



Guidelines for the Country Dialogue Labs

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1 PURPOSE OF THE GUIDELINES

A particular feature of the TEACH-UP Project is a series of Dialogue Labs supporting cross-institutional collaboration in teacher education at national and European levels. These Guidelines are designed to enable consistency in approach across all countries responsible for running Dialogue Labs. While it is expected that there will be differences in outcomes of the Dialogue Labs it is hoped that in the implementation the approaches are as similar as possible to give the qualitative data collection as much integrity and consistency as possible. This is essential to enable the data collection to have rigour and the findings to be comparable. Guidance is also given for participant registration and reporting of the Dialogue Labs.

1.1 WHAT ARE DIALOGUE LABS?

The Country Dialogue Labs are two-day workshops which take place at country level. The person or team who lead the Dialogue Labs at national level should act as national TEACH-UP ambassador(s). The national TEACH-UP ambassador will be responsible for Dialogue Lab planning, implementing and reporting.

The Dialogue Labs provide opportunities for collaboration, knowledge sharing and co-creation between ITE and CPD organisations and other relevant stakeholders. A 'workshop' conveys the message of participant activity. This means that it should be planned and organised in such a way that enables participants to engage actively in exchange of views and ideas, discussion and joint thinking as the main approach throughout the workshop. The Dialogue Labs should create a sense of community, energy and ownership of any new thinking which emerges from discussions and in turn contribute to the development of a sense of purpose, sustained interest and shared responsibility.

Dialogue Labs are not meetings with presentations led only from the front with participants sitting mainly passively in rows. Also they are not consultations on fully worked documents which often result in only minor changes being suggested to the original. Rather Dialogue Labs are opportunities for people to come together to share views and expertise through dialogue around tables to co-create new possibilities for teacher education.

1.2 PURPOSE OF THE DIALOGUE LABS

TEACH-UP tests the impact of online tutoring and mentoring for student and in-service teachers. This process will be enriched by the Country Dialogue Labs. They will contribute to the policy experimentation by enabling a range of stakeholders involved in Initial Teacher Education (ITE) and Continuous Professional Development (CPD) to come together and engage in dialogue about the design, implementation and evaluation of a Massive Open Online Community (MOOC) for the professional development of teachers.

There are underpinning theories of learning that are relevant to thinking about approaches to Dialogue Labs and why they are an important way to enrich the learning of everyone involved in TEACH-UP as well as developing new approaches to teacher education. For example, Vygotsky (1978) emphasised the importance of social interaction in relation to learning. Interaction is important during the Dialogue Labs to share views and ideas, encourage the

development of shared understanding and values in the implementation and evaluation of the MOOC. Bransford et al. (2006) emphasise the importance of adaptive competence in contexts of continual change. Teachers and those who support their learning have to be willing and able to change their core competences and continually amend and expand the breadth and depth of their expertise, through active as well as guided learning. The Dialogue Lab enables representatives of the policy, research and practice communities to share the reality of their day-to-day work and co-construct new approaches for professional learning through the MOOC. As Wenger (2010) suggests, teachers need to engage in a continuous process of creating and recreating 'regimes of competence' through dialogue and collaboration within and across their own practice communities (pp. 180–181). Interaction between the participants of the Dialogue Labs should contribute to the development of mutual engagement, a shared repertoire and a sense of joint enterprise (Wenger, 1998). These three dimensions suggest the importance of collegiality, reciprocity and development of shared meaning and action. For example,

- mutual engagement – everyone sharing ideas and expertise and adding to their own/their agency's knowledge
- shared repertoire – developing an understanding of the skills and behaviours needed in teacher education from different perspectives
- joint enterprise – a strong sense of purpose of improving the relevancy and quality of teacher education from initial teacher education through to career-long professional learning.

