

CTE RIA

Presentation: Digital
Teacher Education
Project

Friday 09 December 2022



Who we are



- Abi Ball - Assistant Professor: Head of Technology Enhanced Learning in CTE
 - Project Facilitator, responsible for curriculum design processes, staff training and mentoring and research.
 - Co-lead of Digital Communities of Practice strand.
 - Lead of Reusable Learning Objects strand.
- Jonty Leese - Associate Professor
 - Lead of Mentoring strand.
 - Co-lead of Digital Communities of Practice strand.
 - Secondary Computer Science lead at CTE
- Representing all of CTE colleagues who could not make it today
Vis Unita Fortior - United Strength is Stronger



Where we were (Context)



- CTE has a long history of Teacher Education at the University of Warwick
- Its programmes are underpinned by the core values of social justice, intellectual curiosity and creativity.
- The Initial Teacher Education programmes are the beginning of its students' professional development journey.
- CTE prides itself on making a difference to its students. It places high-quality teaching and student support at the heart of what it does and recognises that its success is built on the strength of its partnership with its students and schools.

Canley Teacher Training College in the 1940's then Coventry College of Education now CTE



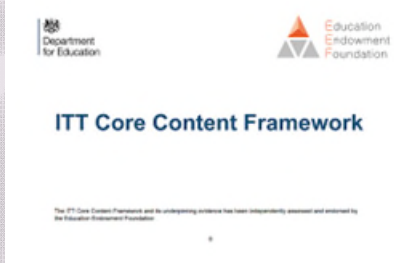
Why is the project important?

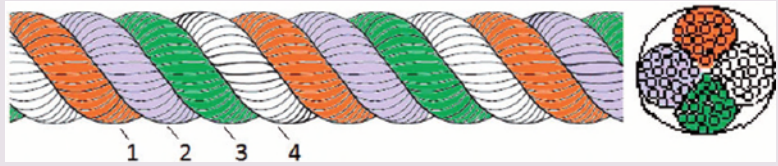
Key drivers:

1. Finding a digital solution to the delivery of a Warwick PGCE in areas of the country where teacher supply is a significant challenge.
2. Extending our geographic reach whilst remaining a high-quality provider in that digital 'space'.

Drivers intersect with changes in the Initial Teacher Training (ITT) landscape:

- Policy changes due to reaccreditation.
- Recruitment challenges (e.g., competition from other ITT providers).
- ITT market review process and the need to re-establish our place in that market.
- Introduction of the ITT Core Content Framework.
- Development of the Early Career Framework (ECF)





Mentoring

Digital Communities of Practice (DCOPs)

Reusable Learning Objects (RLOs)

Student Experience & Quality Assurance

Well-being
Inclusion and inclusive teaching
Values and ethics

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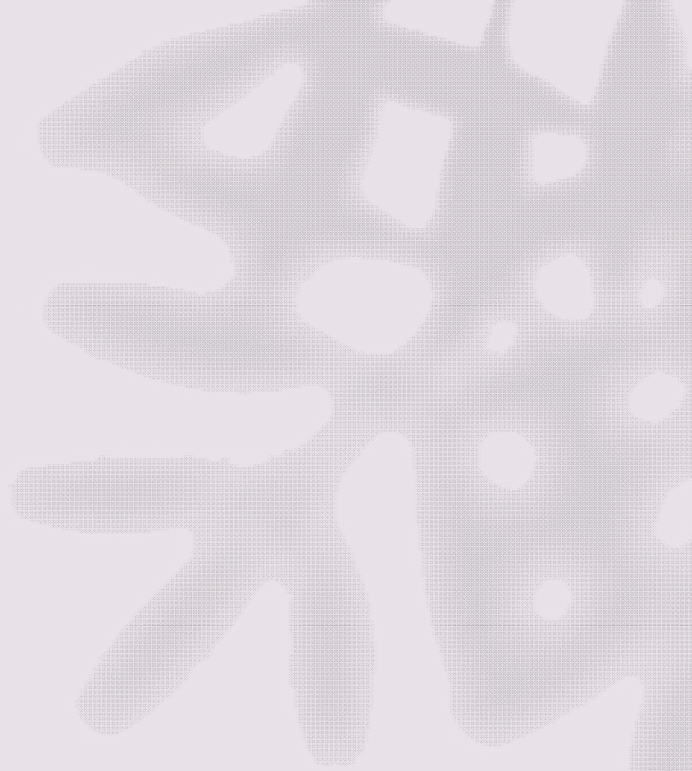
Well-being
Inclusion and inclusive teaching
Values and ethics

