

CPDLab

Continuing Professional
Development *Lab*

D4.1 Quality Assurance Plan

31st March 2012



The CPDLab project is partly financed by the European Commission's Lifelong Learning Programme



Table of Contents

OVERVIEW	3
ROLES OF THE DIFFERENT BODIES	4
TASKS	6
PEDAGOGICAL BOARD.....	6
INDEPENDENT EVALUATOR	6
INSTRUMENTS	7
SURVEY: LEADING QUESTIONS	7
VALIDATION PROTOCOL : LEADING QUESTIONS	7
FOCUS GROUPS : LEADING QUESTIONS	7

OVERVIEW

CPDLab is a small-scale, two-year project, comprising six Work Packages led by four different organisations. In broad terms, CPDLab is about creating professional development modules for three areas related to the use of digital technology in schools: (a) Interactive Whiteboards: innovative pedagogical use of IWB technology in secondary schools. *To fully exploit new teaching and learning opportunities offered by Interactive Whiteboard technologies;* (b) e-Safety: improved safety policies in secondary schools, addressing cyber bullying, the use of social networks, responsible use of mobile technologies and the Internet, among others. *To be fully prepared to develop and implement effective eSafety policies both within the school and within the wider whole school environment (including parents);* and (c) iTEC Future Classroom Scenarios: implementation and dissemination of teaching and learning activities for the future classroom. *To understand a range of predictive scenarios for the future classroom and explore how their own school can successfully implement some of these scenarios involving new teaching and learning processes and more advanced pedagogies.*

The aims of the project are:

1. “to develop ICT-related courses for Continuing Professional Development that reflect the pace of technological change in schools and prepare teachers, head teachers and policy makers to deliver scenarios for the future classroom;
2. To deliver these courses in a way that equips participating stakeholders with the skills and resources to pass on this training at national/local level.”

The quality of the content to be created depends very much on the work of developers (WP2). The comments the two focus groups (development and course validation) will make on it and the insights brought by the Pedagogical Advisory Board will also be instrumental. Furthermore, all this work will rely heavily on and take inspiration from what has been achieved and created in different countries, namely CPD initiatives at national level which have deployed massive training to teachers in the educational use of Interactive Whiteboards, as well as what is being done in Europe regarding e-Safety in schools and what has been learned so far from the scenario pilotings which have been put under way in the

iTEC project. It will also take into account knowledge and skills amassed by different working groups within, and projects led by the European Schoolnet. These include: (a) the EUN Interactive Whiteboard Working Group, established in 2008 and currently including 15 Ministries of Education, whose role it is to examine strategies and support research related to IWBs and other interactive and multi-touch technologies; (b) work undertaken by EUN on eSafety issues, namely by coordinating the European Commission's Insafe 2.0 initiative; (c) iTEC: Designing the future Classroom, a large-scale project led by the EUN focusing on developing teaching and learning scenarios for the future classroom.

All this work will allow CPDLab to leverage existing materials for each of the courses. Extensive training done in different countries will be reviewed by all partners and its results will be taken into account before the design and development phase is started. In fact, one of the roles assigned to partners is to decide what elements of previously created modules can be incorporated to advantage in the three courses above.

ROLES OF THE DIFFERENT BODIES

WP3, led by ANSAS, is in charge of designing a Course Validation protocol, which will include the methodology scaffolding the protocol as well as the instruments for validating courses with teachers.

This Validation Protocol will include instruments for course development and course validation. These will be used by the two Focus Groups (Course Development and Course Validation) to ascertain the overall quality of content. The Course Development instruments include a Module Feedback Form, a Content Input Form and a Content Feedback Form. The Course Validation instruments comprise a checklist, to be used during the first validation phase [M6-M7] to provide feedback, a Focus Outline, a set of questions to guide the focus group in their discussion of course topics, a Small Group Validation Feedback Form, and a Whole Group Feedback Form, both of which will help shape the final feedback on each course.

