

# CPD*Lab*

Continuing Professional  
Development *Lab*

## D6.1 Exploitation Plan

Version: March 2013

Project Title: Continuous Professional Development Lab (CPD*Lab*)

Project Number: 518130-LLP-1-2011-1-BE-COMENIUS-CMP

Grant Agreement: 2011 – 3641 / 001 - 001

Sub-programme or KA: Comenius multilateral project



The CPD*Lab* project is partly financed by the European Commission's Lifelong Learning Programme



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## 1. EXECUTIVE SUMMARY

This document provides an overview of how the three courses developed within the CPDLab project will be exploited, both in the second and final year of the project, and following the end of the project, on 30 September 2013. The Exploitation Plan is supported by the updated, Dissemination and Use Plan (D5.3).

The CPDLab project is developing three training courses for teachers, teacher trainers and other educational professionals working in secondary schools across Europe. Each of the three courses focuses on changing teaching and learning pedagogy facilitated by technology. The three courses are in the areas where research has identified gaps in current provision:

- Interactive Whiteboards (IWB) – the pedagogical use;
- eSafety (eS) – policies in schools and in everyday teaching and learning; and
- Future Classroom Scenarios (FCS) – adapting teaching and learning in the future classroom.

The courses are being designed in a flexible, modular style by four Ministry of Education project partners and expert teachers working together from Finland (FNBE), Norway (NCIE), Portugal (DGE), and Italy (INDIRE), together with the University of OULU (Finland) and European Schoolnet (EUN, Belgium). This flexible modular design helps facilitate the selection of different modules to meet the needs of different training groups (Head Teachers/Senior Management, ICT Coordinators, Teachers) and the needs of different countries and regions upon localisation of the courses.

To help participants from across Europe attend and share experiences on these courses, each of the courses will be delivered as a 5-day training course offered through the Comenius in-service training database. Training will take place in European Schoolnet's, Future Classroom Lab in Brussels (<http://fcl.eun.org>). This flexible learning space has been funded with the support of EUN's 30 Ministries of Education, working in partnership with leading technology companies.

The Comenius in-service 5-day training courses form a key part of the long term sustainability of the project. Following phase one validation approval, applications were successfully submitted to offer the courses through the Comenius in-service teacher training database from June 2013. Teachers and teacher trainers attending the training, can then take back and adapt some or all of the modules to cascade the courses locally to address national/regional training needs.

Selected modules will continue to be piloted as 1 to 2 day courses through European Schoolnet's Future Classroom Lab (FCL) in Brussels. These shorter courses are tailored, as mentioned above, to meet the needs of different audiences, from policy makers and school management, to teachers and teacher trainers. So far, different combinations of the courses and modules have been trialled with eTwinning teachers, ITEC teachers and ambassadors, as well as Flemish schools through running workshops in the FCL, Brussels.

The CPDLab exploitation strategy is divided into three main strands:

1. Leveraging synergies by Project partners:
  - a. International
  - b. National/Regional/Local
2. Building the Associate Partner model:
  - a. Other MoEs/regional authorities/teacher training institutions
  - b. Industry

3. Developing the supporting infrastructure to enable the success of the strategy
  - a. IPR and copyright of the CPDLab content
  - b. Translation and localisation
  - c. Content management, registration and delivery system, quality assurance
  - d. Expert trainers
  - e. Certification

## 2. LEVERAGING SYNERGIES BY PROJECT PARTNERS

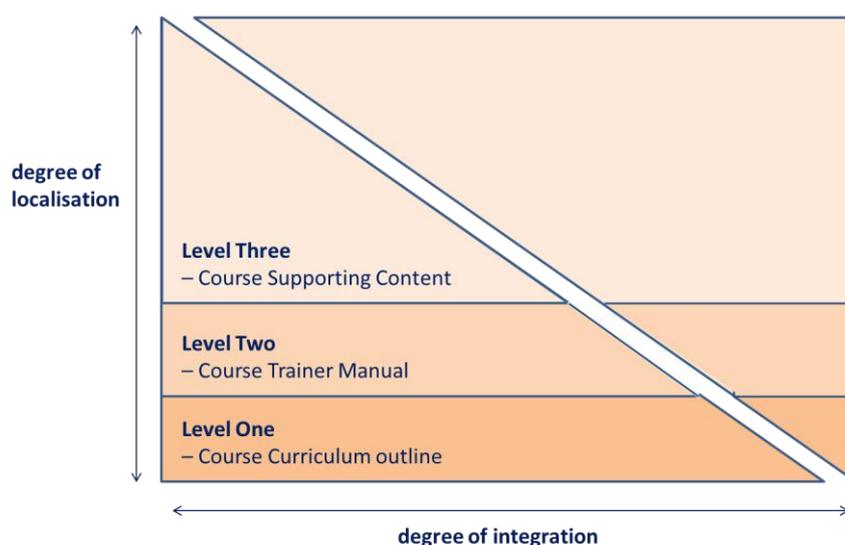
The CPDLab project partners are:

- European Schoolnet (EUN), Belgium
- Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa (INDIRE), Italy
- Direção-Geral da Educação – Directorate General for Education, Ministry of Education and Science (DGE), Portugal
- Finnish National Board of Education (FNBE), Finland
- The Norwegian Centre for ICT in Education (NCIE), Norway
- University of Oulu (UOULU), Finland

Both Italy and Portugal have developed strong, central, national initiatives linked to the roll-out of Interactive Whiteboards and the move to Web 2.0. Finland and Norway follow a more decentralised regional approach. The University of OULU brings direct involvement in the training of new teachers.

Understanding this variation of centralised/decentralised approaches and differing training needs according to national/regional/local priorities, has been behind the design of the flexible, modular structure of the CPDLab courses. Each of the CPDLab courses has been designed as a curriculum framework, from which project partners and associate partners can select according to their preferences and needs. The degree to which the CPDLab courses will be localised and integrated into national/regional/local programmes will vary from country to country.

**CPDLab courses - flexible curriculum for exploitation at national/local level**



The Comenius in-service 5 day training courses, will follow the complete CPDLab course curriculum as summarised in the 'Level One' – course curriculum outline, backed up by the supporting detail of

‘Level Two’ – course trainer manual, and ‘Level Three’ – course supporting content. Given the variations in national/regional/local approaches it is unlikely that partners will take the ‘complete’ courses (Level One, Level Two, Level Three), translating all. Instead project partners will ‘pick and mix’ – selecting the most appropriate materials according to priorities and needs.

To consider how and what to integrate, project partners are using their expert trainers and teachers within the courses review and validation process to help identify and prioritise the elements that complement and add to existing approaches.

Each project partner also needs to consider how the courses (elements selected) will be integrated into their local delivery and certification models. Most countries/regions follow a blended learning model, with a mixture of online and face to face training. Certification models also vary from country to country.

Each project partner will therefore select against the CPDLab course curriculum according to their needs. This is a key advantage of the flexible course curriculum framework.

The table below expands on the different levels of activity that project partners will follow in the second year. This is reflected in the Exploitation Plan (see section 5 below).

Different Levels of Exploitation	Exploitation through:
International	Linking up with other pan-European training related projects eg: iTILT, iTEC, INSAFE, eTwinning
National/Regional/Local	<p>Linking to national/regional policy prioritisation/training needs.</p> <p>Linking up with other projects/networks at national/regional/local level: iTEC, INSAFE, eTwinning</p> <p>Using teacher trainers within the review process to identify and prioritise key elements for localisation. Reviewing with teacher training institutions.</p> <p>Reviewing delivery models to integrate and support courses (elements) within national/regional/local platforms eg: moodle</p> <p>Translation of courses (elements) to fit within national/regional/local training models.</p> <p>Integration with existing materials and Quality Assurance of resulting ‘localised’ courses.</p> <p>Review and confirmation of certification available from these new ‘blended learning’ localised courses.</p> <p>Training of expert trainers to deliver and support new ‘blended learning’ localised courses.</p>

Differences in the opportunities for localisation across each of the three courses, were discussed as part of the February 2013 course validation workshop with project partners and expert teachers. Below summarises the comments made by each of the three, course validation groups about the most suitable training model for the localisation of the courses to suit different national contexts:

## eSafety:

- In terms of format, different solutions may be imagined. For example, one solution could be a blended learning model having start and conclusion days as a face-to-face training day and then some weeks online (ideally 4-6 weeks).
- In the Validation and Development teacher's countries, different stakeholders can be identified as exploitation agencies. For instance, in Finland, the Municipality of Helsinki with its training agency, eCampus, has already showed interest in the eSafety course materials. Some have also suggested to present and disseminate the CPDLab courses material to agencies that are in charge of initial teacher training, like the Ministry of Education in Finland and the Ministry of Education in Ireland. In some countries, like in Portugal, CPDLab courses can be presented both at the Ministry level and at the school level since schools can organize in a rather autonomous way their in-service training offer to teachers. In Italy, some of the content of the CPDLab courses could be used in the new e-learning courses that INDIRE is going to design from now on. All agreed on the fact that Ministries of Education and their connected agencies should be contacted in order to present the CPDLab courses and discuss with them possible localization solutions, provided there is some budget for it.

## IWB:

- There were a lot of different proposals to localize the course. First of all, we have to focus on local factors. Some countries have strong centralized institutions (Italy and Portugal) that can provide a national localization programme, by using CPDLab course material as model for national teacher training plans, or by providing it to regional institutions for local courses. Other countries do not have national institutions (Finland), thus teacher training is mainly managed locally, which means that for a delivering the course at a national level universities should be involved.
- Then, localization concerns the content itself and this means adapting the course to the national curriculum, or using it into already existing teacher training course/material. Teachers commented that translating the content is necessary. Once the course has been translated, it can be used in several ways by: local authorities to organize regional courses; single schools to organize school-based courses; associations or groups of teacher trainers providing courses; universities to provide initial training of teachers.
- Finally, localization could mean rethinking the structure of the course or shortening it to concentrate only on some modules. For example, the course could last one month and some modules (say the first 4 ones) could be delivered once a week. The course leader could ask the attendees to experiment some activities in their classes and discuss the outcome of their work the week after.

## FCS:

- the group agreed that a face-to-face structure is very important because it helps the teachers to think "outside the box" and more in general, and especially for the FSC course, the face-to-face aspect seems to be particularly important. MOOC is not considered an appropriate approach for this course. The problem would then be how to enable teachers to be absent from school for such a long time (in some countries the teachers cannot take permissions to attend a whole course).
- Considering the training provider, depending on the country national structures, the body in charge of running the course could be the Ministry of Education itself, the local authorities, central or regional training centres, universities.
- A real problem could be finding an appropriate environment where the course can be run: where? What should be there? What are the requirements of the experimentation/training

environment that should be configured in a single country in order to be able to run a national version of the course?

- In general, most of the people do not see particularly difficult localization issues. In some countries the question is more about clarifying the ICT competencies required to participate in the course and the motivation to do attend. Considering the localized course content, it could be divided in “small parts”. The course could be split in parts (i.e. 3 + 2). It could be a problem to keep it a whole week long because of teachers’ difficulties to attend a course for a long time. In some countries there are no major limits and it wouldn’t be a problem to keep the structure as a whole

The course development and validation expert teachers, will work with their national project partners to identify opportunities for national/regional (municipal) pilots to better understand specific country related issues.

### 3. BUILDING THE ASSOCIATE PARTNER MODEL

The second strand of the CPDLab Exploitation Plan involves working with a group of Associate Partners from both the public and private sectors that can exploit the CPDLab courses and, in some instances, provide additional valuable course support content, such as video materials.

This activity will continue to build on the ground-work laid in year one of the project, where close links were developed for each of the three courses, with the IWB working group (IWB course), the InSafe network (eSafety course), and the iTEC project (Future Classroom Scenarios course).

- the IWB working group consists of 15 MoE and 6 industry partners.
- the Commission’s InSafe network, is a network of 26 centres across Europe which EUN coordinates.
- iTEC is a large-scale FP7 integrating project, involving 27 partners from 18 countries including 14 MoE, developing and validating scenarios for the future classroom in over >1000 classrooms across Europe.

The three CPDLab courses were highlighted at the pan-European education conference, EMINENT, which was held in November 2012. During the workshop, which was attended by 23 people from project partners and interested associate partners, the topics mentioned in the section above around translation and integration were discussed. This emphasised the benefits of the flexible curriculum framework to allow associate partners the freedom to ‘pick and mix’ according to needs, prioritise and budgets.