1.3 AIMS OF THE DIALOGUE LABS

- To involve a wide community of stakeholders in the process of testing the MOOC and disseminating the results
- To harness all stakeholders' expertise through the facilitation of knowledge sharing and cooperation between partners involved in the professional development of teachers
- To enable all partners to have an opportunity to have their voice heard and gather a range of different perspectives to inform and improve the development, implementation and evaluation of a MOOC for teachers' professional development
- To contribute to the generation of evidence-informed advice for policy-makers and others involved in teacher education
- To improve the flows of information across the stages of teacher education (initial teacher education, newly qualified teachers and teachers' career-long professional learning)
- To develop networks of stakeholders and others who can sustain knowledge sharing in teacher education (content, approach, continuum, recognition of teachers within ITE and CPD) and encourage the dissemination and use of the MOOC.

1.4 OBJECTIVES OF THE DIALOGUE LABS

- Spread the word about the TEACH-UP policy experimentation and evidence from research and policy on MOOCs and teacher education
- Establish strong sustainable communication and exchange channels between practitioners, policy-makers, teacher education providers, researchers and other relevant stakeholders
- Offer a platform for dialogue about the continuum of teacher education from ITE to CPD on a large scale
- Consider the conditions for online teacher education recognition on the basis of the courses tested in the field trials.

2 SERIES OF THREE DIALOGUE LABS

Three Dialogue Labs should be arranged by each Country Partner in the TEACH-UP Project *before, during* and *after* the field trials. Each Lab will focus on a different stage of the MOOC and will have a different focus. There should be sufficient time between each Dialogue Lab to enable adjustments to the project to be made from the feedback and comment gathered from the participants. To enable continuity of dialogue and exchange and the development of deep-level trusting relationships between participants it is important to emphasise from the outset that the same participants **are expected to commit to engaging in all three Dialogue Labs**.

To ensure sufficient consistency in data collection between the countries each Dialogue Labs should be arranged to take place during the same timescale.

1st Dialogue Lab

- Timescale - should take place between November and December 2017 before field trials start
- Focus - should be on the **development and design of a MOOC** for teachers' professional development and assessment. Identify gaps in ITE and CPD provision in relation to the teachers' new roles and key competences (new ways of working: teacher collaboration; personalised learning; formative assessment; creativity).

2nd Dialogue Lab

- Timescale - should take place between November and December 2018 during the field trials
- Focus - should be on the **implementation of the MOOC** (course content, instructional design, assessment approaches and mentoring, certification and recognition).

3rd Dialogue Lab

- Timescale - should take place between November and December 2019 after the field trials

Focus - should be on the **results and evaluation of the field trials and the nature of follow-up measures**, mainstreaming measures, enriching/localising the content of the courses, adapting the instructional designs etc).

Support from EUN on site will be provided for at least one Dialogue Lab, to explain the overall project, present results, and clarify misunderstandings. Communication materials will also be provided (brochures, banners, etc).

