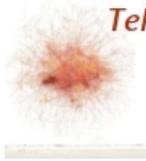




Education and Culture DG

Lifelong Learning Programme

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Tellnet - Teachers' Lifelong Learning Network
*How can social learning networks support
teachers' digital competences?*

www.tellnet.eun.org

D.4.3.1 Future of Teacher networking - validation workshop

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Abstract

This deliverable is part of Workpackage 4 of the Teacher's Lifelong Learning Network (Tellnet) project. The objective of this project is to better understand how social learning networks can support teachers' competence building, by identifying drivers and barriers for lifelong professional development of networked teachers, mechanisms for disseminating practices and innovations within and across networks, and innovating new peer-learning approaches within European-wide teacher networking platform.

This deliverable D 4.3.1. reports on the Future of Teacher networking - validation workshop.

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1 Introduction

The WP4 policy-makers' validation workshop took place in conjunction with the Experts Meeting in Education Networking conference (EMINENT) in Genoa on November 17 2011. Eminent is an annual event organised by European Schoolnet. It brings together partners from different Ministries of Educations. In 2011, about 160 delegations participated.

In 2011, EMINENT had an important “eTwinning component” with a joint event gathering delegations also from the Commission, the whole eTwinning community and educational leaders at regional level to discuss the lessons learnt from pan-European initiatives dedicated to school cooperation in Europe (mainly eTwinning). The second day of EMINENT will have a session with all Italian schools taking part in the Scuole 2.0 Italian initiative.

The Tellnet validation workshop took place in conjunction with the European Schoolnet's Policy Innovation Committee which took place after the main event. It was presented by Yves Punie and Romina Cachia from IPTS in the Policy Innovation Committee's meeting. The workshop gave an outlook to the future elaborating around the question: "Teacher Collaboration Networks in 2025: What is the role of teachers' networks for professional development?".

2. Policy Innovation Committee meeting

The Policy and Innovation Committee (PIC) is open to all members of the Steering Committee and acts as a forum to discuss policy, research and innovation topics identified by the Steering Committee not covered by the Working Groups, for example e-books and digital games in 2010. PIC meets up to three times a year and members are invited to bring an expert on the subject to the meeting. Meeting reports and associated papers are to be found on the PIC areas of the ministry of education platform.

2.1 Invitation

Invitation to the Tellnet validation workshop was sent as part of the general invitation to the PIC committee meeting.

2.2 Agenda: Meeting, 17th November 2011

This EUN PIC meeting takes place in conjunction with the annual EMINENT conference and focuses on social media and collaborative learning. The EMINENT conference is a joint Eminent/eTwinning event and takes place within the ABCD Italian Education Fair which brings together all Italian teachers involved in the Italian School 2.0 initiative (around 850 Italian teachers will be present at ABCD). Further details: www.eun.org/web/guest/eminent.

Address: Novotel West, Genoa, Italy

Time	Item
1430	Welcome, Doug Brown, PIC Chair (UK)
1440	Social networks for learning and teacher communities, Blandine Raoul-Réa (France) <ul style="list-style-type: none"> - Social networks (Twitter, Facebook), their relation to schools and online learning and assessment (with examples) - Subject teacher communities (weblettres, sésamaths ...)
1510	Current practices and attitudes in social media use - results of the TeachToday survey, Annie Mullins (Vodafone) and Janice Richardson (European Schoolnet)
1545	Teacher collaboration networks in 2025: future scenarios and discussion, Romina Cachia and Yves Punie (EC IPTS, Spain), Riina Vuorikari (European Schoolnet) <ul style="list-style-type: none"> - TeLLNet project analysis of online relationships and interactions of over 86,000 eTwinning teachers
1630	Discussion: implications for policy-shaping: <ul style="list-style-type: none"> - Social networking in collaborative learning - Social networking in professional development
1700	Close

2.3 Flyer



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Policy-makers workshop on Teacher Collaboration

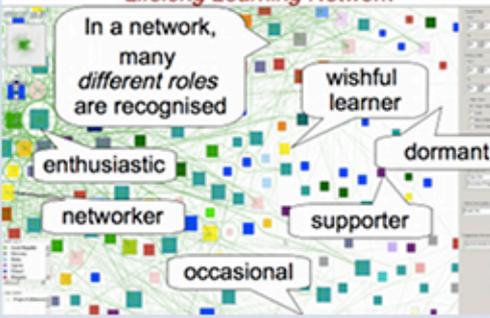
Networks in 2025: What is the role of teachers' networks for professional development in Europe?

Participants: members of the European Schoolnet's Policy and Innovation Committee

Place: November 17, 2011

Eminent conference 2011, Genoa, It

Visualising Teachers' Lifelong Learning Network



In a network, many different roles are recognised

Methods to study teachers' lifelong learning networks

- Longitudinal studies using authentic eTwinning data
- Visualisation techniques
- Social Network Analysis (SNA)
- Scenario forecasting exercises for policy-makers and shapers

Partner organisations



European Schoolnet, Knowledge Team, *Insight Knowledge Base*
WP1, 5, 6, 7



RWTH Aachen University, *Informatic 5* (Information Systems & Databases), WP2



CELSTEC, celstec.org



ipts, *Institute for Prospective Technological Studies*

OUNL, *Celstec*, Learning Networks for professionals, WP3

IPTS-JRC, *Institute of Prospective Technology Studies*, WP4




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3. Minutes: Meeting, 17th November 2011, Genoa

Doug Brown, PIC Chair (UK) welcomed PIC members and other participants (industry, eTwinning conference, EUN Steering Committee).

Introducing the topic of this meeting – social networking and learning.

Romina Cachia and Yves Punie (EC, Institute for Prospective Technological Studies, Spain), ran a workshop on teacher collaboration networks in 2025: future scenarios. Discussion opened with a presentation of the Tellnet study results. TeLLNet analysed online relationships and interactions of over 86,000 eTwinning teachers and reviewed literature on teacher collaboration networks.

Five scenarios developed by eTwinning teachers for 2025 were discussed in five groups, and each group reported back in a final plenary session:

1. eNet – European Education Network (eTwinning version 2025, a European single learning platform, a secure network of networks, personal identity management, integrated into initial teacher training).
Comments: a ‘nightmare monster Stalinist scenario’, could be improved by reframing how technology is used, trends in technology not taken into account, and to be less centralized. Issues include need for a European identifier for schools and national teacher education accreditation integrating use of eTwinning as a route to career development. Issues of privacy vary between countries.
2. MyNetwork (more Facebook-like eTwinning, single log-on, professional not personal profile – personal data management).
Comments: needs to be more attractive to teachers, liked personal ownership of data and deciding what can be seen about them. Obstacles include firewalls and privacy issues. Facebook and Google+ are not far away from this already but data is not shared across them.
3. Intelligent Agents (online agent makes sense of information for you, drafting lesson plans, looking for information, local buddies, e.g. other maths teachers).
Comments: Should be possibility of meeting colleagues online not just locally, no commercial interest, and high quality professional development and a good search engine are needed.
4. Diversified Teaching careers (students learn independently two days a week, real time teacher, virtual teacher, playback mode teacher online; initial teacher training prepares teachers for these different roles).
Comments: should be more specific about the degree of autonomy of students and how to spend the two days. There are implications for teacher competence development and need for sharing ideas at European level.
5. Offline networking (face to face networking locally, supported by an online system to network, rotating teachers moving from school to school).

Comments: frequency of rotation is not specified, and it could destroy relationships between teacher and students, no in-service training is mentioned. Clusters of schools is a more realistic and probable scenario.

The meeting closed at 16:30.