The associate partners fall into two main types of groupings, but as regards the course content developed within the CPDLab project, both groups will have the same access to the materials which have been developed under the **Creative Commons License Attribution – Share Alike 3.0, allowing commercial use.**

<p><b>Public funded (including part):</b> Other MoE, Regional Authorities, EC-funded training related projects, Teacher training institutions and schools.</p>	<p>Creative Commons License Attribution – Share Alike 3.0, allowing commercial use</p>
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<p><b>Commercial:</b></p> <p>Eg: IWB working group commercial suppliers – Promethean, Smart etc</p>	<p>Creative Commons License Attribution – Share Alike 3.0, allowing commercial use</p>
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The role envisaged for associate partners in the second and final phase of the CPDLab project, is:

- adding to Level 3 supporting course content: an example of this is the videos that the IWB working group is planning to develop.
- exploitation of CPDLab courses: taking the courses developed and exploiting them through their international/national/regional/local networks.

Associate Partner guidelines have been developed and are attached in appendix for further information and reference.

## 4. DEVELOPING THE SUPPORTING INFRASTRUCTURE

The third strand for the successful exploitation of the CPDLab project, is the continued development of the infrastructure to support, particularly long term the exploitation of the CPDLab courses.

<p>IPR and Copyright</p>	<p>Content developed within the CPDLab project is available under Creative Commons License Attribution-Share Alike 3.0.</p> <p>Content developed before, or outside the CPDLab project is being checked for authorisations and referenced as required.</p>
<p>Translation and localisation</p>	<p>Each of the courses is being developed in English. The course brochure is translated into the project partner languages – Portuguese, Italian, Norwegian, Finnish. Translation of the courses sits at national/regional/local level and will vary according to need and the availability of additional budgets. The degree of translation and localisation is dependent on individual partner and associate partner needs.</p>
<p>Training content management, course registration and delivery system, and quality assurance</p>	<p>A training content management system is being developed to manage the content of CPDLab courses. The content is being reviewed to check that appropriate references and copyrights are in place to cover pre-existing, existing and new content. On an on-going basis access to the content will be via registration through EUN's Future Classroom Lab website, which will ensure on-going sustainability.</p> <p>On-going quality assurance processes will need to be</p>

	<p>put in place in each country as part of their localization plan, involving national project partners and their expert trainers.</p> <p>Course registration will take place through EUN's Future Classroom Lab. An online pre-registration system has been developed to support applications for the Comenius 5 day course in-service training grants. This online registration system, tracks the applicant through, accessing the details for the course agenda and practicalities of attending the courses in Brussels. Once registered the course participants then liaise on pre-course activities with the trainers, course content and follow-up.</p>
Expert trainers	<p>One of the key determinants of the success of the CPDLab courses is the quality of the trainers. Each project partner has been approached for expert trainer names. The plan is to bring these trainers together in year two to help form an expert network.</p>
Certification	<p>At the end of the 5 day Comenius courses, attendees will be issued with a certificate of attendance.</p>

## 5. EXPLOITATION PLAN AND BUDGET

The budget for WP6 Exploitation represents ~16.5% of the total project budget: The budget of 40,035 euros consists mainly of labour to support the development of the training delivery platform and key exploitation events, such as the key pan-European annual education stakeholder events, EMINENT which brings together all the Ministries of Education and industry partners from across Europe. A meeting with all regional representatives based in Brussels is also being planned for early Summer 2013.

See next pages for a summary of the CPDLab exploitation plan, detailing the activity by project partner.

