



# TEACHUP

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## The results of the Teach-UP policy experimentation

**Davide Azzolini**, Sonia Marzadro, Enrico Rettore  
FBK-IRVAPP



# This presentation

- ▶ The problem and the tested solution
- ▶ Research design
- ▶ Findings



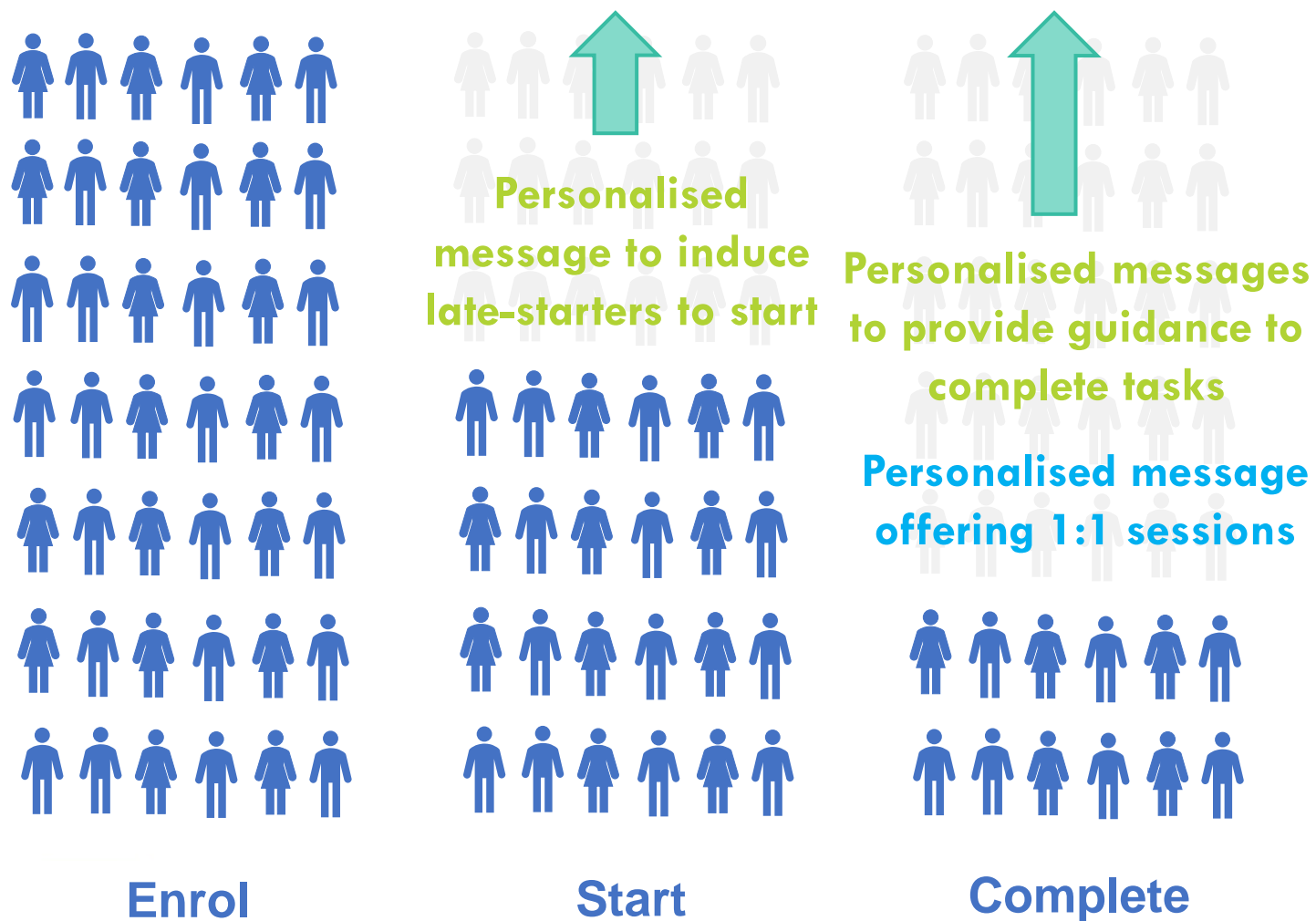
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# 1 The problem and the tested solution



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# The TeachUP personalised support mechanism



Messages sent to teachers “in need” based on:

- **Teacher profile**
- **Teacher progress**

# Expectation

## Personalised support

- 9 different messages based on:
- **Teacher profile** (low experience/confidence in online training)
  - **Teachers progress** (actions/inactions on the course platform)



## Course retention

- **Start rates**
- **Completion rates**



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## 2 How did we test this hypothesis?



