



# Guidelines for the 3rd Country Dialogue Lab

*3<sup>rd</sup> edition*

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# 1 PURPOSE OF THE THIRD SET OF GUIDELINES

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The purpose of this third set of Guidelines is to support the design, implementation and evaluation of the 3<sup>rd</sup> and final Country Dialogue Lab (CDL) in the series of three. This third CDL should build on the dialogue from the 1<sup>st</sup> and 2<sup>nd</sup> CDLs. **It is important to connect to what has gone before to give all the participants a sense of development in thinking across the series of three Country Dialogue Labs. This is also important to send a message about the emphasis on ongoing dialogue and the importance of listening to the voices of all the participants.** A Dialogue Lab is different from listening to presentations. It is about valuing the interaction and dialogue between all the participants in moving thinking about teacher education forward. The CDLs are designed to give all the participants the opportunity to speak and to share their views and ideas about the topics under discussion in the Teach-UP Project. This means, it is as important in this 3<sup>rd</sup> CDL that all participants are actively engaged in thinking and discussion.

As was the case in the Guidelines already published for the CDL in Year 1 and Year 2 of the Teach-UP Project this 3<sup>rd</sup> set of Guidelines is designed to enable and **ensure consistency** in approach across all the participating countries responsible for running the 3rd Dialogue Lab. Just as expected in the previous CDL it is likely that there will be some differences in the outcomes of the 3rd Dialogue Lab across the partner countries however, it is emphasised that **the approaches for implementing and evaluating the 3rd Lab should be 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.

**The importance of social interaction in relation to learning remains fundamental to the CDL. It is what underpins the purpose of the CDL in Teach-UP.** The plan of activity for this CDL is designed to give the participants maximum opportunities to hear from multiple voices rather than listening passively to the voices of a few.

## 2 AIMS

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### 2.1 THE AIMS OF THE 3RD CDL

To discuss:

- the outcomes of the 2<sup>nd</sup> CDLs and the findings from the 2<sup>nd</sup> Cross-country Dialogue Lab report
- the overall research results of the field trials
- a sustainability strategy for the use and further development of the Teach UP project outputs (*online courses, tutoring model*) in your own country
- a sustainability strategy for the dialogue process initiated by the CDLs concerning future Dialogue Labs to develop teacher education and other education issues.

## 3 PLANNING FOR THE 3<sup>RD</sup> CDL

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### 3.1 PARTICIPANTS OF THE 3<sup>RD</sup> CDL

The participants who were invited to the first two CDL should once again be invited to attend the 3<sup>rd</sup> CDL. All participants should be reminded that the aim from the outset was for everyone to participate in **all three CDLs** to ensure continuity in communication and to strengthen the feeling of being part of an established community of stakeholders working together to reflect on and develop teacher education. Some of the reports from the 2<sup>nd</sup> CDL indicated that not everyone from the 1<sup>st</sup> CDL attended. It is important to encourage as many of the original group to attend. In the Section 3.4, the emphasis is on sending out information prior to the 3<sup>rd</sup> CDL to keep in communication with them and encourage ongoing participation.

Additionally, other participants may be invited to the 3<sup>rd</sup> CDL **if they are relevant to taking forward the outcomes and outputs of the project**. For example, if there are specific people/representatives of organisations who can continue the implementation of the online courses and the tutoring model they could be invited, e.g. training providers of online courses. A key focus of the 3<sup>rd</sup> CDL is sustainability of the work of the group including the courses. Planning for sustainability is necessary including discussion and identification of next steps. Any additional participants who have not attended any of the previous CDL should be clear that they are joining the 3<sup>rd</sup> CDL **as participants** and will be involved in the table discussion throughout the duration of the whole CDL. **They should not be invited to only make a presentation without engagement with the other participants in discussion. This is important to uphold the purpose of a dialogue lab and for the sustainability of the group and the project outcomes.** Also be aware of maintaining continuity so the number of people who are attending for the first time should not disrupt the feeling of continuity of the CDLs for all the participants who have attended the previous labs. In other words, the balance should remain the majority of participants have attended all the CDLs.

As in the previous CDLs the participants should be seated around tables of 6 people. This enables discussion in 2s, in 3s and as a table group of 6 people. Each phase of discussion during the 3<sup>rd</sup> CDL will be framed by reflective questions to support dialogue. You will find the suggested activities and questions in the Standard Agenda.

Each person attending the CDL should register using the **Registration Form** that is compatible with the General Data Protection Regulation provided by EUN (Registration Form is in Appendix 1). All registration information should be collected using the template when the participants arrive at the 3<sup>rd</sup> CDL so consistent information is collected about the participants across the countries. Remember that only those who register their attendance should be included in the total number of participants reported in in the Reporting Template.

Some participants of the CDLs may subsequently be invited to the final TEACHUP event in Brussels (*e.g. because they already use the project results in their own context*) and fluent in English.

### 3.2 DURATION OF THE 3<sup>RD</sup> CDL

Following the reflection discussions about the CDLs at the last Partner Meeting in Brussels there was a general request for the 3<sup>rd</sup> CDL to be organised over two days. You may choose to do this, as it will allow more time for interaction and dialogue between participants. However, as the Briefing Note indicated your decision to hold the 3<sup>rd</sup> CDL for 2 days rather than 1 day depends on having enough remaining budget available in the specific budget line ('Other costs') to do so.