Local PGCE enrichment

Remote PGCE QTS growth

Remote PGCE non QTS growth

Remote CPD provision



Mentoring



- **Aim:** Support mentors (School and University based) and student teachers to be aware of best practice, engaging in deep coaching meetings.
- To trial assistive technologies through otter.ai in supporting content
- **Focus:**
- QTS formative assessment.
 - Opportunity to align all school-based training with the CRD.
 - Supports the trainee to take active ownership of their personal curriculum.



Literature Base:

- Key Text: Instructional Coaching

[Knight, J. \(2021\) The Definitive Guide to Instructional Coaching: Seven Factors for Success. ASCD.](#)

Summary of Text: Advocates a clear set of approaches linked to the CPD of established teachers

[Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research. 2018;88 \(4\) :547-588.](#)

https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2018_teacher_coaching.pdf (Accessed 20.04.22)

Key Text: Video and Establishing Reality

[Seedhouse, p. \(2021\) Video Enhanced Observation for Language Teaching Reflection and Professional Development. Bloomsbury.](#)

Schön, D. (1984) The Reflective Practitioner: How Professionals Think In Action.

Kolb, D. (2015) Experiential Learning: Experience as the Source of Learning and Development Second Edition New Jersey: Pearson Education

Brookfield, S. (2017) Becoming a Critically Reflective Teacher Second Edition San Francisco: John Wiley & Sons Inc.

Aubrey, K and Riley, A. (2016) Understanding and using educational theories London: Sage

Schön, D (2016) The Reflective Practitioner: How professionals think in action Abingdon, Routledge

Schön, D (1987) Educating the reflective practitioner: towards the new design for teaching in the professions San Francisco: Jossey-Bass

What We Did:

- Small Scale Trial -
 - GoReact for IQTS/IPGCE
 - Training mentors and students
 - Using it for coaching meetings
 - Using otter.ai



Mentoring and Otter.ai

slides PG2b 2022-2023

Tue, Nov 22, 2022 . 2:16 PM 33:43 Owner: CTE

SUMMARY KEYWORDS

essay, plagiarism, annotated bibliography, words, sources, link, reference, reflections, critical, research, writing, read, assignment, hyperlinked, year, turnitin, aware, reflecting, happened, bit

SPEAKERS

Speaker 1 (100%)

1 Speaker 1 0:00

Good morning, welcome. And let me wish you a very Happy New Year. As this is your first week back into 2023. I'm hoping that you're finding your school placements going well, if you are caught, you're going to be in your new school placement until June or July of this year. And if your school director you should be in your school until around February half term, when you return back to your base school, as it's a short half term. And if you are school director only have six weeks in the school. We don't expect you to be attending university in the first week back after Christmas. So this is the only content that is set by us, which is a short video about half an hour for you to watch to acclimatised and understand what the PG TB assignment is, and how you can start to prepare for it. So I'm recording this in late November, the World Cup has been gone. And I'm hoping to be able to reflect on where you are in your PG journey using some footballing analogies. So apologies if you're not in football, congratulations, if you are maybe