## CPDLab EXPLOITATION – Plans by project partners

Led by project partners:	Oct-Dec 12	Jan-Mar 13	Apr-Jun 13	Jul-Sept 13	Post project
EUN	<p>Piloting through FCL</p> <p>Building Associate Partner network</p> <p>EMINENT 2012, Genoa</p>	<p>Piloting through FCL</p> <p>Building Associate Partner (AP) network</p> <p>Developing supporting infrastructure</p>	<p>Piloting through FCL</p> <p>Building Associate Partner network</p> <p>Developing support infrastructure</p>	<p>Comenius courses</p> <p>Building Associate Partner network</p> <p>Developing supporting infrastructure</p>	<p>Comenius courses</p> <p>Coordination with the Assoc Ptnr network</p> <p>Delivering as part of FCL courses training offer</p>
DGE	EMINENT 2012, Genoa	<p>National teacher expert trainers involvement in review to prioritise/identify elements to use.</p> <p>Translation and localisation of these to comply with 30 hours nationally accredited courses (possibly in blended-learning format); Moodle.</p> <p>MOOCs (for example for training expert trainers)</p>	<p>Presentation of the three courses during a national workshop aiming both Headteachers and Experts at Teacher Training Centres.</p> <p>Moodle platform to ensure collaboration between Centres and ICT trainers.</p>	<p>First localisation by an invited Teacher Training Centre of the Courses on IWB and e-Safety (FCS Course should be properly addresses after ITEC project conclusion being Portugal also a member)</p> <ul style="list-style-type: none"> <li>- impact evaluation (through a simple and direct form)</li> <li>- trainer feedback</li> <li>- teacher feedback</li> </ul> <p>Certification process</p>	<p>Conclusion of the Certification process</p> <p>Courses offered bt Teacher Training Centres.</p>
INDIRE	EMINENT 2012, Genoa	<i>Ref below:</i>	<i>Ref below:</i>	<i>Ref below:</i>	<i>Ref below:</i>
FNBE	EMINENT 2012, Genoa	<p>Starting co-operation with Finnish Centre for Media in Education and Audio-visual Media</p> <p>Starting co-operation with</p>	<p>Starting co-operation with Finnish Centre for Media in Education and Audio-visual Media</p> <p>Starting co-operation with</p>	<p>Co-operation with Finnish Centre for Media in Education and Audio-visual Media</p> <p>Co-operation with regional</p>	<p>Co-operation with Finnish Centre for Media in Education and Audio-visual Media</p> <p>Co-operation with regional</p>

		<p>regional ICT in Education centres</p> <p>Starting co-operation with teacher training universities</p> <p>First draft about the course to be delivered by FNBE</p> <p>Developing support infrastructure</p>	<p>regional ICT in Education centres</p> <p>Starting co-operation with teacher training universities</p> <p>Second draft about the course to be delivered by FNBE</p> <p>Developing support infrastructure</p>	<p>ICT in Education centres</p> <p>Co-operation with teacher training universities</p> <p>eSafety course is ready to be delivered by FNBE</p> <p>Developing support infrastructure</p>	<p>ICT in Education centres</p> <p>Co-operation with teacher training universities</p> <p>eSafety course to be delivered by FNBE</p> <p>Developing support infrastructure</p>
NCIE	EMINENT 2012, Genoa	<p>Two small scale piloting of modules from the Interactive Whiteboard course and the e-Safety course are planned. The findings from these will be used to take decisions on how to use the courses locally and provide the content to a wider group of teachers/teacher trainers.</p>	<p>Workshop on e-Safety at the biggest national conference on ICT in education/learning in Trondheim, Norway based on modules from the e-Safety course.</p>	<p>To be decided: based on the piloting experience as well as the general priorities on teachers CPD at the Norwegian Centre for ICT in Education (see comment in mail).</p> <p>Participating in conferences/seminars and giving information on the courses if they will be run again in Brussels.</p>	<p>Participating in conferences/seminars and giving information on the courses if they will be run again in Brussels</p>
UOULU		<p><i>Ref below:</i></p> <p>iTEC Winter school in Oulu. March 13-15, 2013 – FCS</p>	<p>Ref below:</p> <p>FCS will be presented as a good example of Future school needs and training at the biggest national conference on ICT in education. Looking for possibilities to organise in-service training.</p>	<p>Ref below</p> <p>Faculty construct a physical interaction laboratory. There might be possibilities to use CPDLab course contents in this teaching space.</p>	<p>Ref below</p> <p>How CDPLab courses contents can be used in the curriculum Faculty of Education? Faculty provides primary school teachers. Curricula will be completed end of 2013.</p>

## INDIRE exploitation plan of CPD Lab courses material, January 2013

### Premise

At present, INDIRE is rethinking its online e-learning platform and educational offer taking into account new e-learning models such as MOOCS and social networked learning.