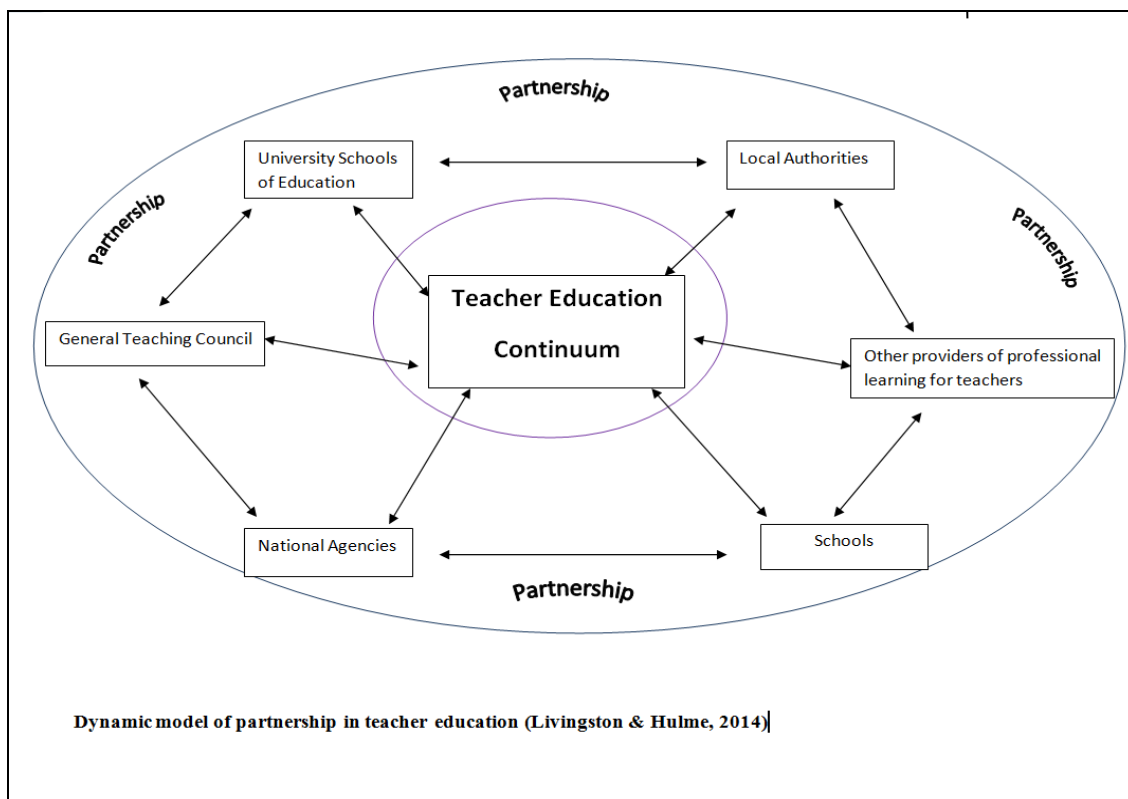
2.1 PROFILE OF PARTICIPANTS OF THE DIALOGUE LABS

The Country Partners should invite a range of people who have an interest in the design, development, implementation and evaluation of the MOOC (drawing from those responding to or identified through the *ITE and CPD Provision Questionnaire*). The relevant people will differ from country to country according to the way that teacher education and professional learning is influenced, organised, implemented and evaluated in each context. It is important to bring together as wide a range of stakeholders as possible to ensure dialogue across the stages of teacher education (initial teacher education, newly qualified teachers and teachers' career-long professional learning). Participants could also include those who are 'users' of teacher education.

For example, Dialogue Lab participants should include:

- Student teachers
- Teachers
- School leaders
- Teacher educators (university and/or college level)
- Other ITE/CPD stakeholders (personnel from professional associations, local or regional council officers or coordinators, professional learning centres, advisory bodies, pedagogical advisors, inspectorate, trade unions etc)
- Policy makers
- Researchers
- Parents
- Personnel from other relevant public authorities

It would be helpful to draw up a list of all the networks that are involved in teacher education at country level and ensure that a representative selection is invited to participate in the Dialogue Lab. An example of a network map of people/agencies involved in teacher education in Scotland is set out below to stimulate thinking about the networks that exist in your own country.



2.2 NUMBER OF PEOPLE ATTENDING THE DIALOGUE LABS

As the description of work stipulates, partners should aim at reaching 35 participants, organized in tables of 5. While the intention is to enable as much discussion between participants as possible the discussion needs to have focus to support the development of new thinking about teachers' professional learning. Therefore the discussion has to be framed by reflective questions and planned activities designed to provide opportunities for dialogue stimulate co-creation of ideas. Potential reflective questions are provided in Appendix 2 of this guide and you will find suggested activities for the standard agenda for Dialogue Lab 1 in Appendix 3.

The choice of venue for the Dialogue Lab can contribute substantially to its success or failure. It is important to attach value and importance to the Dialogue Labs without making them too formal and intimidating. Where the Dialogue Labs are held sends a message about the value that is attached to them. Also, the room should be large enough to enable facilitators to move easy between the 4 or 5 tables of 6 people. There should also be space for the participants to move around during breaks to enable them to interact with different people through informal conversation.

Each person attending the Dialogue Lab should register using a Registration Form so consistent information can be collected about the participants across the countries. The Registration Form includes: name of participant; institution/organisation/agency; position; email address; interest in ITE and/or CPD and their level of knowledge of MOOCs (see Registration Form in Appendix 1).