Otter.ai

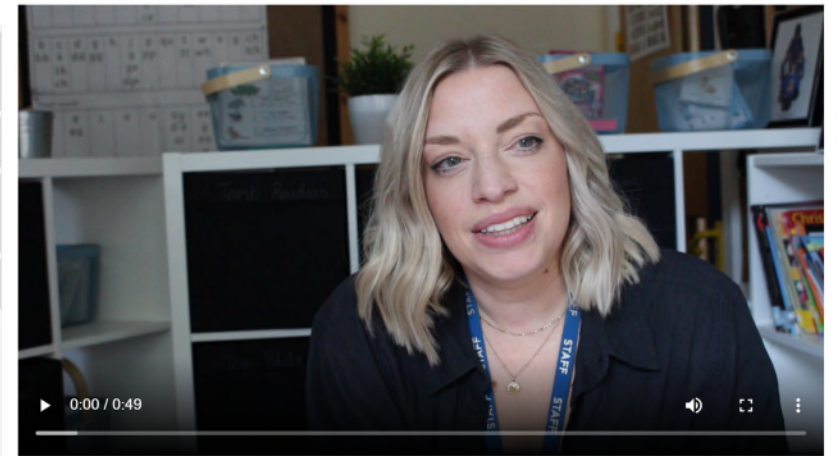
coaching

Trainee top tips for succesful coaching

Characteristics of a good ICN

Characteristics of a good learner

What is your reality?



Download Otter for your meeting notes

Log in

2022-June-Primary-Mentor 3 Top Tips

Wed, Jun 29, 2022 . 10:37 PM 0:50 Owner: CTE

SUMMARY KEYWORDS

instructional coaching, establish, trainee, listening, mistakes, learner, relationship, rapport, person, work, pieces, training

0:00

Okay, my top three pieces of advice for somebody who's doing instructional coaching for the first time.

0:00



1x

0:50



Key Impacts and reflections



- Creation of digital resources to support coaching for Teacher Trainees and Mentors across the Primary PGCE, Secondary PGCE and PGCi and iQTS programmes.
- In-school reflection and development of practice for Teachers and Trainees involved in recordings.
- Next year, mentors may be using some form of software to help coaching

Reflections:

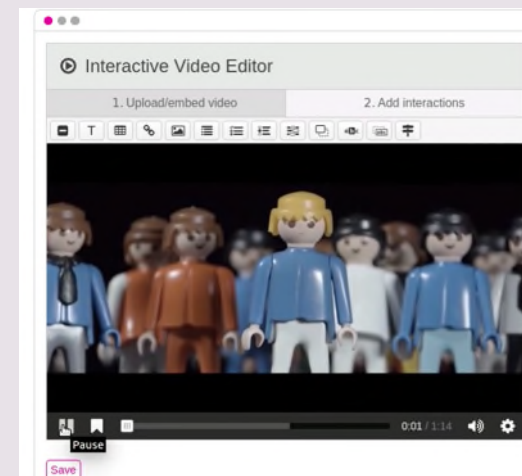
- Cost-benefit in terms of time taken to capture, edit, catalogue, make accessible and disseminate need to be considered.
- Keeping the student experience at the centre
- Future use - permissions for recording children remains a significant barrier

RLOs (Reusable Learning Objects)

- **Aim:**
- To establish an evidence-informed process for developing, storing, sharing, and updating a collection of Reusable Learning Objects (RLOs) that are built around the Warwick Teacher Values of social justice, intellectual curiosity, and creativity.
- **Focus:**
- The learning objects within this collection will reflect the core areas of the Core Content Framework (behaviour management, pedagogy, curriculum, assessment, and professional behaviours) and will be suitable for use on all our programmes.

What are RLOs?

- Instructional design components that can be used for multiple purposes.
- They are usually small components that are developed for a specific use, but which can be conveniently reused in multiple settings, often with little or no editing.
- Some practitioners describe them as 'Lego bricks'.



Literature Base:

- Cameron, T. and Bennett, S. (2010). "Learning objects in practice: The integration of reusable learning objects in primary education." *British journal of educational technology*, 41 (6), p. 897.
- Frantiska, J. Jr (2016) *Creating Reusable Learning Objects*. Springer Cham.
- Pappas, C. (2016) *Developing Reusable Learning Objects: 9 Characteristics To Consider*. Available from: <https://elearningindustry.com/developing-reusable-learning-objects-characteristics-consider> (Accessed 29 November 2022).
- Sinclair, J., Joy, M., Yau, J. Y-K. and Hagan, S. (2013) 'A Practice-Oriented Review of Learning Objects', *IEEE Transactions on Learning Technologies*, 6(2), pp. 177-192.

