SchoolEducationGateway

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SEG Pilot
School-based Case Study

Using MOOCs in Schools

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What we will talk about…

- What happened in my school - at the Regional Office
- What were the main challenges, and how I tried to solve them
- What worked well in the pilot
- What didn't work well in the pilot
- What lessons did I learn from the pilot
- What advice can be given to other schools or institutions
- What could be the next steps

Just two lines to define the context(s)

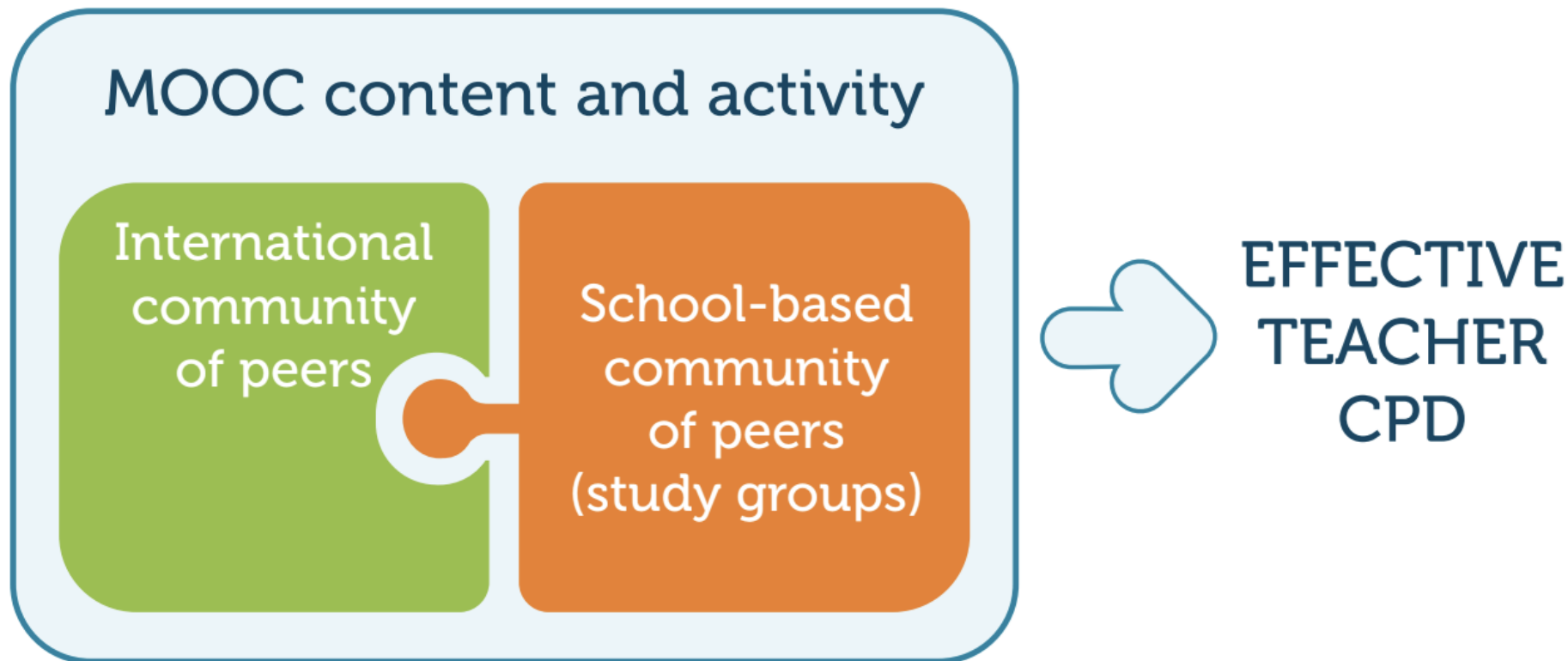Two professional contexts and ... myself:

Liceo Laura Bassi   Ufficio Scolastico Regionale   Elena Pezzi

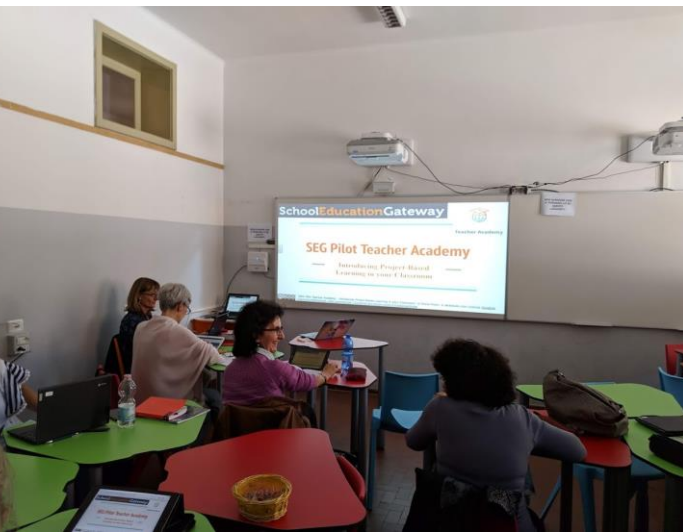# The added value of the study group

MOOC content and activity

International community of peers

School-based community of peers (study groups)