All registration information should be collected before the participants leave the Dialogue Lab. Registration Forms can be completed electronically before the Dialogue Lab but only those who

actually attend should be included in the reporting form and any registration forms not completed beforehand must be completed on the day of the Dialogue Lab.

2.3 EXPECTATIONS OF DIALOGUE LAB

Information distributed before attending each Dialogue Lab

Information about what to expect at each Dialogue Lab should be distributed to the participants prior to attending the Lab. For example, the aims set for the Dialogue Lab should be sent to the participant. When several topics are being discussed such as key competences, formative assessment, creative thinking, personalised learning and teaching and collaboration the person who is going to represent an institution or organisation may not be responsible or have knowledge of all areas. The Dialogue Lab participant may wish to gather information from colleagues about the topics in which they do not have direct involvement. For example, some stakeholders may want to find out what approaches to developing creative thinking are underway already or encouraged. Prior knowledge of the topics of discussion will enable participants to have greater confidence about their contribution to the discussions and consequently increases the likelihood of interaction and meaningful dialogue.

The information sent out prior to the first Dialogue Lab should make clear that the expectation is that participants commit to engaging in all three Dialogue Labs.

Language for dialogue

The online courses will be offered in the 10 languages of the countries running the field trials. It is important that the choice of language for the Country Dialogue Labs enables all the participants to engage fully in the dialogue. This means it is appropriate for the Country Dialogue Labs to be conducted in the language most relevant to the country - for example, in Greek during the Country Dialogue Lab in Greece, in Portuguese during the Dialogue Lab in Portugal etc. However, the Reporting Templates for each Dialogue Lab should be completed in English to enable analysis and comparison.

Creating the context for dialogue

The Dialogue Labs are not meetings to only transmit and receive information rather they are opportunities to *interact* and *explore new approaches* to teacher education through sustainable dialogue about the ITE and CPD continuum. Creating a participative culture/community where everyone feels able to contribute and engage in open and meaningful discussion requires the development of trusting relationships. This means the participants need to be given different opportunities to interact with one another in structured conversations in 2s, 3s and table groups as well as in informal unstructured conversations during breaks. The structured conversations should be guided by reflective questions and supported by facilitators when the expectation is that the whole table group will interact.

The role of the facilitators is not to direct conversation but to guide the dialogue if necessary. For example the facilitators should:

- remind the participants of the focus of the discussion if they move off at a tangent

- pose reflective questions
- ensure everyone at the table has an opportunity to speak by encouraging people who have not spoken to share their thoughts
- remind people of the norms (see section below) agreed at the start of the Dialogue Lab (e.g. mobile phones on silent, active participation, all voices and experiences are important)
- invite participants to say more about the point they are making
- take notes but ensure that the table group agrees with the notes
- Sum up the notes taken at the end of the discussion to emphasise that the notes are expressing the views of the table group and not the facilitator's views.

It is important to send the message of active participation from the start of the Dialogue Lab. Factual information about the TEACH-UP Project, the aims of the Dialogue Labs and the MOOCs should be sent out to participants in advance and/or be available in print form on the day of the Lab. The welcome by a national TEACH-UP ambassador should be brief (no more than 5 minutes) and then the table group should have the opportunity to introduce themselves to a partner at the table first (to settle and feel comfortable talking). This should be no more than 4 minutes (approximately 2 minutes for each person to introduce themselves). This should be followed by 5 minutes when the participants introduce themselves to the other participants at their table. A simple structure for this activity should be given on a powerpoint slide:

- Pair up with the person sitting next to you (3 x pairs at each table) and introduce yourself to each other – name, organisation, interest in teacher education - 4 minutes)
- Take turns around the table group to introduce yourself briefly to everyone (name, organisation, expectations of the Dialogue Lab – 5 minutes).

It is necessary to keep the time short at the start so there is an immediate sense of energy and pace. If the introduction goes on too long then the conversations slowly fade and energy dissipates. The TEACH-UP ambassador has responsibility for time management and for starting and stopping the group discussions. It is helpful to have each activity set out on a powerpoint slide so people can listen to the instructions given for the structured discussions and read what they have to do if they have not fully understood the instructions given orally. A standard agenda for the first Dialogue Lab is set out in the next section which provides further activities.