In a very schematic way we can sum-up the new model in the following three areas:

- 1) AREA 1: In-service and initial training of single school personnel. This will be the environment where teachers, head-teachers and school personnel will go to search for the educational offer that meet their needs (online courses, tutorials, showcases, etc.) and for learning material that can be easily integrated in or support their everyday teaching practice. This area includes social networks and online groups and communities.
- 2) AREA 2: Resources for the school. In this section, INDIRE will offer all those materials that encompasses a more systemic approach to school services and problems. For examples, schools will find here software and guidelines for the school library and archive, services for student remedial teaching, guidelines for school setting and for digital textbooks, etc.
- 3) AREA 3: Educational research. In this section, whose target might be the research community, policy makers, school leaders etc., the users will find reports, scientific papers, videos of conferences etc.

### Exploitation plan of CPD Lab courses material

The CPD Lab courses are conceived as 2- or 5-day face-to-face training courses. On the contrary, INDIRE is offering and will offer in future e-learning courses/material or blended courses.

In order to exploit the huge amount of knowledge and content that the project has produced so far by means of a solid European collaborative approach, INDIRE is going to use the content of CPD Lab courses in different ways.

What follows is a plan that can be imagined now but that can be modified given the in-progress “revolution” in our institutional strategy and policy.

### Model

The training model is going to be self-paced learning or social networked learning within INDIRE communities. Some of the online courses will be moderated by experts but the majority of the content will be conceived to be stand-alone material (granular and atom content).

### Content

The content of the IWB course can be used in AREA 1 and offered to teachers having IWBs in their classes.

The content of eSafety can be adjusted for both AREA 1 and AREA 2, according to the approach. Lesson plans and classroom activities can be offered in AREA 1, whilst policy material and awareness stuff can be provided in AREA 2. FCS material can be used in the 3 areas. Lesson plans and teaching material in AREA 1, material dealing with the transformation of the whole school in AREA 2 and inspirational material and research evidences in running FCS in AREA 3.

## Format

The content produced within the CPD Lab project should be the basis for producing small video tutorials, learning objects and social online activities.

## **UOULU – January 2013**

We have been talked about these here (at UOULU). Luckily there came time, because they decide to finish curriculum work at autumn. I am going to visit in Winter school. I guess because co-operation CPDLab and ITEC they decide to organize it here.

### Exploitation Plan: UOulu

- Jan-Mar 13
- ITEC Winter school in Oulu. March 13-15, 2013
- post project

One good place to use CPDLab contents would be our curriculum. First part of our curriculum was approved now in January 2013. Next step in November 2013 is to finalize Teachers trainers specialization subjects courses. Their credits are 25 and every student trainer study 2 of them. There will be dozens of courses. There is going to be a student teachers training course of containing the future of the school practices. Some content of CPDLab course might be a part of that course.

We don't have role to organize in-service training, but we have talked with FNBE it is possible do courses of one to two day training.

## 6. CPDLAB ASSOCIATE PARTNER GUIDELINES

### CPDLab - three modular, 5 day training courses:

In Summer 2013, the CPDLab project will deliver three, validated training courses for teachers, teacher trainers and other educational professionals working in secondary schools across Europe. Each of the three courses focuses on changing teaching and learning pedagogy facilitated by technology. The three courses are in the areas where research has identified gaps in current provision:

- Interactive Whiteboards (IWB) – the pedagogical use;
- eSafety (eS) – policies in schools and in everyday teaching and learning; and
- Future Classroom Scenarios (FCS) – adapting teaching and learning in the future classroom.

These three courses will be delivered as 5-day training courses offered through the Comenius in-service training database. Training will take place in European Schoolnet's, Future Classroom Lab in Brussels (<http://fcl.eun.org>). This flexible learning space has been funded with the support of EUN's 30 Ministries of Education, working in partnership with leading technology companies. The courses are developed and delivered in English.

Each of the 5 day courses have been designed in a flexible, modular style to offer a 'curriculum framework', for project and associate partners to consider how best to integrate with national/regional/local existing courses and materials and determine translation requirements.

The CPDLab training courses have been designed to be delivered as face to face training, led by an expert trainer. Each course comprises of three different levels of content:

**Level One: course overview** (audience: potential course participants)

- This is a summary of the course, aimed at attracting the teaching professionals to sign-up to the course. It comprises the course outline and its supporting detail and has been published in the CPDLab courses brochure and in the Comenius training database. It is available in English and has been translated into each of the partners language: Italian, Portuguese, Norwegian, Finnish.