What We Did:

- Established RLO definition for CTE.
- Identified and shared existing RLOs.
- Delivered CPD sessions on developing RLOs (e.g., H5P, Padlet).
- Allocated time on staff development days.
- Provide examples.
- Best practice guidance: <https://warwick.ac.uk/fac/soc/cte/students-partners/academictechnology/rlos/>

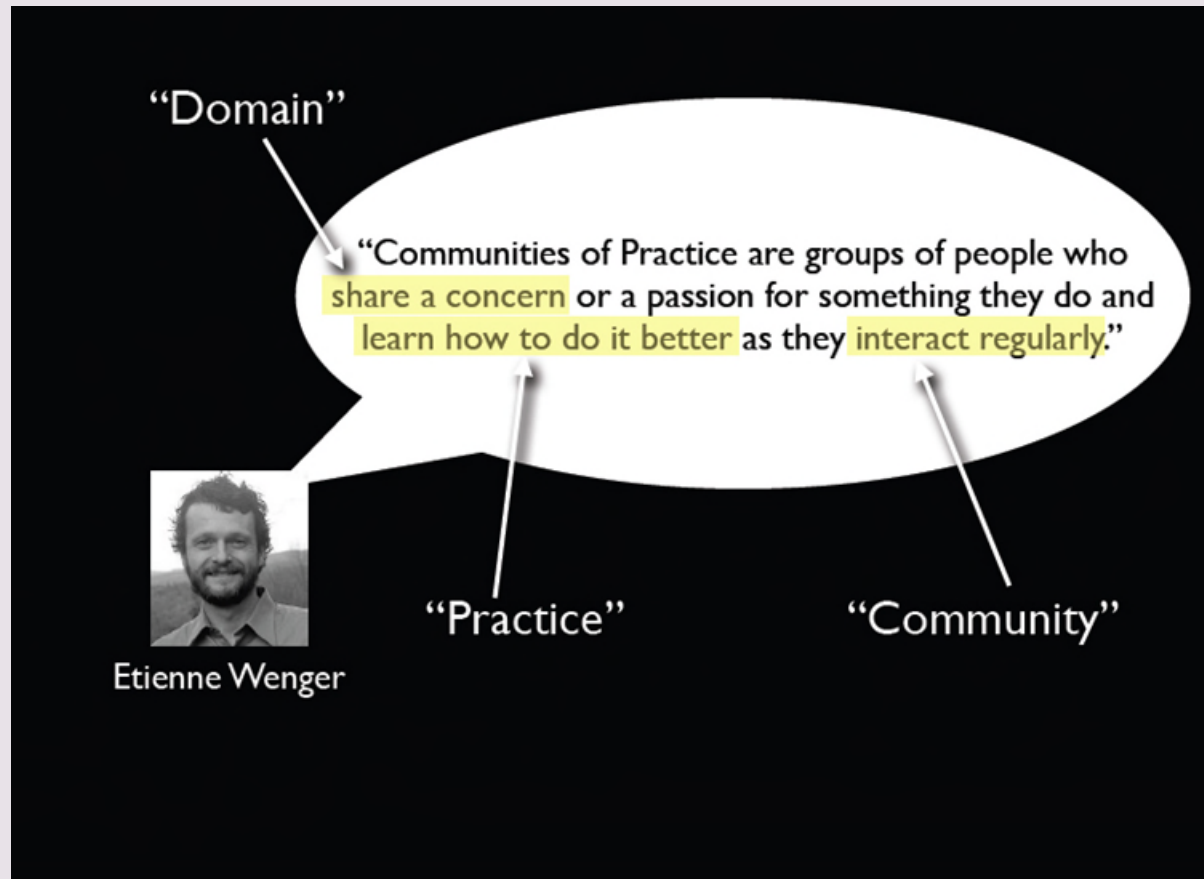
Key Impacts and reflections

- RLOs separate learning materials from their context – can be difficult to establish pedagogic rationale and value (Sinclair *et al.*, 2013).
- Shorter/smaller is better!
- Don't develop a RLO for the sake of it:
 - PGCE-IQTS provided focus
 - Professional Practice Units (PPUs or FLOs)
- Challenges with storage and access ongoing.