Group Dynamics

People often prefer to sit beside people they already know. However, mixed tables with a range of different stakeholders enable people to share different perspectives about teacher education and offers potential for new thinking to emerge. A key role of the country TEACH-UP Ambassador is to mix people with different knowledge and experience. This requires gentle but clear direction to avoid the creation of imbalance in group dialogue. It is important for all participants to feel that their individual expertise and experience is valued. Creating a good atmosphere facilitates the development of valuable professional relationships. It is helpful to remind participants that in a group with a wide and varied experience differences in opinion may arise. An attitude of openness, combined with mutual respect can transform issues of difference into opportunities for new understanding and innovation.

The expectations around how people engage in meetings are different in different cultural settings within and across countries. However, it is important that every Lab promotes and enables dialogue. Some country partners will already have extensive experience in running Dialogue Labs while in other countries for the organisers and the participants it will be a very new way of engaging with each other. As creating a group dynamic that enables interaction between stakeholders is central to the aims of the Dialogue Labs some activities to mix stakeholders at the start and to enable participants to engage with as many people as possible throughout the day are provided in the Activity Box below.

An easy way to mix the stakeholders at the table is by preparing in advance - numbering the tables and putting the table number for each person on the badge they receive with their name on it when they register their arrival at the Dialogue Lab.

Three people should move from each table onto the next table after each break to enable people to work with different people and build community as a whole group. The same three people would move each time going from for example, from table 1 to table 2 after the morning break, from table 2 to table 3 after lunch, and from table 3 to table 4 following the afternoon break. Introductions (name and organisation/agency) should be made around the tables at the start of each move to ensure that the participants get to know as many people as possible to develop a sense of community and establish links and communication flows.

Norms should be agreed at the start of the Dialogue Lab in terms of ways of working together such as:

- all mobile phones on silent
- everyone commits to actively listening to one another and contributing to the discussion
- everyone present should have the opportunity to make their voice heard

2.4 FIRST DIALOGUE LAB – STANDARD AGENDA

There is no expectation that every Dialogue Lab will be the same. On the contrary each Dialogue Lab should take account of the context prevailing and the experience of the participants attending. However, in order to be able to compare the results and learn from each Dialogue Lab it is recommended that a Standard Agenda is used as the framework for planning and implementation. At country level the national TEACH-UP ambassadors may have experience in running similar dialogue activities and will be familiar with a range of appropriate activities that encourage and enable active participation of everyone present. However, for some TEACH-UP ambassadors this active dialogic approach of gathering multiple views from participants with a wide range of experiences and expertise (e.g. student-teachers, teachers, school leaders, researchers, inspectors, local authority officers, consultants, agency officials) may be new. For those new to the approach see Appendix 3 for suggested activities to accompany this agenda (to be organized over two-days).

- **Welcome to the Dialogue Lab** (each Ministry to nominate a TEACH-UP ambassador) - participants should be welcomed and thanked for attending the Dialogue Lab. The participants should be reminded of the importance of their participation and contribution to developing and implementing the MOOC. It should be explained that the tables have been arranged to enable as much cross-agency/institution dialogue as possible. They participants should also be told at the welcome stage that people will be asked to move around different tables so that

people get to know and hear about the work and ideas for teacher education from as many people as possible.