The two Focus Groups – Course Development (a) and Course Validation (b) – will give their feedback respectively: (a) on materials already produced, contribute ideas and examples on how the courses can be improved, recommend existing materials and develop materials on particular modules that relate to their subject specialist expertise; (b) the completed modules in each course by rating them, commenting on them and giving suggestions and recommendations for improvement.

Quality Assurance will be supported by a Pedagogical Advisory Board (PAB) and an Independent Evaluator (IE).

The role of the PAB is threefold:

- *To ensure that the three courses being developed in the project are aligned with requirements from a broader range of MoE and regional education authorities and complement any technical training and other forms of CPD being provided by ICT companies;*
- *To provide feedback on the project validation protocol;*
- *To comment on and add to the recommendations made by teachers at various stages in the course development and validation process, particularly following the Course Development Focus Group in April, 2012 and the Course Validation Focus Group in April 2013*

The role of the Independent Evaluator is to work *within the project's quality assurance plan, and will focus on the extent feedback from the wider group of stakeholders in the Pedagogical Advisory Board has impacted upon and influenced the course development process. The Independent Evaluator will be looked to act as a "critical friend" to the CPDLab project team, reviewing and providing informal feedback and recommendation to help inform the three courses produced by CPDLab meet the needs of teachers from across Europe.*

TASKS

Pedagogical Board

Once the survey of existing materials and the Validation Protocol are in place, the Pedagogical Advisory Board can start their work. Their tasks are as follows :

- to read the findings of the survey that was circulated on existing materials and CPD schemes in the three areas of the CPDLab project in European countries and provide any other information they deem important ;
- to review the Course Development Specification and steer on: i) alignment with broader stakeholder requirements; ii) complementary to existing technical training and other forms of CPD.
- to read the Validation Protocol and Quality Assurance plan and to provide any feedback on them;
- to read the recommendations made by the two Focus Groups (Course Development and Course Validation) and add comments and suggestions.

It is expected that the Pedagogical Board will convene four times in all : March and June 2012 ; March and June 2013. Two of the meetings will be online and two face-to-face.

Independent Evaluator

The Independent Evaluator will:

- review all the documentation which is produced in the course of the project;
- Participate in meetings, both online and face-to-face;
- Interview a selection of Pedagogical Advisory Board members on their perception of the process and how they evaluate their participation in the project;
- Write two Evaluation Reports on the involvement of the Pedagogical Advisory Board in the project.

INSTRUMENTS

There is no separate budget set aside for the tasks to be completed by the Pedagogical Advisory Board. Their work should then be kept to a minimum.

They will provide their feedback on a Google doc set up for that purpose. For each of their contributions there are leading questions.

Survey: leading questions

1. After reading the survey, are there any other CPD initiatives that should be taken into consideration when developing the three courses?
2. Do you know of any other materials which should be looked at/could be used during the course development phase?

Validation protocol : leading questions

1. What are your general comments on the course development and course validation instruments?
2. Is the model behind the protocol robust and appropriate for the needs of the project ? If not, what alternative(s) would you suggest?
3. Would you add any dimensions or items to any of the instruments ? If so, what dimensions or items would you add ?
4. Do you agree with the validation areas/pillars? If not, would you like to suggest any alternatives?
5. Do you agree with the indicators being used? Would you add any?

Focus Groups : leading questions

A - Course development

What would you add to the focus group teachers' comments and recommendations on the courses?

- a. Interactive Whiteboards
- b. e-Safety
- c. ITEC Future Classroom Scenarios

B - Course validation

What would you add to the focus group teachers' comments and recommendations on the courses?

- a. Interactive Whiteboards
- b. e-Safety
- c. ITEC Future Classroom Scenarios



The work presented on this document is partially supported by the European Commission's Lifelong Learning Programme – project CPDLab: Continuing Professional Development Lab (Grant agreement 2011-3641/001-001). The content of this document is the sole responsibility of the consortium members and it does not represent the opinion of the European Commission and the Commission is not responsible for any use that might be made of information contained herein.