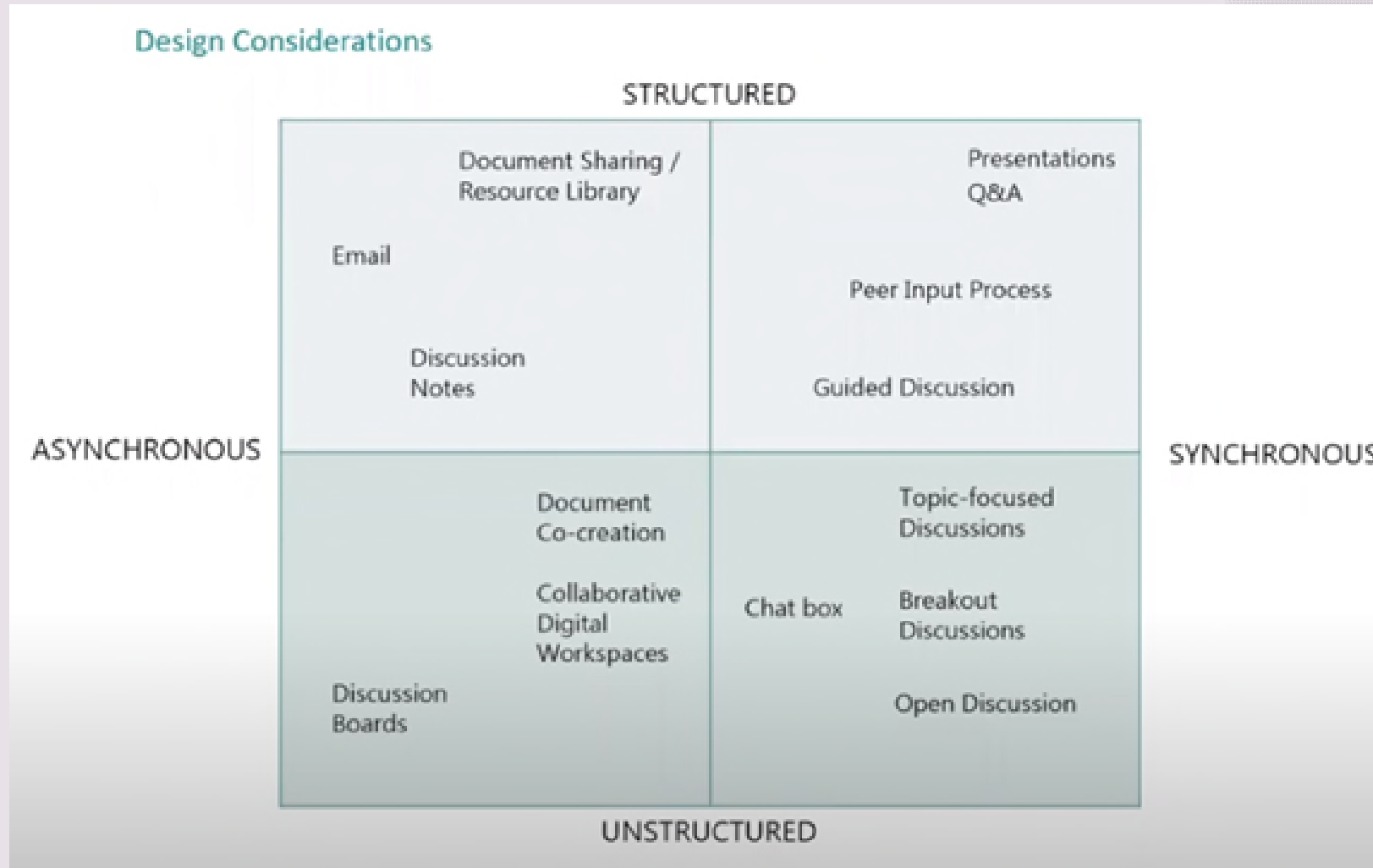
DCOP (Digital Communities of Practice)

- **Aim:** Identify the ways that multiple users engage with and create a DCOP through shared domain, practice, and community.
- **Focus:**
- An outward facing site, bringing together stakeholders from University, schools and students is necessary for a DCOP to be established.
- A strong COP focuses on a shared problem, active learning and effective decision making.