### 3.3 VENUE

From your experience of running the first two CDLs you will be well aware of the importance of the choice of venue. What we know from the analysis of the Reports from the partners after the 1<sup>st</sup> and 2<sup>nd</sup> CDLs is:

- The choice of venue contributes to the success of the CDL
- Tables of 6 people are optimum for different sorts of dialogue to happen (in 2s, 3, 6s)
- Round tables are better than square or rectangular tables for communication
- Space to move around is conducive to enabling dialogue between participants. This includes sufficient space to move easily from table to table and also sufficient space to move around and talk to one another during breaks
- A buffet-style lunch enables people to continue to engage with various people and extend the dialogue

### 3.4 PRIOR TO THE 3<sup>RD</sup> CDL

It is important to make a connection to 2<sup>nd</sup> CDLs and to provide feedback about actions that have been taken as a follow-up to the previous dialogue. To do this information will be provided by EUN about the cross-analysis of the Country Reports. This information will be sent out to the participants in advance of the 3<sup>rd</sup> CDL. There will also be time allocated at the start of the 3<sup>rd</sup> CDL to discuss the reports of the CDL in different countries (see the Standard Agenda). This will support feelings of connection to the international policy experimentation, and it signals the value placed on what is said in the dialogues in each country. **You will be provided with a short PowerPoint presentation to use at the 3<sup>rd</sup> CDL to stimulate discussion about the findings of the 2<sup>nd</sup> Cross-Country Dialogue Report.**

One of the aims of the 3<sup>rd</sup> CDL is to discuss the results from the research. To avoid long presentations at the CDL, information provided by EUN about the results should be sent out to the participants prior to the attending the Lab. This will give the participants time to read about the results so they will come to the Lab better prepared for the table discussions about the results. **You will be provided with a PowerPoint presentation to use at the 3<sup>rd</sup> CDL with a summary of the overall TeachUP Policy Experimentation research results.**

The PowerPoint presentations to be used at the 3<sup>rd</sup> CDL will be shared with you at a Partner Meeting in Brussels prior to the 3<sup>rd</sup> CDL. **This will enable discussion and we will also plan together how the PowerPoint presentations will be used to facilitate dialogue with the participants at the 3<sup>rd</sup> CDL.**

In summary you will receive a package of materials from EUN to send to out to participants prior to the 3<sup>rd</sup> CDL. This package will include:

1. A short document detailing the findings of the 2<sup>nd</sup> Cross-Country Dialogue Report.
2. A short document presenting the overall research results of the Teach-UP experimentation.

3. Two newsletters (issue 2 from May 2019, already available, and issue 3 which will be produced in October 2019).

## 4 IMPLEMENTATION OF THE 3<sup>RD</sup> CDL

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### 4.1 CREATING THE CONTEXT FOR DIALOGUE

Once again it was clear from the feedback in the Country Dialogue Reports that **working in collaboration and engaging in co-construction is not a way of working that is familiar to everyone**. This comment applied to policy-makers, teachers and students. This means the facilitators of the CLDs have a key role in supporting people to feel comfortable in interaction, collaboration and co-construction. They should be aware of encouraging people who are not at ease with sharing their views. The structure of the CLD is designed purposively to give participants different opportunities to interact with one another in structured conversations in 2s, 3s and table groups of 6 people, as well as in informal unstructured conversations during breaks. The structured conversations should be guided by the reflective questions and supported by the facilitators when the expectation is that the whole table group will interact. **The facilitator should pay particular attention to ensuring that all participants are included in the dialogue.**

**A reminder** - the role of the facilitators is not to direct conversation but to guide the dialogue. A list of the facilitator's tasks was provided in the Guidelines for the 2<sup>nd</sup> CDL. The facilitator should be reminded about the tasks they are expected to fulfil.

**Start of the 3<sup>rd</sup> CDL:** it is important to send the message of **active participation** throughout the Dialogue Lab. This means it is important not to start the day with a long period of the participants sitting listening to a presentation without an opportunity for dialogue between them. The presentation of feedback from the 2<sup>nd</sup> Dialogue Lab should be kept short by using the PowerPoint sent by EUN. All the participants should have time at their tables to discuss the 2<sup>nd</sup> Cross-Country Report.

As in previous CDL, the participants should be seat at the tables with a range of different stakeholders to enable people to share different perspectives about teacher education. The variation in participants at each table 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, including placing people who are at the 3<sup>rd</sup> CDL for the first time at different tables.** This requires 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 and trusting professional relationships. These characteristics are fundamental to the sustainability of the CDLs. It is helpful to remind participants in a group with wide and varied experiences that differences in opinion are likely to arise. An attitude of openness, combined with mutual respect can transform issues of difference into opportunities for new understanding and innovation.

As before, plan the mix of participants at the tables 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. Remind the participants at the start of the CDL that they

will be moving around tables so they understand that this is part of the design of the Dialogue Lab. In this way it will not come as a surprise, **particularly for any new members** when people are asked to move.

As before, 3 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. Remember the same 3 people would move each time, for example, going 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. The move of 3 people to the next table is best carried out after each break (i.e. a coffee or lunch break) so time is not lost from the agenda. It is suggested before each break you remind the 3 people who are going to move which table they will move to after the break. Check 3 people from each table have moved on when they return from the break.