- **Participant Introduction** – participants are invited to introduce themselves to each other around the table. They should present their name, their organisation and the reason why they are interested in the development of a MOOC for teacher education (either initial or inservice).
- A short **Introduction to the TEACH-UP Project** should be given – a standard powerpoint will be provided as the basis for introduction to the project, the purpose, aims and guidelines for the implementation of the MOOC. The Standard powerpoint introduction means that all participants across the 10 different countries will be presented with the same information about the TEACH-UP Project. The powerpoint will finish with the purpose and aims of the Dialogue Labs.
- Establish **Norms for working together** (see section above for explanation)
- **Theme session 1 - Identify gaps in ITE and CPD provision in relation to the teachers' new roles and key competences.**
- **Feedback session 1**
- **Morning Break**
- **Theme session 2 Formative Assessment**
- **Feedback session 2**
- **Lunch break**
- **Themed session 3 Personalised Learning and Teaching and Collaboration**
- **Afternoon break**
- **Themed session 4 Creative thinking**
- **Evaluation and reporting** – revisit the aims and objectives of Dialogue Lab 1 to check progress in achieving them. Invite participant evaluation of Dialogue Lab 1. Explain reporting of each Lab and how the report will be used.
- **Next Steps** - preparation for Dialogue Lab 2
- **Thank all presenters and participants**

2.5 EVALUATION OF DIALOGUE LABS

Evaluation is important in all aspects of teaching and learning and the Dialogue Labs are no exception. The specific aims/objectives of each Dialogue Lab should be re-visited at the end of the Lab to find out how far they have been achieved. The evaluation process should provide answers to the following questions:

- Have the aims/objectives of the Dialogue Lab been achieved?
- What needs to be maintained or improved in the next Dialogue Lab?
- What specific actions need to be taken in the next Lab?

It is necessary to plan not only what to evaluate but how.

Evidence of participant evaluation can be collected via a short evaluation form to be completed by all participants at the end of the Dialogue Lab, from notes taken at the feedback sessions throughout the day, from facilitator notes from the Table groups and/or individual comments made by the participants.

Actions to be taken for the next Dialogue Lab should be specifically allocated to individuals to ensure they are planned and implemented. Information sent out prior to the next Lab or in the introduction to the next Dialogue Lab can indicate to the participants how helpful their evaluations were and what actions/innovations have been taken. This adds to all participants feeling their views matter.

2.6 REPORTING ON THE DIALOGUE LABS

There will be 3 data collection opportunities at the end of Dialogue 1, 2, and 3.

A two-page *Summary Report of the Country Dialogue Labs* will be produced by each of the 10 country partners and shared between all partners. The data from the Dialogue Labs will be collected using the *Dialogue Lab Reporting Template* (see Appendix 2) to complement the data-driven analysis at the core of the policy experimentation. The date, time and place of each Dialogue Lab should be recorded on the Dialogue Lab Reporting Template. The total number of people attending the Dialogue Lab should be recorded on the Dialogue Lab Reporting Template. The key points from each of the themes to be covered at the Dialogue Lab should be recorded along with any comments on the dialogic process or any other relevant aspects on the development of the MOOCs you wish to raise.

2.7 CROSS-COUNTRY DIALOGUE LABS

Discussions taking place in Country Dialogue Labs will be followed-up by Cross-country Dialogue Labs that draw together key points made across countries to enable comparative analysis, sharing of innovative and effective practices across countries that have potential to be adapted to suit different country contexts. The cross-country analysis will validate the feedback collected at the Dialogue Labs and agree on any changes to be made to the TEACH-UP Courses' Script Proposal and the Final TEACH-UP Courses' Script Proposal. The Cross-country Dialogue Labs will also contribute to the project report and recommendations.

2.8 CONTINUITY AND SUSTAINED COLLABORATION

All country partners should work towards ensuring that the Country Dialogue Labs continue independently beyond the lifetime of the TEACH-UP Project in order to continue discussion between stakeholders and align ITE and CPD better.

References

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Appendix 1 Standard Registration Form

TEACH-UP Logo Country Dialogue Lab 1 Date/Time Venue	
Title (Prof, Dr, Mr, Ms)	
First Name	
Surname	
Position (e.g. researcher, teacher, student teacher, school leader, consultant, parent)	
Institution/Agency/School	
Institution address	
Telephone number	
Email address (to subscribe to the TEACH- UP Newsletter):	
Any Dietary requirements	
Interest in the development of teacher education	
Knowledge/Experience of online courses (e.g. MOOC)	

Appendix 2 Suggested Reflective Questions

Suggested reflective questions collected from country representatives at the second TEACH-UP meeting in Brussels

- What are your expectations for teacher education?
- What are your views of formative assessment?
- What kind of new competences or set of skills do teachers need for new ways of working in schools?
- How does curriculum fit with new ways of working in schools?
- What are your views about personalised/differentiated learning?
- What is needed for a collaborative environment to be successful in your environment?
- How do spaces in school help/constrain creativity, collaboration and personalised learning?
- Is there a mechanism to upscale formative assessment?
- How can a collaborative classroom culture be created?