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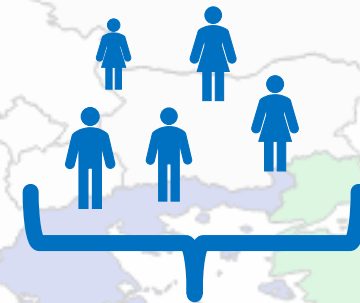
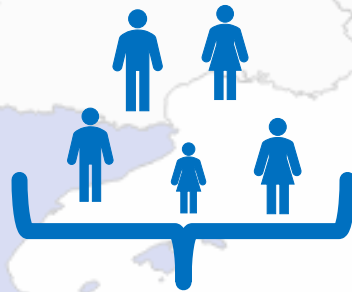
# The TeachUP Randomised Controlled Trial

4,090 professional and student teachers recruited from samples of schools and ITE organisations in 10 countries



2,132 assigned to the Treatment Group

1,958 assigned to the Control Group



4 courses

+

Personalised Support

4 courses



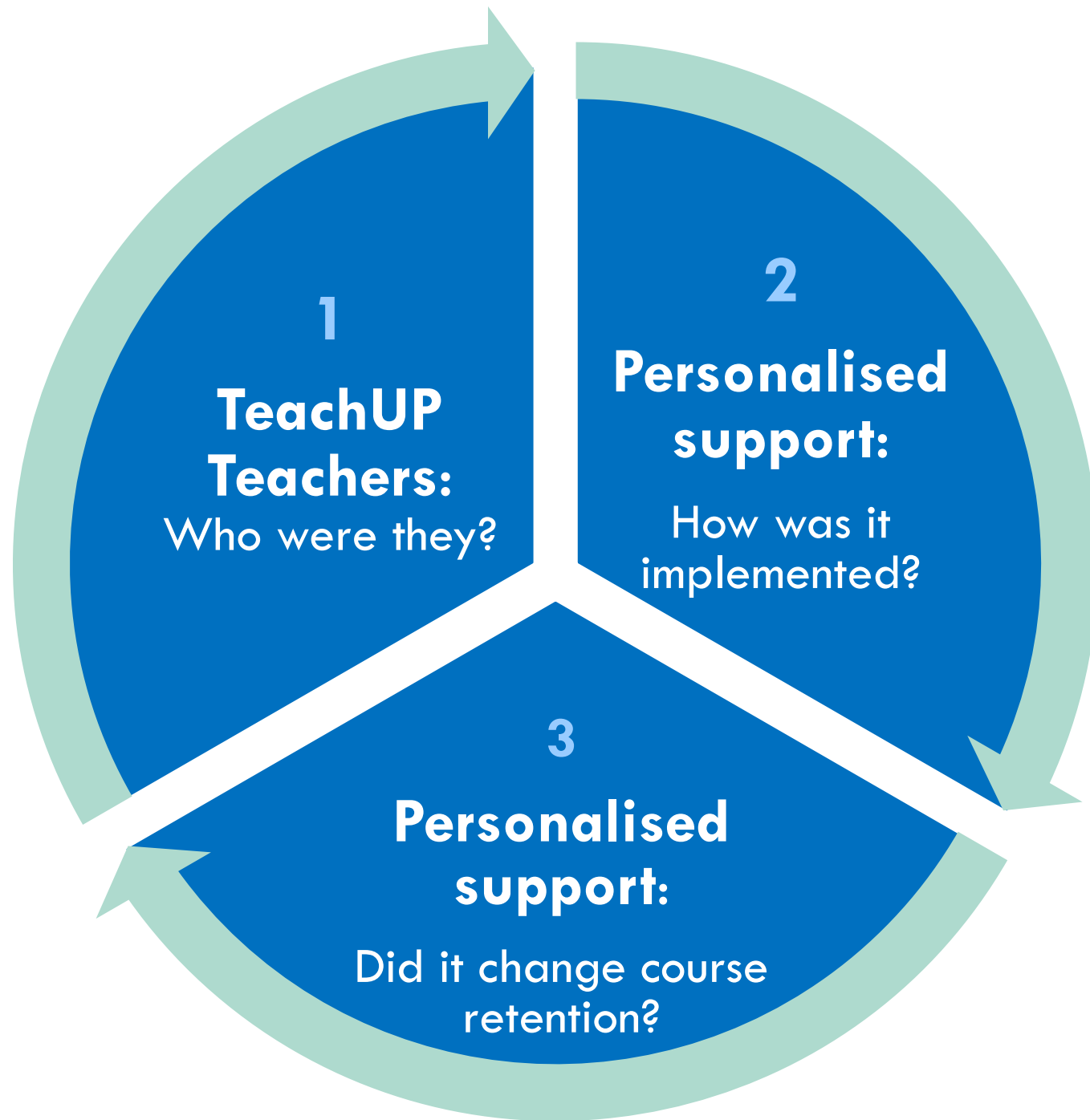
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## 3 What did we find?