As a way of saving time it is tempting to focus only on table group discussions with 6 people but as previously explained different people have different preferences when it comes to engaging in dialogue. Therefore, during the Dialogue Lab the activities should include working in 2s, in 3s and as a table group of 6 people. **This is about showing understanding of personalising learning by incorporating different ways of working to accommodate different individual preferences.**

**Re-visit the norms** agreed at the start of the 3<sup>rd</sup> CDL about the ways of working together such as:

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

These norms for the way of working can be introduced orally or put on a PowerPoint slide.

## 5 STANDARD AGENDA FOR 3<sup>RD</sup> CDL

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Each Dialogue Lab should take account of the context prevailing and the experience of the participants attending. However, to be able to compare the results the Standard Agenda should be used as the framework for planning and implementation of all CDLs. 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. The Standard Agenda is based on the 3<sup>rd</sup> CDL being over 2 days.

## CLD Day 1

Arrival in the morning

Lunch (Optional provision of lunch if budget allows)

- **Welcome to the Dialogue Lab** - the national TEACH-UP Ambassador should be brief in their welcome to participants (**no more than 5 minutes**). The participants should be reminded of the importance of their participation and thanked for their contribution to the development and implementation of the online courses. A particular welcome to anyone attending for the first time should be made. Participants should be reminded that the tables and activities have been arranged to enable as much cross-agency/cross-institution dialogue as possible. The participants should also be reminded at the welcome stage that people will be asked to move around different tables to hear from and discuss different views with as many people as possible.
- **Participant Introduction** – as this is the 3<sup>rd</sup> Dialogue Lab you will be more aware of how people interact with others which will help you make decisions how to arrange the participants at the tables for the first activity. **Any new members, who are attending for the first time should be placed at different tables.** As before the table group should have the opportunity to introduce themselves as there may be people at the table who they did not interact with directly at the previous CDLs. This introduction to others in the table group should take no more than 5 minutes. It may be even shorter this time as most people will now know each other.

The participants should introduce themselves to each other around the table. They should present their name, their organisation and share what they thought was the most useful learning point for them from the previous Dialogue Labs. If they are a new participant, they should share the reason why they are interested in the development of online courses for teacher education (either initial or in-service).

- **Revisit norms for working together** – use a PowerPoint slide with the norms agreed for participation at the previous Dialogue Labs and invite the participants to agree with them and suggest amendments or additions for the 3<sup>rd</sup> Dialogue Lab.
- **Aims of the 3<sup>rd</sup> Dialogue Lab** - prepare a PowerPoint slide with the aims of the 3<sup>rd</sup> CDL (the aims are set out on page 1 of these Guidelines. Use the PowerPoint slide to provide the overview of the purpose of the 3<sup>rd</sup> CDL and to lead into the first activity.
- **Activity 1: Discussion of Feedback from the 2<sup>nd</sup> Cross-Country Dialogue Lab Report** - the Standard PowerPoint on the Feedback drawn from the Cross-country Report on the Dialogue Labs prepared by EUN should be used at the 3<sup>rd</sup> CDL to introduce the feedback. The Standard PowerPoint introduction means that all participants across the 10 different countries will be presented with the same feedback from the 2<sup>nd</sup> Dialogue Labs. Follow the activity in the Standard Agenda to enable the participants to discuss the feedback from the 2<sup>nd</sup> Cross-Country Dialogue Lab Report at their table groups. The participants should be invited to share any

comments or surprises about the feedback from the Cross-country Dialogue Lab Report presented in the PowerPoint or the summary information they received about the feedback prior to attending the 3<sup>rd</sup> CDL with other participants at their table group.

- **Feedback from Activity 1** – Feedback of views and comments about the 2<sup>nd</sup> Cross-Country Dialogue Lab Report (2 main points only agreed by the table group) to be taken from the tables by the Teach-UP Ambassador/Facilitator in a plenary session. Each table asked for 2 main points. **Record any points that are raised by the participants about the feedback. The points recorded should be included in your report of the 3<sup>rd</sup> CDL.**

### TeachUP Policy Experimentation Results

EUN will provide a short document summarising the results which should be sent to the participants prior to the CDL. This is important as the participants will be more ready for dialogue if they already have a sense of the results. EUN will also provide a PowerPoint with the results for you to use during this activity. Reflective questions should be used to structure the discussion of the results in this activity (See detailed Standard Agenda in Appendix 2 for the Reflective questions).

- **Activity 2: Discussion of the findings regarding the IMPLEMENTATION of the tutoring model for the online courses, for Initial Teacher Education and teachers' Continuous Professional Development** – This activity is designed to provide participants with an opportunity to discuss the results of the policy experimentation and possible explanations for the results in relation to their own national context. **The specific focus of this activity is on the implementation of the tutoring model. It will be necessary for the facilitators to keep the focus of the dialogue at the tables on the challenges and opportunities** of the implementation of the tutoring model rather than on the impact of the tutor on participation – that will be discussed in Activity 3.

**See the detailed Standard Agenda in Appendix 2 for the Reflective Questions which all partner countries should use during the 3<sup>rd</sup> CDL and the activities related to Activity 2.**

- **Feedback from Activity 2** – Feedback of views and comments from the table groups about the IMPLEMENTATION of the tutoring model. What has been learned? What could be changed and improved?
- **Break**
- **Activity 3: Discussion of the findings regarding the conditions for achieving high retention rates on online professional development courses for teachers.** This activity is about the EVALUATION of the tutoring model and how it impacted on COURSE PARTICIPATION. For example, the effect of tutoring on achieving high retention rates on online professional development courses for teachers. The aim of this activity is to focus on the way the tutoring effected course participation.