What is one?



What could it look like?



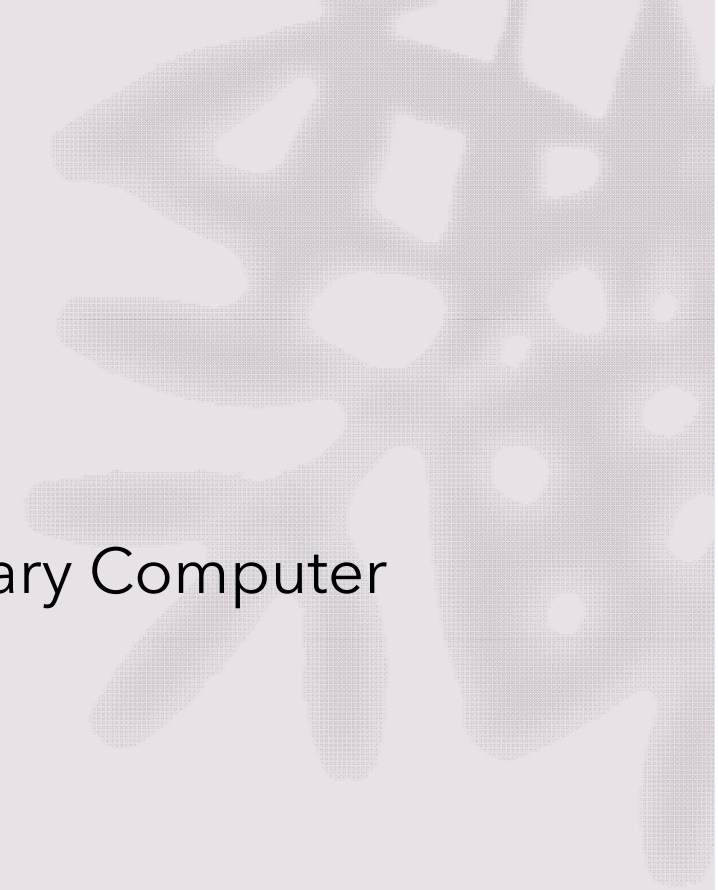
(Andrew, Tolson and Ferguson, 2008)

Literature Base:

- Andrew, N., Tolson, D. and Ferguson, D. (2008) 'Building on Wenger: Communities of practice in nursing', *Nurse Education Today*, 28(2). Available at: <https://doi.org/10.1016/j.nedt.2007.05.002>.
- Bates, A.W. (Tony) (2015) '4.6 Communities of practice'. Tony Bates Associates Ltd.
- IIED (2013) 'Assessing the CBA community of practice?' Available at: <http://pubs.iied.org/17152IIED> (Accessed: 18 February 2022).
- Li, L.C. *et al.* (2009) 'Evolution of Wenger's concept of community of practice', *Implementation Science*, 4(1), p. 11. Available at: <https://doi.org/10.1186/1748-5908-4-11>.
- Pratt, K. (2014) *Literature Review and Synthesis : Online Communities of Practice Literature Review and Synthesis : Online Communities of Practice Kwok Wing Lai , Keryn Pratt , Megan Anderson & Julie Stigter*.
- Probst, G. and Borzillo, S. (2008) 'Why communities of practice succeed and why they fail', *European Management Journal*, 26(5), pp. 335–347. Available at: <https://doi.org/10.1016/j.emj.2008.05.003>.
- SAFe website (2019) *Communities of Practice – Scaled Agile Framework*. Available at: <https://www.scaledagileframework.com/communities-of-practice/> (Accessed: 21 February 2022).

