Institute for Prospective Technological Studies

Tellnet - Teachers' Lifelong Learning Network
How can social learning networks support teachers' digital competences?
www.tellnet.eun.org

How do we foresee teacher collaboration networks in 2025?

Dear Workshop Participant, dear teacher, dear education expert,

The aim of this consultation is to discuss different possible futures of **teacher collaboration networks**. Collaboration networks, like learning networks in general, are technology supported communities through which participants share knowledge with each other and jointly develop new knowledge. Learning networks enrich the experiences and form a viable setting for professional development and lifelong learning. Examples of learning networks for professional development are communities who want to improve their work through exchange of experiences and collaboration, an example could be eTwinning.
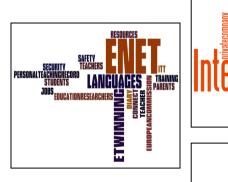
Although we cannot be certain of how the future will look like, the use of fictional future scenarios will provide some ideas of how the future of teacher collaboration networks in 2025 could look like. The departure point of these scenarios is the development and expansion of eTwinning (www.etwinning.net).

These short scenarios are based on various issues and dimensions identified during an expert workshop on the future of teacher collaboration networks which took place in June 2011 at the Institute for Prospective Technological Studies (IPTS) and on research carried out by the same institute on the future of learning (http://is.jrc.ec.europa.eu/pages/EAP/ForCiel.html).

We would like to ask you to read the five scenarios and kindly complete the questions that follow. This consultation is part of the TeLLnet (http://www.tellnet.eun.org) project which aims to identify drivers and barriers for lifelong professional development of networked teachers; mechanisms for disseminating practices within and across networks; and innovating new peer-learning approaches within a European-wide teacher networks.
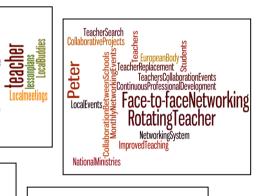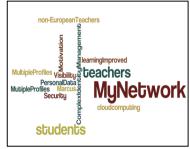
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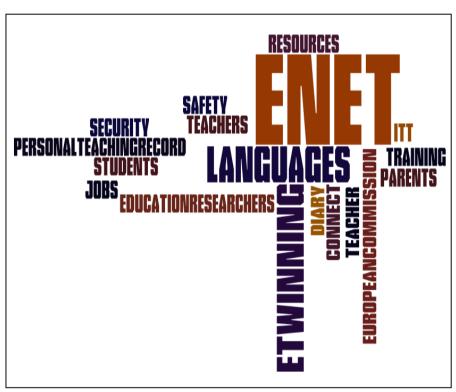| Country	
Gender	
Profession	
How long have you been doing your present job?	
Age	

Scenario 1: eNet: European Education Network

In 2025, eTwinning has evolved into a **European Education Network (eNet),** a centralized network of networks which unites different education stakeholders together. The platform is owned and managed by the European Commission and is available in all the **official languages**. eNet has become part of the **teachers' initial training (ITT)** and an eTwinning "license" is given to all teachers. As **safety and security** is of paramount importance for eNet, all other users are requested to undergo a verification process when requesting a username and a password.

eNet is now the main working tool for any teacher in Europe, through which their **Personal Teaching Record** is developed. This is linked to a career recognition system. eNet enables teachers to share and access high quality resources for free (through a creative commons license) in different European languages, prepare classes, document their work, assess their students, connect with other teachers through projects, look for jobs, search and apply for training and be active in suggesting changes in the curricula.

Parents are also able to log in specific areas to view their children's progress. **Students**, on the other hand, have their own pages on this new tool, but their activity can be monitored at any time by their teacher. Students feel it is a fun way of maintaining a form of "diary" of their scholastic work and collaborating with students from other schools. **Education researchers** have a section where they share articles which could be useful for teachers.
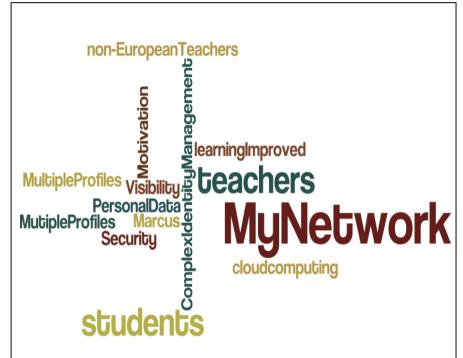
	Yes	No	Perhaps	I do not know
Do you think this eNet scenario is realistic?				
Do you think this scenario is likely to happen by 2025?				