**Level Two: course plan** (audience: expert trainer delivering the course)

- The course plan has been written for the expert trainer delivering the 5 day training course in the FCL, Brussels. It is the detail required by the course trainer on how to deliver the course: the timings, the overview of what is in each module and activities, instructions on room layout, equipment required, the learning objectives for the modules and each activity, including a half page trainer guidance note on each activity on how it is delivered/run (to whole group/groups working by themselves/individual working/reflection). It is available in English.

**Level Three: supporting course content** (audience: expert trainer delivering the course)

- This is the support content required by the course trainer in order to have the materials to successfully deliver the course. As an expert trainer in the course area, the trainer will have a 'bank' or 'kit-bag' of materials of their own that they can draw on. The Level 3 content

provided will be mixed therefore, in some areas where the activity is generic/well-known the expert trainer will be able to use the Level 2 content with no further instructions and will have the flexibility to swop in some of their own materials to suit different types and levels of audience. Where the activity is specialised, the Level 3 content will provide the expert trainer with further supporting materials and details to support the activity.

- This supporting content will form part of the course output and will be provided for the trainer, who is delivering the 5 days course in the FCL, Brussels. This will be built up over time to form an 'knowledge exchange bank', where the expert trainers can upload/access the courses and support materials so that the knowledge bank grows over time.
- Level 3 content will be marked as examples, so that when the courses are localised, the trainers at national/regional/local level can either use/translate/and-or swop out with their own materials/context.

## Role of CPDLab Associate Partners:

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The review and validation of each of the three CPDLab courses will be completed, ready to be delivered as 5 day training courses in Summer 2013 in the Future Classroom Lab, Brussels. Teachers from across Europe are able to apply for grants to attend through the Comenius-Grundtvig in-service training database.

The development of the CPDLab Associate Partner role is being sought to:

- 1. add to Level 3 - supporting course content:**
  - an example of this is the videos that the IWB working group is planning to develop.
- 2. extend the reach of the CPDLab courses:**
  - taking the courses developed and exploiting them through their international/national/regional/local networks to extend the reach and benefit to as wide a community of teachers as possible.

## Benefits from being a CPDLab Associate Partner

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Being a CPDLab Associate Partner provides:

- Access to the three CPDLab courses and course materials (Level 1, 2, 3)
- Permission to use materials under Creative Commons License Attribution-Share Alike 3.0
- Permission to use CPDLab project logos
- Access to EUN's Learning Resource Exchange
- Access to expert CPDLab course trainers

## Responsibilities of a CPDLab Associate Partner

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CPDLab Associate Partners will be required to:

- Register for access and use of CPDLab course materials via FCL content management system
- Agree upon registering to:

1. adhere to existing IPR and copyright licence terms
2. respect CPDLab logos and use within branding guidelines
3. use appropriate referencing when using all, or part, of CPDLab courses
4. share any additional materials created to support the CPDLab courses under the same licence type: Creative Commons License Attribution-Share Alike 3.0
5. follow a quality assurance process when selecting elements of the CPDLab courses to create new courses localised for delivery at national/regional/local level, this quality assurance process to include review and validation by expert trainers/teachers prior to roll-out.
6. use expert trainers in the delivery of localised courses
7. inform EUN of localised courses use all/part of CPDLab courses

## Who can become a CPDLab associate partner?

CPDLab aims to work in an open, transparent and proactive manner and seeks to involve participants from all interested stakeholders in an CPDLab online community. CPDLab invites participation from both organisations and individuals including:

- policy makers and technical staff in national Ministries of Education and regional/municipal educational authorities
- computer and ICT advisers in schools and local authorities
- teachers and other practitioners
- ICT suppliers of hardware, software, educational content or services
- libraries, museums, science centres and other organisations providing services to schools
- research bodies and universities
- members of the technology-enhanced learning standards' community
- relevant EC-funded and international projects

If you would like to discuss becoming an CPDLab Associate Partner, please contact:

- National/Regional/Local Associate Partner – DGE (Portugal), INDIRE (Italy), NCIE (Norway), FNBE (Finland), EUN (Belgium)
- International level – EUN (pan-European)



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.