**See the detailed Standard Agenda in Appendix 2 for the Reflective Questions which all partner countries should use during the 3<sup>rd</sup> CDL and the activities related to Activity 3.**

- **Feedback from Activity 3 – Feedback of views and comments from the table groups about the EVALUATION of the tutoring model on COURSE PARTICIPATION, particularly how it impacted on achieving high retention rates on online professional development courses for teachers. What has been learned? What could be changed and improved?**
- **Activity 4: Discussion of the findings regarding the conditions under which peer assessment can be reliably used in online teacher education, building and recognising teachers' capacities as reflective and networked practitioners.** The focus of this activity is still on the EVALUATION of the tutoring model; however, this activity is particularly aimed at discussing the effect of the tutor on peer-assessment and self-regulated learning online.

**See the detailed Standard Agenda in Appendix 2 for the Reflective Questions which all partner countries should use during the 3<sup>rd</sup> CDL and the activities related to Activity 4.**

- **Feedback from Activity 4 – Feedback of views and comments from the table groups about the impact of the tutoring model on peer assessment and on teachers' self-regulated online learning.** What has been learned about the conditions under which peer assessment can be reliably used in online teacher education, building and recognising teachers' capacities as reflective and networked practitioners.
- **End of Day 1**

Dinner (if budget allows)

#### CLD Day 2

- **Welcome to Day 2. Short introduction summarising what happened the day before and outlining the sessions for today. This should be a brief session led by the TeachUp Ambassador. The focus for today is on how what has been learned about the tutoring model to support the online professional development of teachers can be used within your country to implement and further improve provision and outcomes from online courses. It is also about how the CDL model can be sustained in future.**
- **Activity 5: Discussion about the sustainability strategy for project outputs (*online courses, tutoring model*) in each country.** Starting from a general mapping of possibilities to exploit project results, facilitated discussion should enable the participants to offer suggestions about how stakeholders could envisage using the project results in their own context. This discussion should include for example the nature of follow-up measures, how to mainstream measures, how to enrich/localize the content of the course, adapt the instructional designs.
- **Feedback from Activity 5: Feedback of views and comments from the table groups about the sustainability strategy for project outputs**
- **Activity 6: Discussion about how to sustain the dialogue initiated by the CDLs at country-level.** This dialogue could be continued face-to-face Dialogue Labs via an online community or a combination of both.

- **Evaluation and reporting** – revisit the aims of CLD 3 (Put PowerPoint slide of 3<sup>rd</sup> Dialogue Lab back up on the screen) to check progress in achieving them (this emphasises formative assessment by enabling the participants to evaluate progress). Invite participant evaluation of CLD 3. Explain reporting and how the report will be used.
- **Next Steps** – to the continue the dialogue and plan for 4<sup>th</sup> CDL beyond the TeachUp Project. Summarise the action points and what will happen next.
- **Thank all presenters and participants for their contribution to the dialogue and remind them this is not the end of the dialogue labs and the you will be in touch regarding the next steps agreed.**

## 5.1 REPORTING ON 3<sup>RD</sup> COUNTRY DIALOGUE LABS

It is necessary to submit a report on the 3rd CDL using a similar reporting process as the 2<sup>nd</sup> CDL. Different approaches were taken to the reporting process in the previous 2 CDLs. The main point is that you provide:

- essential information as required by the reporting template guide
- information about the achievement of the aims of the 3rd Dialogue Lab and about how successful the dialogic approach was across all three CDLs
- suggested actions to sustain CDL between stakeholders in teacher education in future.

Evaluation is important in all aspects of teaching and learning and the CDLs are no exception. The specific aims of the 3rd CDL should be re-visited at the end of the Lab to find out if the participants think they have been achieved. The evaluation process should provide answers to the following questions:

- Have the aims of the 3<sup>rd</sup> Dialogue Lab been achieved?
- What are your views about the results of the policy experimentation? This should report on the feedback from Activities 2, 3 and 4 in some detail.
- What are you comments about how the courses and materials development should be sustained in future?
- Now you have participated in the CDL what are your views about them – as a process what are their successes and what are their challenges?
- What specific actions need to be taken now to sustain dialogue between the different sectors in education and sustain CDLs between different stakeholders of teacher education?

Evidence of participant evaluation should be collected via a short evaluation form to be completed by all participants at the end of the CDL.

A **Report of the 3rd CDL** should be produced by each of the 10 country partners and shared between all partners. The data from the CDL will be collected using the *Dialogue Lab Reporting Template* (see Appendix 3) to complement the data-driven analysis at the core of the policy experimentation. The date, time and place of the 3rd CDL should be recorded on the Dialogue Lab Reporting Template. The

total number of people attending the 3<sup>rd</sup> CDL should also be recorded. The key points from each of the themes to be covered should be recorded along with any comments on the dialogic process or any other relevant aspects you wish to raise.

#### Cross-country Dialogue Labs

The reports of the discussions at each Country Dialogue Labs will be analysed and feed into the policy experimentation report. The Country Dialogue Lab Reports will also contribute to the TEACH-UP recommendations.