Appendix 3 Suggested Activities for Dialogue Lab 1 (to be organised over two days)

- **Welcome to the Dialogue Lab** (each Ministry to nominate a TEACH-UP ambassador) - participants should be welcomed and thanked for attending the Dialogue Lab. The participants should be reminded of the importance of their participation and contribution to developing and implementing the MOOC. It should be explained that the tables have been arranged to enable as much cross-agency/institution dialogue as possible. They participants should also be told at the welcome stage that people will be asked to move around different tables so that people get to know and hear about the work and ideas for teacher education from as many people as possible.
- **Participant Introduction** – participants are invited to introduce themselves to each other around the table. They should present their name, their organisation and the reason why they are interested in the development of a MOOC for teacher education (either initial or inservice).
- A short **Introduction to the TEACH-UP Project** presented– a standard powerpoint will be provided as the basis for introduction to the project, the purpose, aims and guidelines for the implementation of the MOOC. The Standard powerpoint introduction means that all participants across the 10 different countries will be presented with the same information about the TEACH-UP Project. The powerpoint will finish with the purpose and aims of the Dialogue Labs.
- Establish **Norms for working together** (see section above for explanation)
- **Theme session 1 - Identify gaps in ITE and CPD provision in relation to the teachers' new roles and key competences.** This can be done in 2 groups of 3 participants at a table first to enable in-depth dialogue, after 5 minutes they can be extended to discussion as a table group for 10 minutes supported by a facilitator who records the key points of the dialogue on Flip Chart Paper. The table group should spend 5 minutes revising what has been recorded and agree 4 main points they wish to feedback to the whole group. All members of the table group should cooperate and take responsibility for agreeing what is recorded even though one person is writing up the record. One person should be selected to provide the feedback from the table. The feedback points can be general or they can be specific to stages of teacher education such as initial teacher education, induction of newly qualified teachers and professional development of teachers.
- **Feedback session 1** – (10 minutes) the national TEACH-UP ambassador takes the feedback about the 3 main points from each table group. If another table has made the same point the table can say so and only add the points that have not already been raised. All flip chart papers should have the Table number recorded with their comments. At the end of this activity the flip chart papers from each group should be stuck on the wall. Everyone should be encouraged by the TEACH-UP ambassador to look at all the group papers during the coffee break.

- **Morning Break** - TEACH-UP ambassador explains arrangements for coffee/tea etc, encourages people to talk to someone they have not had the opportunity to meet and says clearly when the participants are expected to be back at their tables to start the next session. Informal dialogue is important in building community so the break should be 20 – 30 minutes.
- **Theme session 2 Formative Assessment** – Participants should return to the table they were sitting at prior to the break. Three participants at each table should be identified to move to the next table. The movement of the people has to be directed carefully by the TEACH-UP ambassador. Experience suggests that often experienced adult learners need more guidance in moving than young learners! Clear instructions are needed that indicate 3 people stay seated at each table and 3 people from each table move to the next table. For example,

Table 1 – 3 people move to table 2
Table 2 – 3 people move to table 3
Table 3 – 3 people move to table 4
Table 4 - 3 people move to table 5
Table 5 – 3 people move to table 1

The 3 people who remain at the table will be joined by 3 participants they did not work with during the first theme session. They table should take 2 minutes to ensure that everyone knows everyone around the table. Again this should be no more than 2 minutes to keep up the pace of the day.

A different approach should be brought to this themed session. The participants should work in pairs and record their experience/views about the role of formative assessment in learning and teaching. Notes should be recorded on an A4 paper. The participants should be given 6 minutes to do this. The participants should share their thoughts around the table group for 5 minutes.