What We Did:

- Small Scale Trial -
 - Building on real life COP (e.g. Subject leads at secondary Computer Science)
 - Rainbow Allies
 - gather.town

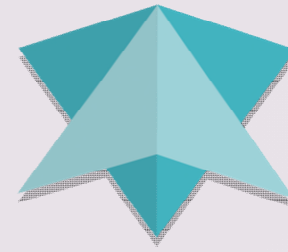


Key Impacts and reflections

- It's ongoing work.
- Project finishing July 23.
- Identified specific groups.
- Doesn't always pan out as you thought.
- DCOP feel more organic.



Student Experience and QA



MOSAIC

- **Aim:** To develop a more comprehensive understanding of potential approaches and related tools for student experience and quality assurance activities across local QTS, remote QTS and non QTS teacher CPD programmes.
- **Focus:** Professional Practice (or Work-Based Learning [WBL]) element of the programmes.
- This project includes an exploratory/developmental study of two portfolios relevant to work-based learning.

Work-Based Learning element of the PGCE

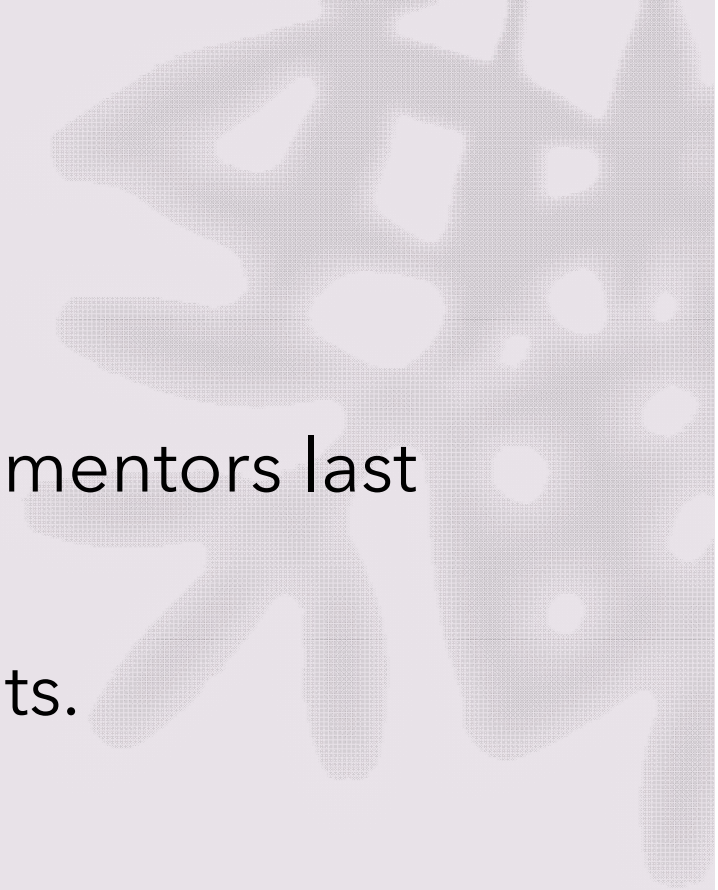
- Comprises three components:
 - Completion of reflective practice activities by students (assessed by CTE staff).
 - Evaluation of students' professional practice via lesson observations (completed by school-based mentors in placement schools).
 - Completion of a CRD that assesses the students' progress against the CCF professional standards and the QTS/international QTS standards by students and mentors.
- School-based mentors are not Warwick employees and do not have Warwick IT accounts. This means that they cannot readily use Warwick systems to evaluate or assess our students.
- Number of mentors that need access to Professional Practice components is significant and constantly changing.
- Currently the completion of each of these steps involves using a range of software that can be confusing for the student to complete, sometimes difficult for mentors to access and unwieldy for CTE staff to manage.