## APPENDIX 1

### REGISTRATION FORM (GDPR-COMPLIANT)

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**Important note:** to be compliant with the EU's General Data Protection Regulation, the registration form must be accompanied by the privacy notice.

<b>Teach-UP logo</b> <b>Country Dialogue Lab 3</b> <b>Date/Time</b> <b>Venue</b>	
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	
Any other comment	

**PRIVACY NOTICE (MUST ACCOMPANY THE REGISTRATION FORM)**

1. This Privacy Notice concerns the 2<sup>nd</sup> Country Dialogue Lab to take place on the YYYY (INSERT DATE OF CDL). The event is organized by YYYY (INSERT NAME OF “the organizers”) on behalf of the European Commission and the Executive Agency for Education, Audio Visual and Culture. This Privacy Notice sets out our obligations under the General Data Protection Regulation (GDPR).
2. In order to register for the event, we may use a third-party processor, XXXXX (NAME OF 3<sup>rd</sup> PARTY) and this processing may be covered by its own privacy statement which can be viewed at XXXX (PROVIDE LINK TO 3<sup>rd</sup> PARTY’S OWN PRIVACY NOTICE  
**If you do not use a third-party to organise the CDL, then you can remove Paragraph 2.**
3. The personal data that we obtain on registration, will be used for the management and organisation of the event including sending you information about activities and material related to it. Your data is secure. Some of the data may be used to prepare electronic participant lists and mailing lists. Once the event is complete, the organizers may keep a limited data set (name, organization, contact addresses) specifically for the purpose of sharing, with you, further information in relation to our events in the future. Your personal data, including your email address, provided by you for registration, will be maintained electronically by the organizers until February 2020 which is the end of the TeachUP Policy Experimentation.
4. You may contact us at any time to request us to amend your personal data, delete it or have us confirm what personal data we are holding on you (subject access request). If you do send us such a request, we may ask further information from you (for example, copy of ID card or passport), for us to be able to check your identity.
5. Please note that photographs and/or video may be taken during the event. These images may be reproduced in formats including printed publications, videos and online materials, produced by the Teach-UP project, the European Commission and its agencies and the organizers. Your photos may be used for the purposes of informing the general public or the education sector about the EU education programmes. Your photos will not be kept for a period longer than 2 years after the event. You may contact us at any time (see e-mail detailed below) to withdraw your consent to the use of your photos but this will not affect the photos included in materials that have already been published.
6. By ticking the box below, you indicate that you agree with the terms of our privacy notice and accept that the organizers may use your personal data and your photographs in the way that we have described in this notice.
7. If you have any questions about this Privacy Notice, you may contact us at:

Via e-mail:

Data controller:

Via Post:

Data Controller/Internal auditor

Via Telephone:

(Please add in the details of your data controller/internal auditor responsible for GDPR compliance.)

8. If you feel that we have infringed your rights under the GDPR, you make an official complaint to the data protection authorities in your Member State:

(Please add below the name and address of your data protection authority.)

## APPENDIX 2 SUGGESTED ACTIVITIES FOR 3RD DIALOGUE LAB

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### Day One

Arrival in the morning

Lunch (Optional provision of lunch if budget allows)

- **Welcome to the Dialogue Lab** - the national TEACH-UP Ambassador should be brief in their welcome to participants (**no more than 5 minutes**). The participants should be reminded of the importance of their participation and thanked for their contribution to the development and implementation of the online courses. Anyone attending for the first time should be welcomed specifically. Participants should be reminded that the tables and activities have been arranged to enable as much cross-agency/cross-institution dialogue as possible. **The participants should also be reminded at the welcome stage that people will be asked to move around different tables to hear from and discuss different views with as many people as possible.**
- **Participant Introduction** – as this is the 3<sup>rd</sup> Dialogue Lab you will be more aware of how people interact with others which will help you make decisions how to arrange the participants at the tables for the first activity. **Any new members, who are attending for the first time should be placed at different tables.** As before the table group should have the opportunity to introduce themselves as there may be people at the table who they did not interact with directly at the previous CDLs. This introduction to others in the table group should take **no more than 5 minutes**. It may be even shorter this time as most people will now know each other.

The participants should introduce themselves to each other around the table. They should present their name, their organisation and share what they thought was the most useful learning point for them from the previous Dialogue Labs. If they are a new participant, they should share the reason why they are interested in the development of online courses for teacher education (either initial or in-service). **The person who is overseeing the implementation of the 3<sup>rd</sup> CDL should watch the tables to see when most of the tables have completed their introductions. It is important that the pace of the day should be set from the beginning. Do not let the conversation drift beyond introductions at this stage.**

- **Revisit norms for working together** – use a PowerPoint slide with the norms agreed for participation at the previous CDLs and invite the participants to agree with them and ask them to suggest amendments or additions for the 3rd Dialogue Lab. Pay particular attention to mobile phone use. They should be on silent. While it is understood that people all have busy agendas emphasis should be placed on not taking phone calls until the breaks. People leaving the tables to take phone calls disrupts the dialogue around the table and disturbs the aim of bringing together multiple voices.