Do you think this prediction is desirable? Could you please elaborate on your answer?

How well do the following statements represent how you feel about this scenario:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Such kind of network should be owned and managed by the European Commission, as networking in education require a highly safe and secure environment					
In my view, centralised education systems like eNet should be at the remit of national / local education authorities					
Having one European tool for all teachers in Europe which will allow them to network with each other is a positive development for education in Europe					
I believe that activity in eNet (both formal and informal) should be part of both Initial and Continuous Professional Development					
It is beneficial to have a European application like eNet which unites and brings together different education stakeholders					

Scenario 2: MyNetwork

In 2025, teachers have got tired of having to input personal data in different networks, not being able to manage their networks though a single application and not being in control of their own data. A new application, **MyNetwork** allows teachers to create multiple profiles through a single log-on, whereby they are able **to manage their personal data, its visibility and their list of contacts.**

Marcus, a prolific networker is now able to link to different applications which he thinks are useful, without losing too much time dedicating time to learn each and every one of them. A **complex identity management system** allows him to **change from one profile to another at the click of a button**. For his school profile, Marcus has opted for a more **secure environment**, which is compliant with his school's policies.

Marcus' students also have their own profile on MyNetwork, and there is no need for them to compromise their personal freedom because they are in control of what their teacher are able to see: their school profile. Through this environment, Marcus has observed that his **students are more involved in active learning** and take more initiative in using technology for learning. Marcus is also happy because now he can network with teachers outside Europe, with whom he can share ideas and resources. As an application which **runs from the cloud**, Marcus is able to log on from anywhere, at anytime.

	Yes	No	Perhaps	I do not know
Do you think MyNetwork scenario is realistic?				
Do you think this scenario is likely to happen by 2025?				
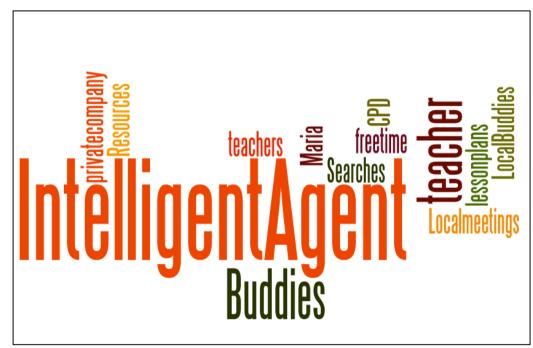
Do you think this prediction is desirable? Could you please elaborate on your answer?

How well do the following statements represent how you feel about this scenario:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
It is important that teachers are able to manage their personal data and its visibility					
Europe should promote a free market, where such type of technologies, such as MyNetwork can emerge					
Learning in the future should be more based on networking and collaboration					
Students should be given the possibility to segment their networks and are in control of choosing what is visible to their teacher					
Allowing the possibility for teachers to network with teachers outside Europe will be beneficial for education in Europe					

Scenario 3: Intelligent Agents

In 2025, teachers are now connected 24/7 through different mobile devices. Given teachers often feel isolated, an **Intelligent Agent (IA)** has been created to **assist them in their work, help them rummage through extensive pool of information and enable them to stay connected with other teachers**.

Maria has opted for an IA, a technology based solution which is programmed to perform searches, identify resources, present draft lesson plans and suggest a number of **buddies** who are also working in similar areas, as it saves her time. This solution is provided by a private company is paid by the school.

With more time on her hands, Maria is now able to dedicate more quality time **in preparing lessons and attending Continuous Professional Development (CDP)**. As a result, she feels that her teaching has improved and her students seem to be more motivated. Her IA helps her keep her **lesson plans diverse** and through CPD she is prepared to be creative and innovative in the classroom. Maria has also programmed her IA to identify *buddies* in her local area. Once a fortnight, **she meets with other teachers teaching the same subject in different schools in her local area**. In the past few years, there has been a big change to Maria's profession. A huge proportion of what she used to do outside school hours is now done by her **Intelligent Agent** and she is now able to concentrate more on her work as a teacher.
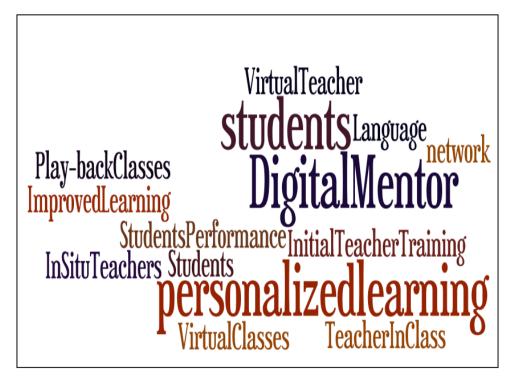
	Yes	No	Perhaps	I do not know
Do you think the Intelligent Agents scenario is realistic?				
Do you think this scenario is likely to happen by 2025?				