Literature Base:

- Adedoyin, O.B., and Soykan, E. (2020) 'Covid-19 pandemic and online learning: the challenges and opportunities.' *Interactive Learning Environments*, n.k.(n.k.), pp.1-13.
- Buzetto-More, N. (2010) 'Assessing the efficacy and effectiveness of an e-portfolio used for summative assessment.' *International journal of e-learning and learning objects*, 6(1), pp. 61-85.
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- Hobson, A. (2013) 'Judgementoring and other threats to realising the potential of school-based mentoring in teacher education.' *International Journal of Mentoring and Coaching in Education*, 2(2), pp. 89-108.
- Kopp, M., Gröblinger, O., and Adams, S. (2019) 'Five Common Assumptions that Prevent Digital Transformation at Higher Education Institutions.' *INTED2019 Proceedings*. Valencia, Spain.
- Marinho, P., Fernandes, P., and Pimentel, F. (2021) 'The digital portfolio as an assessment strategy for learning in higher education.' *Distance Education*, 42(2), pp. 253-267.

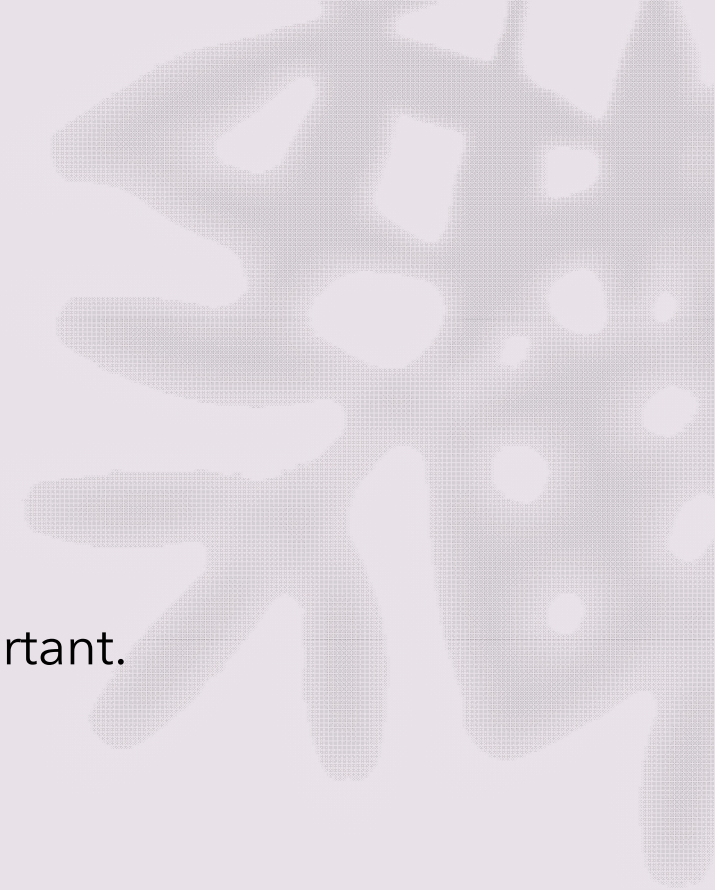
What We Did:

- Tested Mosaic with volunteer PGCE students and mentors last academic year.
- Year long pilot of Mosaic with IQTS/PGCEi students.
- Next term pilot with AO students on OneFile



Key Impacts and reflections

- It's ongoing work.
- Project finishing June 23.
- Identifying appropriate test/pilot populations is challenging but important.
- Interim evaluation in term two.
- Communication and managing expectations are key.



What we have learnt

- Challenges with central University systems and timelines.
- Timelines in general cannot be controlled (sickness, reaccreditation, unavailability etc. results in stop/start progress at times).
- Thorough planning results in quick uptake and rapid progress towards goals.
- Opportunities often coincide so that new ideas can be developed in flexible and innovative situations.
- Communication (within the Digital Team and more broadly) is paramount.
- Looking at our work in this way has revealed silos and duplications that we were not previously aware of.
- Intuitive solutions bring multiple benefits to partners, students, tutors and course leads.

Thank you

- Any questions?

