



Education and Culture DG

Lifelong Learning Programme



DigiSkills: Network for the enhancement of digital competence skills

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D2.1 “Guidelines for identification of innovative teaching and learning good practices”

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1. Introduction

Aim: to enhance the digital competence as well as the transversal competences, such as learning to learn.

Process: WP2 focuses on the state-of-the-art of innovative teaching and learning practices, developing **GOOD PRACTICES**:

Criteria for identifying the best practices:

Literature review;

Identify problematic areas and approaches for the target groups' needs

Focus group

Forum for exchanges good practices

Topics of the Good Practices:

1. ICT enabled learning (pedagogical design such as IMS Learning Design, tools and digital content such as learning repositories, educational resources)
2. Community building (methodology and tools such as blogs, social networks)
3. Quality and Assessment (quality standards, e-assessment tools, ePortfolios)



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2. Deliverables

DELIVERABLE	DEADLINE	AIM	PUBLICATION
D2.1 Guidelines for identification of innovative teaching and learning good practices	M3	To define the rules and criteria for identifying best practices for the inclusion of effective ICT enabled approaches to the curriculum.	Public Report EN
D2.2 Focus Group	M6	To identify the current situation in regards to innovative teaching and learning good practices Carried with teachers and teachers trainers	Public Report EN
D.2.3 State-of-the-art and needs analysis	M9	To report on the research performed in each of the partners' countries on the respective thematic areas of innovative teaching and learning practices. It will focus on the literature review of resource based teaching and learning approaches, while at the same time presenting their applications in the educational systems of the participating countries, based on published resources and on the findings documented from the focus groups	Public Report EN

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D2.4 Best Practice Exchange Forum	M10	<p>A large-scale forum for the collection of case studies and best practices that effectively promote innovative teaching and learning good practices</p> <p>This large-scale event, to be carried out in conjunction with EDEN 2013 Open Classroom Conference, open to SE, HE and AE teachers from the European countries, People involved in the Focus group will participate.</p> <p>One person per partner should manage the forum, to encourage and set up positive points of contribution</p>	Public Event
D2.5 Best Practices of Innovative teaching and learning practices	M11	<p>A collection of case studies and outstanding examples of innovative teaching and learning practices that effectively promote resources based in teaching and learning.(case studies=good practices)</p> <p>Their goal is to provide SE, HE and AE teachers with material for enabling students to achieve digital competence and as well as the transversal ones.</p>	Public Report

3. Focus Groups Guidelines

3.1. Introduction

A focus group is a tool used to gather information. Its main characteristic is that it provides data for analysis but data that is gathered in an informal format; therefore a focus group can be like a good conversation. The format of the focus group provides an opportunity for participants and the facilitator to exchange information related to the topic or group of topics for which the data are being collected.

The focus-group meeting session serves several functions. It allows the end-users to say whatever they like, which is important if tasks are frustrating. It provides important information about each end-user's rationale for performing specific actions, and it allows the collection of subjective preference data about the application personalization of the application and its supporting documentation. The meeting allows the experiment leader to introduce his/her observations during the experimentation as well as feed in results of the expert evaluations.

A focus group conversation is private and confidential and participants and their ideas are treated with respect and integrity. Focus groups can be powerful tools for planning and decision making.

The group discussion is 'focused' or structured by a 'facilitator' and there should in addition be present one or two additional observers or recorders to gather data on the outputs of the discussion.

The insights and data produced by the interaction of participants in focus groups can provide feedback to initiate change, confirm satisfaction with services or help generate new hypotheses. In situations where the questions to be asked are predominantly open-ended, such as 'tell me how this ICT can be improved' the facilitator of a focus group can elicit a participant's response and encourage other participants to build on them so providing more information from several points of view.

Conduct the focus group:

Attention to the following items will help ensure success:

- Set the tone; participants should have fun and feel good about the session

- Make sure that every participant is heard.

- Get full answers.

- Monitor time closely.

- Keep the discussion on track.

- Head off exchanges of opinion about individual items.

- Please do a lot of listening - attendees want to give their input.

- All members should participate as much as possible. Ensure participation. If one or two people are dominating the meeting, then call on the others

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Consider using a round-table approach, including going in one direction around the table, giving each person a minute to answer the question. If the domination persists, note it to the group and ask for ideas about how participation can be increased

The session

Stage 1: Introduction to the purposes of the group discussion

State the general purposes of the session.

Stage 2: Establish the expectations of the group

Stage 3: Establish the experiences of the group in relation to the theme

Stage 4: Open session about the questions. The discussion will be transcript for further analysis.

Stage 4: Summary and close-down. The coordinator should communicate the results clearly and accurately, so that they can be used for making decisions.

An ideal size for a focus group is between **six and ten participants**. It is important to have a sufficient number of people to generate ideas and create discussions. If it is too large can prevent participants from being involved in discussions and create frustration.

It is important to identify a target group that can provide the most useful data (the target of the project: teachers, trainers,)

Each partner should keep photos and **participant list** from the focus group.

Each partner's will compile and analyse the comments, presenting a **national report**

The National Report needs to content conclusions and recommendations.