Do you think this prediction is desirable? Could you please elaborate on your answer?

How well do the following statements represent how you feel about this scenario:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
It is important that teachers connect with other teachers locally					
Teaching could be improved by technologies similar to Intelligent Agents					
In 2025, information overload will make it harder for teacher to do their job unless they are provided with some form of technology assistance					
I believe that dedicating more time to CPD will enable teachers become better at their job					
Teacher networking in the future should be a balanced between local, national and international collaboration					

Scenario 4: Diversified Teaching Career

In 2025, students are accustomed to **personalized learning**. Students go to school every day, but two days per week, they are expected to be **autonomous** in choosing how they want to learn. The school is responsible to provide **different methods** of how each student may receive different lessons.

Classes are available by **in situ teachers, virtually in real-time, virtually in play-back mode** or by an interactive application. It is up to the student to decide how they want to attend the class, in which order, where they want to do it and in which language. Within such a student-centered system, Initial Teacher Training (ITT) is now divided into different career paths: **teaching in class, teaching virtually or a digital mentor**.

Digital mentors will be trained to be responsible for a group of students through a network which links students' performance to the mentor. While students' mentors will be alerted if the student has not completed his/her task for the month, at the same time students may refer to their digital mentor whenever they come across a difficulty in their work. The role of the **digital mentor** has become indispensable for any student. Students are given various options **to personalize their learning paths**.
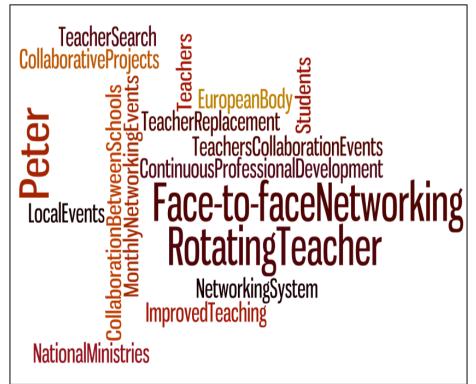
	Yes	No	Perhaps	I do not know
Do you think the Diversified Teaching Career is realistic?				
Do you think this scenario is likely to happen by 2025?				

Do you think this prediction is desirable? Could you please elaborate on your answer?

How well do the following statements represent how you feel about this scenario:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
It is important that students become autonomous in choosing how they want to learn for a proportion of their school week					
The role of digital mentors is necessary in the 21st schooling					
Facilitating different kinds of classes will improve learning for most students					
The provision of different teaching career paths will lead to better educators					
Teacher training should become diversified to include different teaching roles needed by schools in 2025					

Scenario 5: Offline Networking

By 2025, collaborative technology has failed in many aspects. Peter has spent the last five years of his teaching dedicating substantial amount of his time learning new networking applications, but he observed that his teaching was not improving. As part of a new education scheme, Peter has enrolled as a **rotating teacher**. He gets to rotate schools within his city and now he dedicates more time discussing things with other teachers **face-to-face**.

Once a month, various **teachers' collaboration networking events** are organized. In these events, Peter gets an opportunity to do collaborative projects with other teachers. **Students** are also involved when these events take place locally. Interacting and collaborating with students from other schools has increased student motivation for learning new things.

Peter's attendance to such events is recognized as **Continuous Professional Development** and is no longer a problem in terms of teacher replacement, as the rotation scheme takes into account these events. Peter feels that attendance to such events and his new role as a rotating teacher has **improved his teaching**. The **monthly networking events** are organized by a European body and supported by the national ministries. In other to facilitate **face-to-face networking**, a simple networking system has been set-up where teachers can look for other teachers prior to the events.

	Yes	No	Perhaps	I do not know
Do you think the Offline Networking scenario is realistic?				
Do you think this scenario is likely to happen by 2025?				

Do you think this prediction is desirable? Could you please elaborate on your answer?

How well do the following statements represent how you feel about this scenario:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I believe that teachers' school rotation will be beneficial for both teachers and students					
It is important that students spend more time outside schools collaborating with students from other schools					
Face-to-face teacher networking events are essential for teachers professional development					
I agree that teaching networking events should be coordinated by a European body					
It is important that face-to-face networking events are supported by an online networking system					