- **Aims of the 3<sup>rd</sup> Dialogue Lab** - prepare a PowerPoint slide with the aims of the 3<sup>rd</sup> CDL (the aims are set out on page 1 of these Guidelines. Use the PowerPoint slide to provide the overview of the purpose of the 3<sup>rd</sup> CDL and to lead into the first activity.
- **Activity 1: Discussion and reflection on the feedback from the 2<sup>nd</sup> Cross-Country Dialogue Lab Report** - The Standard PowerPoint on the Feedback drawn from the Cross-country Report on the Dialogue Labs, prepared by EUN, should be used at the 3<sup>rd</sup> CDL to introduce the feedback. The Standard PowerPoint introduction means that all participants across the 10 different countries will be presented with the same feedback from the 2<sup>nd</sup> Dialogue Labs.

**The participants should then be invited to share any comments or surprises about the feedback presented in the PowerPoint Summary of Cross-country Report of the 2<sup>nd</sup> CDL.** This should be done in 2 groups of 3 participants at a table to enable people to immediately engage in dialogue in a smaller group of 3 people, **after 5 minutes** they can be invited to discuss the Cross-country Feedback as a table group for a further **5 - 10 minutes** supported by a facilitator who records the key points of the dialogue on Flip Chart Paper. The focus of the discussion should be on **any surprises** about the Cross-country feedback, from the 2<sup>nd</sup> Country Dialogue lab and **anything they would add themselves now they have reflected on the 2<sup>nd</sup> Country Dialogue Lab.** They should be encouraged to consider similarities/differences from their own CDL compared to the overall Cross-country Report of all the CDLs in the 10 partner countries. The table group should agree 2 main points they wish to feedback to the whole group. The facilitator should encourage all members of the table group to engage in discussion 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. It is better if it is someone other than the facilitator. Each time feedback is presented throughout the day a different person should be encouraged to give the feedback on behalf of the table group.

- **Feedback from Activity 1** – Feedback of views and comments about the 2<sup>nd</sup> Cross-Country Dialogue Lab Report (2 main points only agreed by the table group) to be taken from the tables by the Teach-UP Ambassador/Facilitator in a plenary session (**6 – 10mins in total – approximately 1 minute per table to take 2 main points only**). This is a short feedback session which must signal to the nominated person from the table group they need to be succinct. The focus should be on surprises and any further reflections on 2<sup>nd</sup> Country Dialogue Lab. It is not about opening up further discussion at this stage about the courses or the tutoring model or the results as that will come later. Each table should be asked to stick to providing 2 main points. **Record the points that are raised by the participants about the feedback from Cross-country Report of the 2<sup>nd</sup> CDL. The points recorded should be included in your report of the 3<sup>rd</sup> CDL.**

**Do not move people to a different table at the end of this activity. People should move after Activity 2 is completed.**

## The results of the policy experimentation

The next set of activities (Activities 2, 3 and 4) are designed to provide participants with an opportunity to discuss the results of the policy experimentation and possible explanations for the results in relation to their own national context. EUN will provide a short document summarising the results which should be sent to the participants prior to the CDL. This is important as the participants will be more ready for dialogue if they already have a sense of the results. EUN will also provide a PowerPoint with the results for you to use during this activity. This is structured in such a way to provide the results relevant to each of the following 3 activities. The reflective questions outlined below should be used to guide the discussion of the results in each of the results three activities.

- **Activity 2: Discussion of the findings regarding the IMPLEMENTATION of the tutoring model for the online courses, for Initial Teacher Education and teachers' Continuous Professional Development – The specific focus of this activity is on the implementation of the tutoring model. It will be necessary for the facilitators to keep the focus of the dialogue at the tables on the challenges and opportunities of the implementation of the tutoring model rather than on the impact of the tutor on participation – that will be discussed in Activity 3. Also, the facilitator should encourage the table group participants to discuss the findings bearing in mind the country context and any surprises in the findings or anything in particular they have learned that will change policy or practice in future.**

### The Reflective Questions to structure the dialogue in Activity 2 are:

- i. How did the implementation of the tutoring model used in the policy experimentation work? What were the challenges and opportunities in the way it was implemented?
- ii. Did the way the targeting by the tutor was implemented reach the teachers most in need of support? How else might the tutoring model have been implemented to reach those teachers most in need of support?
- iii. Considering the results of the comparison between the static versus the dynamic tutor interventions implemented what have you learned about the implementation of the tutoring model?

These are all important questions to discuss and the aim is to enable as many views as possible to be shared. Different tables should be asked to start by discussing different questions to ensure that each question is discussed thoroughly by at least two tables:

Tables 1 and 2 should begin Activity 2 discussing Question i.

Tables 3 and 4 should begin Activity 2 discussing Question ii.

Tables 5 and 6 should begin Activity 2 discussing Question iii.

The participants should be given the opportunity to discuss their table's designated question in **3s for 5 mins** then they should share their thoughts on the question **as a table group of 6 for 10 mins** adding anything further as a whole group.

The facilitator should record the key points of the dialogue on Flip Chart Paper. The table group should spend **5 minutes** revising what has been recorded and agree the 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.

Once they have agreed what they wish to record on flip chart paper regarding their designated question the facilitator invite the table group to discuss the other questions for 5 minutes.

- **Feedback from Activity 2 – Feedback of views and comments from the table groups about the IMPLEMENTATION of the tutoring model. What has been learned? What could be changed and improved?** Feedback taken in a plenary from each table. A different person (to the person who gave the feedback in Activity 1 should provide feedback from their table group about their views about the IMPLEMENTATION of the tutoring model. Again the person feeding back should be succinct and the comments made should be recorded either by collecting the flip chart from each table clearly marked as Feedback to Activity and the table number on the flip chart poster or scripting the feedback on a poster centrally as the table groups each give their feedback.