Time framework

Activities Time

Presentation of the project 15'

Turn of presentation of the participants 10'

Question 35'

Conclusion 25'

Total **90'**

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Proposed questions for focus group

- Are you using ICT resources? Please, give us some examples.
- What is the best innovative teaching practice you have had? Why is so great?
- How do your pupils learn? What is the best innovative learning that your students come to?
- What and why ICT tools do you use in your teaching practise?
- What is the connection between teacher's competencies and target groups needs?

The moderator should summarise the conclusions. Synthesis report

Report on Focus National group

- Introduction
- Purpose
- Method
- Results
- Question 1
- Question 2
- Question 3
- Question 4
- Question 5
- Conclusions

Evidences

- Participant list*
- Photos*
- Documentation provided*
- Other*



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4. State-of-the-art and needs analysis

The following description is included to support a fair and transparent procedure for the state of the art submission.

Name of the country

Educational system related to innovation

Literature review focussing on the current conditions in the participating countries as regard to resource based approach

	Link to	summary
Articles		
Website		
Books		
Other		

Focus results

Filling the gap

Conclusions



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5. Criteria for Identifying Good Practices

“The main rationale for documenting and sharing “Best Practices” is to enable persons and organizations (...) to avoid “re-inventing the wheel”; to “learn in order to improve performance” and; to “avoid the mistakes of others”. Documenting and sharing “Best Practices” affords one the opportunity to acquire knowledge about lessons learned and to continue learning about how to improve and adapt strategies and activities through feedback, reflection and analysis in order to implement larger-scale, sustained, and more effective interventions.”

Transferable: methods and tools able to replicate

Innovative: good ideas and practical

Impact: have a strong effect on someone or something

Sustainability: The proposed practice must be implementable over a long period of time without any massive introduction of additional resources.

Availability: Characteristic of a resource that is committable, operable, or usable upon demand to perform its designated or required function. It is the aggregate of the resource's accessibility, reliability, sustainability, serviceability.

Accessibility: capable of being understood or appreciated. Able to be easily obtained or used.

Adaptability: Ability of an entity or organism to alter itself or its responses to the changed circumstances or environment. Adaptability shows the ability to learn from experience.

Acceptability: capability by good quality of conforming to approved standards. The fact of being approved of and considered normal by most people; suitability.

Actual: less than 3 years of data

Effectiveness: The good practice must work and achieve results that are measurable. The proposed good practice must produce results with a reasonable level of resources and time.

Creativity: the use of imagination or original ideas to create something It may be useful in solving problems, communicating with others, and entertaining ourselves and others

Collaborative: produced by or involving two or more parties working together

Transferable		Adaptability	
Innovative		Acceptability	
Impact		Actual	
Sustainability		Efectiviness	
Availability		Creativity	
Accessibility		Collaborative	



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6. Template of Good Practices

(The fields with the **red star** are **mandatory** in order to upload successfully a good practice. The rest ones are optional)

GENERAL DATA			
TITLE OF THE GOOD PRACTICE *			
NAME OF CREATOR *			
POSITION AND TASK OF THE AUTHOR *			
FURTHER DETAILS: INSTITUTION/ EMAIL/WEBSITE			
EDUCATIONAL LEVEL: SE/HE/AE *			
COUNTRY/ LANGUAGE *			
KEYWORDS (tags) *			
DATE (TIME/DURATION)			
DESCRIPTION			
SHORT INTRODUCTION *			
TARGET GROUPS *			
TYPICAL AGE RANGE			
SHORT DESCRIPTION OF THE CHALLENGE FACED			
TYPICAL LEARNING TIME			
AIM			
DESCRIPTION OF THE SOLUTION/S DEVELOPED OR ADOPTED *			
DIFFICULTY			
TOPICS OF GOOD PRACTICES *		ICT enabled learning Community Building Quality and Assessment	
CRITERIA (click on the appropriate boxes, please) *		Transferable	Adaptability
		Innovative	Acceptability
		Impact	Actual
		Sustainability	Effectiveness
		Availability	Creativity
		Accessibility	Collaborative
ACTIVITIES/IMPLEMENTATION			

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*				
STATUS				
CONTRIBUTE				
RESOURCES (Optional): Cost Human resources Infrastructures/material resources Other resources (please, specify)				
TOOLS USED (Optional):				
LITERATURE REVIEW (Optional): (BIBLIOGRAPHY, VIDEOS, LINKS, OTHER PROJECTS)				
FORMAT *				
UPLOAD BEST PRACTICE (TEXT, PDF, ZIP) *				
VIDEO (link)				
IMAGE/SOUND				
SIZE				
LOCATION				
OTHER PLATFORMS REQUIRED				
COPYRIGHT *				
EVALUATION				
CRITERIA *	Transferable		Adaptability	
	Innovative		Acceptability	
	Impact		Actual	
	Sustainability		Effectiveness	
	Availability		Creativity	
	Accessibility		Collaborative	
	Others			
OVERALL RATING *				
COMMENTS *				

7. Timeplan for the WP

Collection of case studies and good practices on innovative and learning that promote resources based in teaching and learning.

SCHEDULE

WHAT	WHO	How many
D2.1 Guidelines (Final Version)	Marian / all	
D2.5 Good Practices	ALL	3-4/ partner
D2.2 Focus Group	All	1 per artner
	CECE	
D2.3 State of Art (Final Version)	all	
	CECE	
D2.4 Best Practice Exchange Forum	all	

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