	**496**	**446**	**436**	**407**	**399**	**374**	**381**	**279**	**278**
Austria	61	36	33	31	30	28	27	28	11	11
Belgium	69	29	22	22	15	20	13	18	8	8
Estonia	10	10	8	7	7	6	4	4	3	3
Ireland	105	60	49	52	48	46	44	46	39	39
Poland	121	70	66	63	61	58	58	57	35	34
Portugal	441	291	268	261	246	241	228	228	183	183

MOOC - Collaborative Teaching and Learning

What

Design

Assess

Peers collaboration

Available as an open resource

http://www.europeanschoolnetacademy.eu

Module 1: What is collaborative learning?

Module 2: How can you design collaborative learning in the classroom?

Module 3: How can you assess collaborative learning?

Module 4: How can teacher collaboration facilitate collaborative learning?

Learning objectives and introductory video

Explaining main topics covered & modes of working

Content videos

Expert talks and Q&A sessions, Practitioner interviews, Illustrations of classroom practice by teachers

Resource section

CO-LAB scenarios, Assessment guidelines, Collaboration rubric, theory

Open-ended learning activities

Lessons plan and learning designer for self-training, design lessons, peer collaboration

Padlets and forums

Inspiration and ideas

Deirdre Butler's suggested workflow

Collaboration: Decision Steps

Students are **required to work in pairs or groups**? — YES / NO → 1

Students have **shared responsibility**? — YES / NO → 2

Students make **substantive decisions** together? — YES / NO → 3

Students' work is **interdependent**? — YES / NO → 4

→ 5
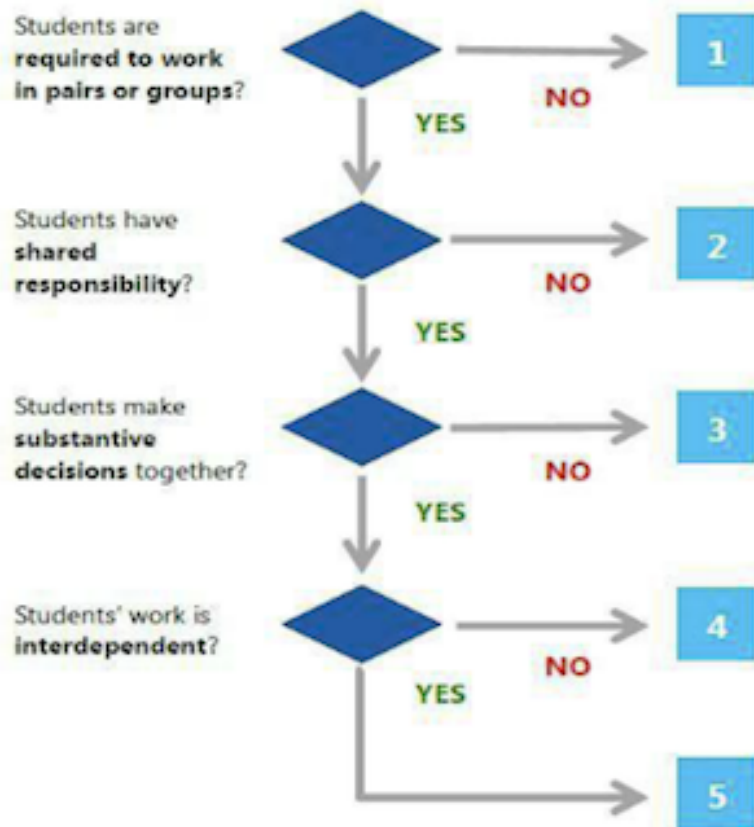
The big ideas in collaboration

Are they working together?
Do they have shared responsibility?
Do they make substantive decisions?
Is their work interdependent?

Collaboration Rubric available at below link:

- Microsoft (2012). 21ST Century Learning Design: 21CLD Learning Activity Rubrics

When you set up group work with your students, which of the following criteria do you take into consideration?

90 x Mixed-ability members so that the most competent can help the weaker ones.

39 x I divide students at random so that they can work also with the ones they know less.

30 x I leave students free to decide who they prefer to work with.

13 x Other (you can leave a comment below the relating thread on Facebook, if you like)

Which of the following challenges have you faced as a teacher when implementing collaborative learning in the classroom?

38 x The noise element in the classroom can be annoying because of many people speaking all together at the same time

24 x Students easily getting disengaged or off track

89 x It is difficult to guarantee the quality of the collaboration by all groups and that all students will in fact collaborate and gain equally from the experience.

11 x Shy students not participating as much as others.

Results of online poll created with LearningApps

In designing and implementing group work in your classroom, you might have encountered other types of issues. Which of the following have you found most difficult to deal with?

73 x Not enough time to work on a project because of the restrictive school timetable.

31 x Issues with assessing each student as part of a group.

38 x Group work proved disruptive because more confident or able students tended to dominate the activity, leaving shyer or less able students to become disengaged.

7 x You had to explain this style of working to senior management/parents or other colleagues.

Assessment **for** learning is formative

"...when learning is the goal, teachers and students collaborate and use ongoing assessment and pertinent feedback to move learning forward."

Image by Ken Whytock via Flickr https://flic.kr/p/9jdfAE - CC BY-NC-2.0

"Formative assessment could be called informative assessment...

"It's like GPS, telling us where the student is along the learning journey" - Jim Knight

Image by By NASA [Public domain], via Wikimedia Commons

INSTRUCTIONS FOR PEER REVIEWS
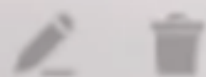
Please leave a comment on your classmates' Tackks.

Click on each Tackk to see their film reviews! Then click on "View Original"

REMEMBER:

1. Start with a compliment or a positive remark - What did you like?

2. Check that all the essential elements of the review are there: credits, plot, main characters, soundtrack, special effects.

3. Provide some tips to make your classmate's review more interesting (ex. more information about the characters, different headings, etc.)

4. Check that pictures are properly attributed (NO copyrighted pictures)

5. Check for spelling and grammar accuracy: suggest corrections - Suggest changes

Your contribution to **improve your peer's review** will be much appreciated and **will be evaluated**!!!! So do not be afraid of hurting your friends and **be honest**!

Collaboration through peer reviews

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