**After the end of this activity remind the participants that 3 people from the table will be moving to the next table when they return after the break. This gives the participants the opportunity to clear their table and any notes made so they are not lost.** Three people will stay at the same table and 3 people move to the next. The 3 people who stay at the table will stay at that table for the whole CDL.

The first time 3 people move onto the next time is always confusing (even when they have done it at two previous CDLs. Clear instructions are needed to 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 6

Table 6 – 3 people move to table 1.

- **Break** - The TEACH-UP ambassador should explain the arrangements for coffee/tea etc, encourages people to talk to someone they have not had the opportunity to speak to and informs the participants when they 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.

**After the break the National Ambassador for the CLD should check to make sure that 3 people have moved to the next table.**

The next section of the PowerPoint presentation of the results relating to evaluation of the tutoring model and how it impacted on course participation should be shown.

- **Activity 3: Discussion of the findings regarding the conditions for achieving high retention rates on online professional development courses for teachers.** This activity is about the **EVALUATION of the tutoring model and how it impacted on COURSE PARTICIPATION. For example, the effect of tutoring on achieving high retention rates on online professional development courses for teachers.** The aim of this activity is to focus on the way the tutoring effected course participation.

**The Reflective Questions for Activity 3 are:**

- i. What have you learned from the results of tutoring model on the teachers' starting rates on the courses? What are your views about how the tutoring received the first time impacted on participation patterns? Are there context specific reasons to consider regarding the results?
- ii. What have you learned from the results about the impact of the tutoring model on completion rates by courses and overall (i.e. does tutoring increase the probability of completing each course? Or at least one course? Or the number of courses completed?)
- iii. What have you learned from the results about the conditions for achieving high retention rates on online professional development courses for teachers? In your country context what are your views about the effect of tutoring vary across groups and the characteristics to consider before teachers start the course to encourage and support them to complete an online course? What are your views about why the intervention worked for some teachers but not for all?

Once again these are important questions that all deserve time for discussion amongst the CDL participants and different tables should be asked to start by discussing different questions to ensure that each question is discussed thoroughly by at least two tables:

Tables 1 and 2 should discuss Question iii.

Tables 3 and 4 should discuss Question i.

Tables 5 and 6 should discuss Question ii.

This time the Table Group should begin discussing their designated question as a group. The facilitator should record the feedback on the flip chart paper on the table. They should spend 10 – 15mins discussing the question. The flip charts with the table responses should then be moved in the following way to enable the other tables to read the responses to the 2 questions they did not consider:

Flip charts from Table 1 and 2 should be moved to enable Tables 3 and 4 to read the response to Question iii

Flip charts from Table 3 and 4 should be moved to enable Tables 5 and 6 to read the response to Question i

Flip charts from Table 1 and 2 should be moved to enable Tables 3 and 4 to read the response to Question iii

**This should be a fast pace moving of the flip charts - each table should be given 2 – 3 minutes only to read the response then the flip charts move again so all the tables will have read responses to all the questions in Activity 3.**

Flip charts from Table 1 and 2 should be moved to enable Tables 3 and 4 to read the response to Question ii

Flip charts from Table 3 and 4 should be moved to enable Tables 5 and 6 to read the response to Question iii

Flip charts from Table 5 and 6 should be moved to enable Tables 1 and 2 to read the response to Question i

**Again the tables should have 2 – 3 minutes to read the response then the flip charts are returned to the tables where they started.**

- **Feedback from Activity 3 – Overall feedback of views and comments from the table groups about the EVALUATION of the tutoring model on COURSE PARTICIPATION, particularly how it impacted on achieving high retention rates on online professional development courses for teachers.** The focus for the collection of feedback from the whole group in a plenary should be on what has been learned? and what could be changed and improved? in relation to the tutoring model's effect on course participation. The National Ambassador should invite feedback from each table in a random order. The general feedback should be recorded in the Country Report along with any key points from the flip charts made by each table.

**The 3 people from each table who moved should be asked to move again to the next table so there is a different group of people at the table for Activity 4.**

- **Activity 4: Discussion of the findings regarding the conditions under which peer assessment can be reliably used in online teacher education, building and recognising teachers' capacities as reflective and networked practitioners.** The focus of this activity is still on the EVALUATION of the tutoring model; however, this activity is particularly aimed at discussing the effect of the tutor on peer-assessment and self-regulated learning online.

**The Reflective Questions for this Activity 4 are:**

- i. What have you learned from the results about how the tutor impacts on supporting peer assessment and teachers' self-regulated learning online?
- ii. What are your views about the results concerning peer and expert assessment in online courses? How can the results assist future planning for teachers' participation in online courses?

This time every table should discuss both questions. 3 people from the table group should discuss question i. and 3 people should discuss question ii. They should be given 5 – 6 minutes to discuss in 3s. They should then share with their own table group their responses to the two questions for 10mins. As a table group they should decide on 2 points to feedback in relation each question. Each table should be given 4 post-it pads. The 4 points should be recorded on 4 separate post-it pads. A rapporteur should be identified from the table to share the points in the feedback session.