EFFECTIVE TEACHER CPD

What happened in my school? Action Plan at Liceo Laura Bassi - Bologna

Goal: Get more colleagues to participate in TA courses

Current situation in relation to the goal	Action to achieve goal	Steps required to implement the action	Resources required	Stakeholders to involve	Key Milestones
E.g. Majority of colleagues lack digital competence and are sceptical of online PD. I am the only person at the school participating in TA courses. There is one colleague who sometimes participates in webinars for professional development.	E.g. Organise study groups to take TA courses together so that there is a f2f support infrastructure for colleagues when they have questions. This will make participation in the TA courses less daunting for less experienced colleagues and allows for discussion how to relate the course content to our own context. Furthermore, the peer pressure acts as a motivator to keep going and do well on the course. Consequently, my hope is that such action will make the TA courses more attractive to colleagues at my school.	E..g. 1. Introduce the idea at the next staff meeting 2. Talk to headteacher to ensure his explicit support and encouragement of colleagues at the next staff meeting 3. Recruit at least five colleagues to participate in the Mentoring course 4. Setup a Doodle to determine most convenient time for everyone 5. Check about room availability at given time	E.g. A room to meet, a projector, etc.	E.g. Headteacher, Department Heads, etc.	E.g. 1. End of May – get approval and support from headteacher 2. End June – recruited 5 colleagues who will participate 3. End August – defined schedule for study group meetings 4. ...
I can see three main barriers at my school level: 1. the age bracket of my fellow teachers: in fact they are over 45-50, quite at the end of their school career. 2. their ICT competence is not very high and they don't feel comfortable working with digital tools. 3. most of them don't feel at ease with spoken and written English, so the main features of any online course represent a problem for them. BUT: they are neither skeptical nor against online training, so this is already a good starting point!	1. Spread the word among some colleagues who I know that are interested in following this training process 2. Create a team of teachers of different subjects willing to take the course together (less scaring) 3. The different backgrounds of the members of the team will ensure help both from the linguistic point of view and in terms of methodological and technological skills 4. Reassure colleagues that the first part will be in Italian, based on the PBL course available on the Learning Lab eTwinning 5. Define together timing and steps to follow in order to assure constant participation and involvement	1. Talk to headteacher to have official authorisation to take the course 2. Inform and involve school staff and department coordinators so that they can inform all the teachers 3. Prepare a school bulletin to briefly explain the project 4. Explain the project to the next teachers' meeting 5. Open the applications to take part in the project before the end of the school year 6. Create a team of about 10 teachers (it would be perfect if there was at least one member per department) 7. Define the agenda together 8. Book the "Web2.0 class" to meet and attend the course 9. Check the internet connection, device, tools needed 10. Take the PBL course starting from the	– "Web 2.0 room" – Electronic whiteboard – Chromebooks – Good wifi connection – BYOD	–Headteacher – School staff (above all in-service training coordinator) – Department coordinators	1. End of April: talk with headteacher → approval 2. Beginning of May: School bulletin 3. Beginning of May: talk with staff and department coordinators 4. Mid-May: explain the project at teachers' meeting 5. Mid-May: open applications 6. End of May: create the team of about 10-15 teachers who will participate 7. Beginning of June: give them the links to eTwinning Learning Lab and Teacher Academy 8. Beginning of September: set a first meeting to explain more in detail the steps of the project