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# TeachUP teachers

...were predominantly **women** (70%)

...were typically aged between **30-49 years** (student teachers were younger)

...showed **frequent use of computer/tablet and the internet**



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# TeachUP teachers

...were predominantly **women** (70%)

...were typically aged between **30-49 years** (student teachers were younger)

...showed **frequent use of computer/tablet and the internet**

Had limited past experience in online courses

...but positive views about online training

14%

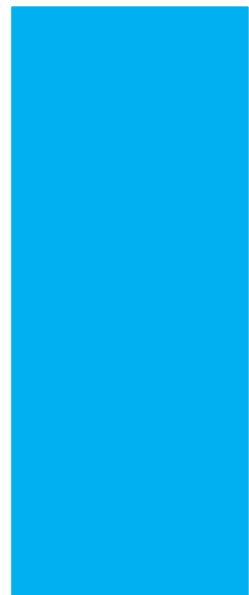
Teachers participating in at least 1 course per year (%)

7.5

Views on online training (min: 0; max 10)

# Personalised support: implementation

Importance of targeting interventions to teachers at risk

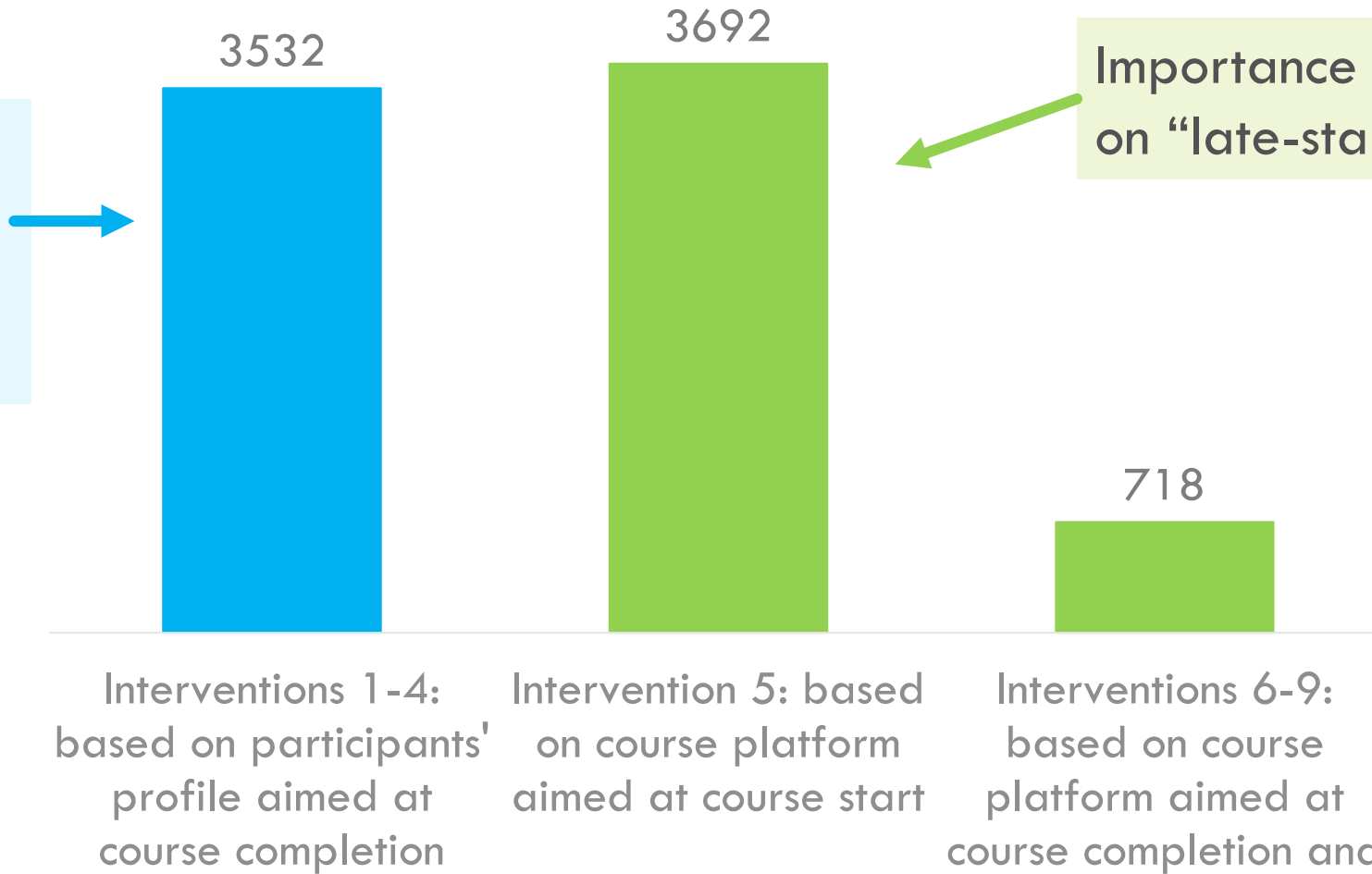


3532

Interventions 1-4:  
based on participants'  
profile aimed at  
course completion

# Personalised support: implementation

Importance of targeting interventions to teachers at risk



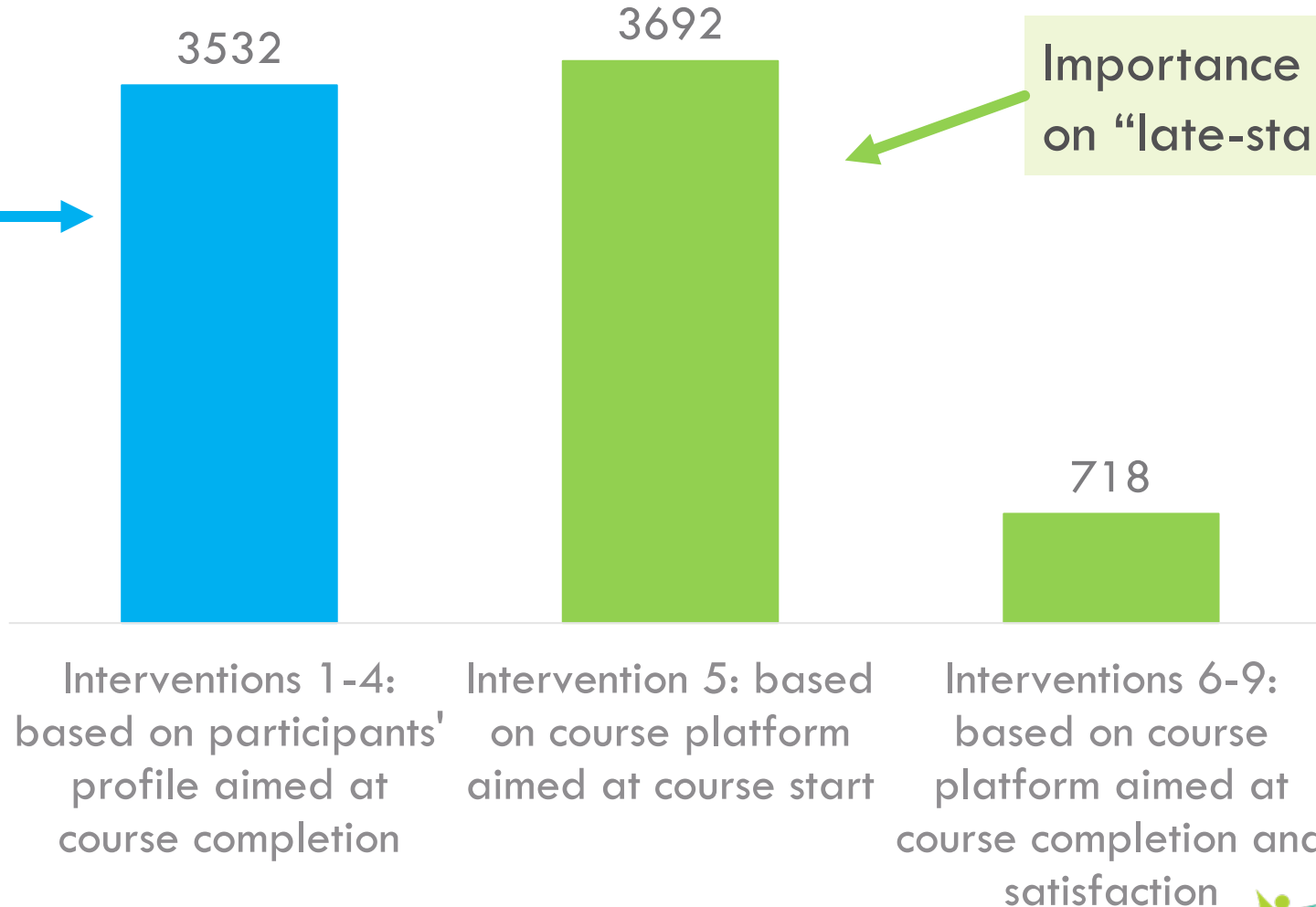
Importance of intervening on "late-starters"