- **Feedback from Activity 4 – Feedback of views and comments from the table groups about the impact of the tutoring model on peer assessment and on teachers' self-regulated online learning.** What has been learned about the conditions under which peer assessment can be reliably used in online teacher education, building and recognising teachers' capacities as reflective and networked practitioners. The rapporteur from each table should be invited to summarise their tables 4 points then the post-it pads relating to each question should be stuck on a poster so as people leave the CDL they can have a look at all the points raised in feedback.
- **End of Day 1: All participants of the CDL should be thanked for their participation and reminded of the agenda for the following day.**

Dinner (if budget allows)

**CLD Day 2**

- **Welcome to Day 2. Short introduction summarising what happened the day before and outlining the sessions for today. This should be a brief session led by the TeachUp Ambassador.**

**The focus for today is on how what has been learned about the tutoring model to support the online professional development of teachers can be used within your country to implement and further improve provision and outcomes from online courses. It is also about how the CDL model can be sustained in future.**

- **Activity 5: Discussion about the sustainability strategy for project outputs (*online courses, tutoring model*) in each country.** Starting from a general mapping of possibilities to exploit project results, facilitated discussion should enable the participants to offer suggestions about how stakeholders could envisage using the project results in their own context. This discussion should include for example the nature of follow-up measures, how to mainstream measures, how to enrich/localize the content of the course, adapt the instructional designs.

The Table groups should be arranged as they started for Activity 1 on Day 1. There should be a free-flowing discussion amongst the table group to record all the possibilities they can think of the exploit the project results. (10mins)

- **Feedback from Activity 5: Feedback of views and comments from the table groups about the sustainability strategy for project outputs.** The CDL National Ambassador should invite tables to share one idea about sustaining the project outputs. The table groups should not repeat any ideas already suggested by another table. The National Ambassador should keep going round the tables until all the ideas discussed for sustaining the project outputs have been shared. These ideas should be recorded in the Country Report.

If potential course providers have been invited to attend the CDL they could be asked to present their ideas after the feedback from the Table Group. It is important that the value of the CDL participants' views is clear and their input to sustainability is respected, consequently they should be discussed and collected first. If the potential course providers are intending to make a presentation this should be kept short (e.g. 6 – 10 minutes and no more than 5 slides in using a powerpoint). The CLD participants should then have time as a table group to discuss the presentation and offer feedback about the ideas.

Once the table group have discussed the presentation (if there is one) and considered all the views they heard from the other table groups they should be invited to draw up a potential action plan on flip chart paper/or using technology to sustain the project outputs (10 - 15 minutes). The flip chart should be put up on the wall so participants can walk round and see the action plans or if recorded using technology shared on the screen for everyone to see. The main points from the potential action plans should be recorded in the Country Report.

- **Break**

The 3 people from each table who did not move on Day 1 should be asked to move to the next table for Activity 6.

- **Activity 6: Discussion about how to sustain the dialogue initiated by the CDLs at country-level.** This dialogue could be continued face-to-face Dialogue Labs via an online community or a combination of both.

The final discussion could be in 2s and then as a table group of 6 to provide variety in the method of discussion (6 - 8mins). The National Ambassador should invite each table to present their views about sustaining the CDL as a way to continue developing teacher education (each table could be encouraged to innovative in how they want to make this final presentation of ideas).

- **Evaluation and reporting** – revisit the aims of CLD 3 (put PowerPoint slide of 3<sup>rd</sup> Dialogue Lab back up on the screen) to check progress in achieving them. Invite participant evaluation of CLD 3 and their overall views of the CLDs. Explain reporting and how the Country Report will be used.

- **Next Steps** – to continue the dialogue and plan for a CDL beyond the TeachUp Project. Summarise the potential action points and what will happen next.

**Thank all presenters and participants for their contribution to the dialogue and remind them this is not the end of the dialogue labs and that you will be in touch regarding the next steps.**

## APPENDIX 3: STANDARD REPORT TEMPLATE FOR 3<sup>RD</sup> DIALOGUE LAB

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<b>Name(s) of country Teach-UP Ambassador(s):</b>
<b>Total number of participants engaging in the 3<sup>rd</sup> Dialogue Lab:</b>
<b>Break-down of positions of those attending:</b> <b>(list those present in box opposite and the number attending e.g. 2 student teachers, 2 teachers, 1 school leaders, 3 agency officials etc)</b>
<b>Activity 1: Main points from discussion of Feedback from Country Dialogue Lab 2:</b>

**Activity 2: Main points from discussion and feedback of Activity 2: IMPLEMENTATION of the tutoring model**

**Activity 3: Main points from discussion and feedback of Activity 3; EVALUATION of the effect of the tutoring model on COURSE PARTICIPATION and CONDITIONS for high-retention of teachers on online professional development courses.**

**Activity 4: Main points from discussion and feedback of Activity 4: EVALUATION of the effect of the tutoring model on peer-assessment and teachers' self-regulated learning online**

**Activity 5: Main points from discussion and feedback of Activity 5: plans for sustainability of the TEACH-Up outputs**

**Activity 6: Main points from discussion and feedback of Activity 6; plans for the sustainability of the Country Dialogue Lab for ongoing development of teacher education in your country**

<b>Comments about the Dialogue Lab Process</b>
<b>Identify 3 MAIN comments from the Participant Evaluation of the 3rd Dialogue Lab</b>
<b>Any other comments you wish to add</b>



**Thank you – Professor Dr Kay Livingston, July 2019**