Taking the "Project Based Learning" course at Laura Bassi

The implementation of the School-Based Case Study at Laura Bassi

Introducing Project-Based Learning in your Classroom

What happened at regional level? Action Plan at USR Emilia - Romagna

The situation could be as follows: • good number of teachers interested or active in the field of ICT • involved in some way in the mentoring of newly appointed or newly arrived colleagues • with some relative competences in foreign languages • eager to experiment with new ways of training • not particularly experienced in attending online courses • quite isolated within their own school • eager to "make community" with teachers of the same interests • coming from different grades and levels of school	1. Spread the word among all the teachers of the region who normally follow the courses of the Servizio Marconi 2. Create a team of teachers of different subjects and from different grades of schools willing to take the course together (less scaring for those with low level of English) 3. The different backgrounds of the members of the team will ensure help both from the linguistic point of view and in terms of methodological and technological skills 4. Define together timing and steps to follow in order to assure constant participation and involvement 5. The participation in this course has to be inserted in each school's annual plan for training 6. The participation in the TA online course can fulfill the annual amount of hours required for in-service training 7. The participation in the TA online course will also be recognized at regional level, with a specific certificate of attendance	1. Talk to "Direttore Generale" of Regional Office to have official authorisation to take the course within the premises of the Regional Office itself 2. Inform and involve "Servizio Marconi" staff and coordinator so that they can be aware and support the project 3. Send a mail to all the teachers who normally take our courses to briefly explain the project 4. Write an article and post it on the website of the Regional Office (Servizio Marconi's webpage) 5. Open the applications to take part in the project at the very beginning of the new school year 6. Create a team of about 25-30 teachers (it would be perfect if there was one representative per grade and levels of school) 7. Define the agenda together 8. Book the "Sala Ovale" to meet and attend the course 9. Check the internet connection, device, tools needed 10. Keep on attending the "Mentoring in Schools" course	– "Sala Ovale room" – Electronic whiteboards / screens – Chromebooks – Good wifi connection – BYOD	– Direttore Generale – Coordinator of Servizio Marconi – Staff of Regional Office	1. Beginning of May: talk with Direttore Generale → approval 2. Beginning of June: mail to teachers who are taking "Sala Ovale courses" 3. Mid-June: news on the Servizio Marconi page of the regional website 4. Beginning of September: open applications 5. Mid-September: create the team of about 25-30 teachers who will participate 6. Mid- end of September: set a first meeting to explain more in detail the steps of the project 7. Define the schedule of the meetings 8. September – October: take the course together 9. Meet regularly to take the course and define steps to practice in classroom (see below)

The implementation of the School-Based Case Study at USR-ER

Taking the "Mentoring in Schools" course

The main challenges I faced, and how I solved them ...

Challenge

- Teachers are always very busy and most of them cannot do the "homework" assigned.

- English is a problem! Not for everyone, but for many, yes.

- ICT is a problem! Not for everyone, but for many, yes (and maybe even more than English...)!

Possible solution

- Teachers have worked and done it together during the on-site meetings.

- This led to the need for a reshaping of the path, summarizing the main concepts and also providing time for the reflection on the topics and the development of activities during the meeting itself.

- Meeting f2f helped teachers with less language and/or ICT skills

Pros & Cons (teachers said...)

What worked well?

- It has been important to meet together to follow the course. Working together is, without a doubt, much more enjoyable and productive!

- A "tutor" who helps you and guides you through the course is very useful

- I appreciated the use of short videos that in a short time give useful food for thought or illustrate how to use some educational tool.

What didn't work well?

- Very little time to complete the activities in due time. Time constraints both at school and at personal level often prevent the completion of the activities, even if the interest is sincere and the desire to complete the course is authentic.

- Too busy period at school

- Lack of official recognition

What lessons did we learn from the pilot?

- You have to know participants' needs, skills, habits in order to better shape/summarize the contents of the course & meetings
- No doubts that online courses can reach more (effective) participants if they are linked to some on-site meetings (ie. F2F meeting is the added value)
- Give time to teacher to experiment in class and schedule a last meeting to share results
- Encourage peer observation during class experimentation ("kind guests")

What advice can be given to other schools or institutions?

- Support from school leadership and administration is important for the success of the concept

- Teachers or teacher trainers with knowledge of the course topic can better facilitate the study group sessions

- School collaboration, e.g. through shared study groups, can maximize benefits and minimize efforts

- The recognition of teachers' work across the online course and the study group remains important

What could be the next steps

At school level

- If there is an "advanced level" or a second phase, it could be important to involve the first trained teachers as "middle management" group

- The "kind guests" way of training could be implemented within the group

At regional level

- Other teachers from different areas and different expertise could be involved

- Regional Office could organize a sort of "meta-course" involving the teachers who participated in the first phase.
This course could focus both on the content and on how to present it to colleagues in their own school / area

Suggestions from participants

- Provide a step 2: Advanced Course
- Offering a course that lasts a little bit more (ie two weeks per module instead of only one)
- Put into practice: ask trainees to record and document some activities as final task
- Plan the course in a longer period (3/4 months) to give trainees the needed time to experience, experiment and document
- Foster the opportunity to combine online and face-to-face training so that:
    - a. teachers can be supported by a tutor or a mentor
    - b. less skilled teachers can ask for help or explanations
    - c. there could be a deeper level of collaboration with the colleagues

So now … in CoronaVirus times?

Let's MOOC together!

via Google Meet

At regional level

Online phase - year 2020

March/October

- Regional group of teachers and digital trainers
- Meetings via MEET
- shared presentations, padlets
- shared learning diaries
- "middle management" staff

Key words

opportunities, challenges,
benefits and … recognition!

Let's MOOC together!

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