A Look into the Future(s)

“As for the future, your task is not to foresee it but to enable it.”

Antoine de Saint-Exupery
The Potential Value of iTEC Learning Stories and Activities
To develop and refine a range of teaching and learning scenarios that include new approaches to assessment, (developed by project partners and teachers themselves) related to how the future classroom should be designed, in order to engage teachers and pupils together with other stakeholders contributing to pupils’ learning and growth.

Developing teaching and learning activities, based on the scenarios and test these in a pre-pilot with teachers to determine which have the potential to be mainstreamed at scale.

Developing decision criteria for the selection of scenarios that can be mainstreamed at scale.
Carrying out large-scale pilots in >1,000 classrooms in 12+ countries to explore the integration of technologies and impact on teaching and learning and the engagement of stakeholders outside the school.

Pilots in over 750 classrooms in first 2 cycles

Pilots in 17 countries
Researching the skills and competences needed by teachers and ICT coordinators to implement scenarios for the future classroom and equipping them with these skills and knowledge.

Evaluating the success of scenarios in supporting collaboration, individualisation, creativity and expressiveness, and identifying those with maximum potential for transforming future classroom design and the change processes necessary.
Widely disseminating the results to support a mainstreaming strategy involving a new high-level European body to ensure the project contributes to the educational reform process.
What are iTEC learning scenarios?

They are relatively abstract descriptions of a learning and teaching experience describing the interactions of the learners and teachers with each other, tools and resources, the learning context and environment etc.

They should include innovation in technology supported learning and teaching, in one form or other.

The images on this page represent some of the first iTEC learning scenarios.
How are they made?

The building blocks of the scenario are trends in education, society, technology etc. These trends are derived through research and consultation.

The scenarios are built collaboratively by heterogeneous groups including: educationalists; academics; technologists and policy makers.

They are built around a vision of the future classroom combining technical possibilities, teacher realities, and policy and strategy objectives.
How are they used?

Scenarios are used to present a vision of innovation in teaching and learning that will potentially challenge teachers to develop a wider set of competencies, and provide opportunities for learners to acquire 21st century skills.

They are used as the inspiration for iTEC Learning Stories and Learning Activities.
What are Learning stories and learning activities. Learning activities can be delivered in the classroom. They describe, in more concrete terms, discrete sessions of learner interactions.

Learning stories are groups of activities “packaged together” to provide a holistic learning experience.
How are they made?

Learning activities are inspired by learning scenarios.

Focus groups of teachers identify the activities that exist within scenarios as a basis for the design of activities.

Learning activities are “packaged” as learning stories based on an educationally focused narrative.
How are they used?

Learning stories are used by teachers to help them produce lesson plans that include...

The principles of innovation, derived from the scenario, and the units of educational interaction provided by the learning activity.

Teachers provide the learning objectives, context and delivery.
Learning Stories in Cycle 1

• Outdoor Study
  Learners collect data (scientific, multimedia) outside the classroom (including school grounds). Teams of learners plan project, collect and analyse data, document progress

• Bring in the Expert
  • Teams of learners collaborate with outside experts via communication technologies. Teams plan task focus and interaction protocols, and responsibilities of experts. Experts may provide feedback to students or contribute to assessment.

• 17 countries participated to different degrees
• 279 sets of questionnaires received
The Headline Findings

- Experienced and ICT confident teachers have found the LSs innovative (either the main idea and/or the pedagogical strategies and/or the digital tools)

- The majority of teachers feel that the LSs have the potential to lead to innovation in the classroom, will use it again and would recommend it to other teachers

- The majority of teachers feel that the implementation led to new pedagogical practices (benefits)

- iTEC Teachers have been very positive about the experience and enjoyed the opportunity to experiment and take risks (benefits)

- Participation has had a positive impact on teachers’ use and understanding of digital tools (benefits)
Data: Benefits

“...despite all the obstacles, I don’t see myself getting stale, because I’ve tried and [...] I’m convinced there will be good results. I’m going to carry on experimenting to see, and I’m sure I will change my practice in that sense.” Portugal, teacher interview

“The students that were interviewed explained that the commitment and motivation they felt was due to the fact that they were given much responsibility and freedom of choice and were dominant in the preparation of materials for the lessons.” Israel, case study report
Benefits

• Changes to pedagogical strategies
  • Engagement outside school
  • Collaboration/teamwork
  • Creativity (creative teaching/creative learning/experimentation)
  • Student-centred (active, knowledge building, autonomy, choice, voice)
  • Communication
  • Assessment
  • Technology

• Positive impact on teachers’ attitude to teaching; more enthusiastic about their jobs

• Teachers developed skills and understanding about ICT in teaching and learning

• Positive impact on student attitude to learning

• Positive impact on outcomes
How should we prepare the teachers for the classroom of 2025?

How should we ensure that the iTEC Learning Stories and Activities meet the needs of the learner of 2025.

What needs to be done to allow teachers and learners to use 21st century technology in the classroom and beyond?