The table group should then be asked to respond to reflective questions about formative assessment. For example,

What role does formative assessment have in improving learning and teaching?

How could the effective use of formative assessment be improved through teacher education?

The table group discussion should take place this time without a facilitator. The group's views and ideas should be recorded on a flip chart poster. They should have 10 minutes for this activity. At the end of 10 minutes the TEACH-UP ambassador should give the table groups 2 minutes to ensure they have recorded their views. The posters will then be circulated around the tables with each poster being at the table for only a few minutes. When each table receives a poster from another table they should:

- Review the points made
- Place a tick beside any points they agree with/aligned with their views

- Reflect on points that they did not have recorded on their own poster

After 2 – 3 minutes the TEACH-UP ambassador indicates that the posters are moving again to the next table and the process above starts again. This process should continue so all the posters have been circulated around and arrived back to the group that they belong to. This is a quick process with the posters being circulated at some speed. Time should be allowed for dialogue about each poster but it should be fast-paced with around 10 - 15 minutes in total for the dialogue about all the posters.

- **Feedback session 2** - The feedback from this themed session should be gathered by the TEACH-UP ambassador. He/she should invite comments from the table groups about the main points of agreement around the tables (i.e. which points had received the most ticks on all the posters suggesting broad agreement and importance for inclusion in the MOOC). Were there any surprises in the comments made about formative assessment? Were there any points on reflection that were not made on the posters that should now be added?
 - A facilitator for each table should conclude this session by asking each person at the table group to take two post-it notes of different colours. On for example, the yellow post-it to write one point about the importance of formative assessment. On for example, the orange post-it they should write any concerns they have about formative assessment. Two charts should be prepared (one headed importance of formative assessment, the other headed concerns about formative assessment). The participants should be asked to stick their post-notes on the relevant posters.
- **Lunch break**
- **Themed session 3 Personalised Learning and Teaching and Collaboration –** Three people move to the table and same three people stay at their original table.
 - This session could start with two short presentations from teachers (e.g. one primary, one secondary teacher about their views on personalised learning). The presentations could be no more than 5 minutes each with opportunities for questions.
- **Afternoon break**
- **Themed session 4 Creative Thinking –**
 - This session could start with a short presentation by the country TEACH-UP Ambassador drawing on the TEACH-UP Review of the Literature on creativity focusing on definitions and a range of practical examples to stimulate dialogue around the tables.

- **Evaluation and reporting** – revisit the aims and objectives of Dialogue Lab 1 to check progress in achieving them. Invite participant evaluation of Dialogue Lab 1. Explain reporting of each Lab and how the report will be used.
- **Next Steps** - preparation for Dialogue Lab 2. Remind everyone of the date of the second Dialogue Lab and remind everyone of the importance of continuity of the participants in all three Labs. Emphasise the focus for the next Dialogue Lab will be implementation.
- **Thank all the presenters and participants for their participation.**
- **Continuity and sustained collaboration** - all country partners should work towards ensuring that the Country Dialogue Labs continue independently beyond the lifetime of the TEACH-UP Project in order to continue discussion between stakeholders and align ITE and CPD better.

Appendix 4 Standard Report Template for Dialogue Lab 1

TEACH-UP Logo Country Dialogue Lab 1 Date/Time Venue Country	
Name(s) of country TEACH-UP Ambassador(s)	
Total number of participants	
Break-down of positions of those attending: (list those present in box opposite and the number attending e.g. 2 student teachers, 2 teachers, 1 school leaders, 3 agency officials etc	
Main points from discussion and feedback of Theme 1 - Identify gaps in ITE and CPD provision in relation to the teachers' new roles and key competences.	
Main points from discussion and feedback of Theme 2 - Formative Assessment	
Main points from discussion and feedback of Theme 3 - Personalised Learning and Teaching and Collaboration	

Main points from discussion and feedback of Theme 4 – Creative Thinking	
Comments about the Dialogue Lab Process	
Main comments from the Participant Evaluation of the Dialogue Lab	
Any other comments you wish to add	