# Personalised support: implementation

Importance of targeting interventions to teachers at risk

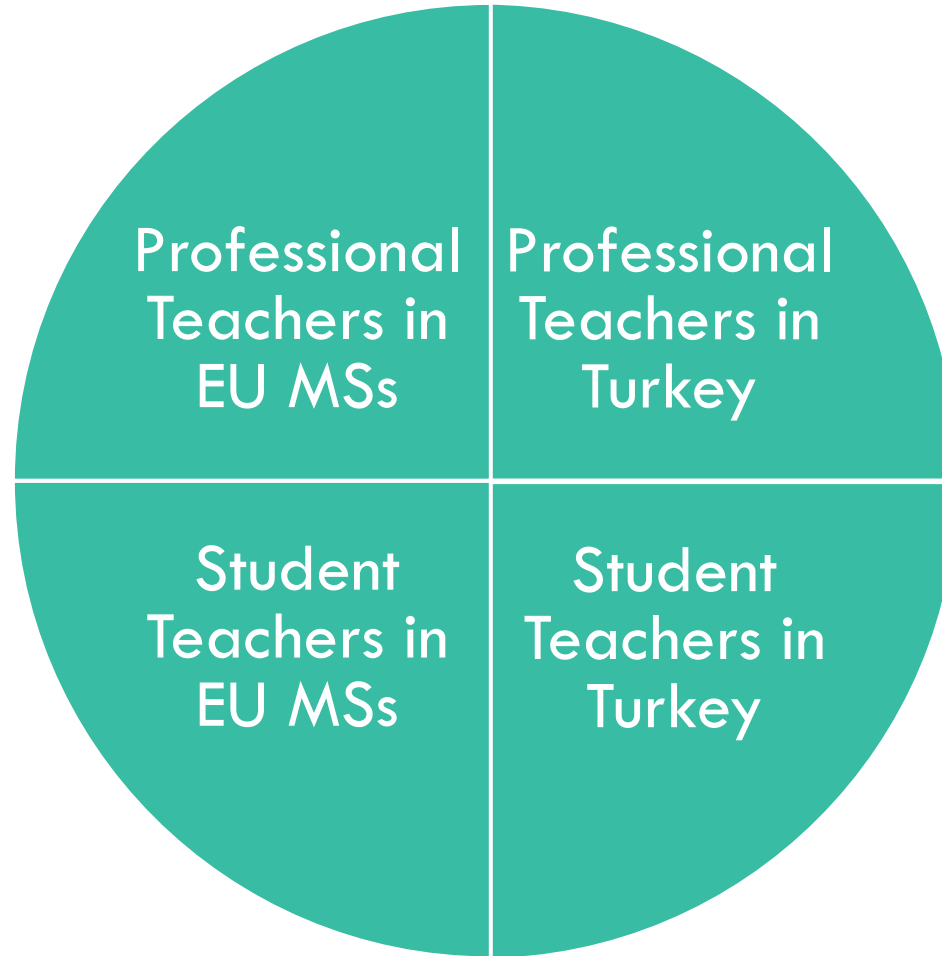
## Concrete support:

- Low take up (5%)
- Mostly technical support

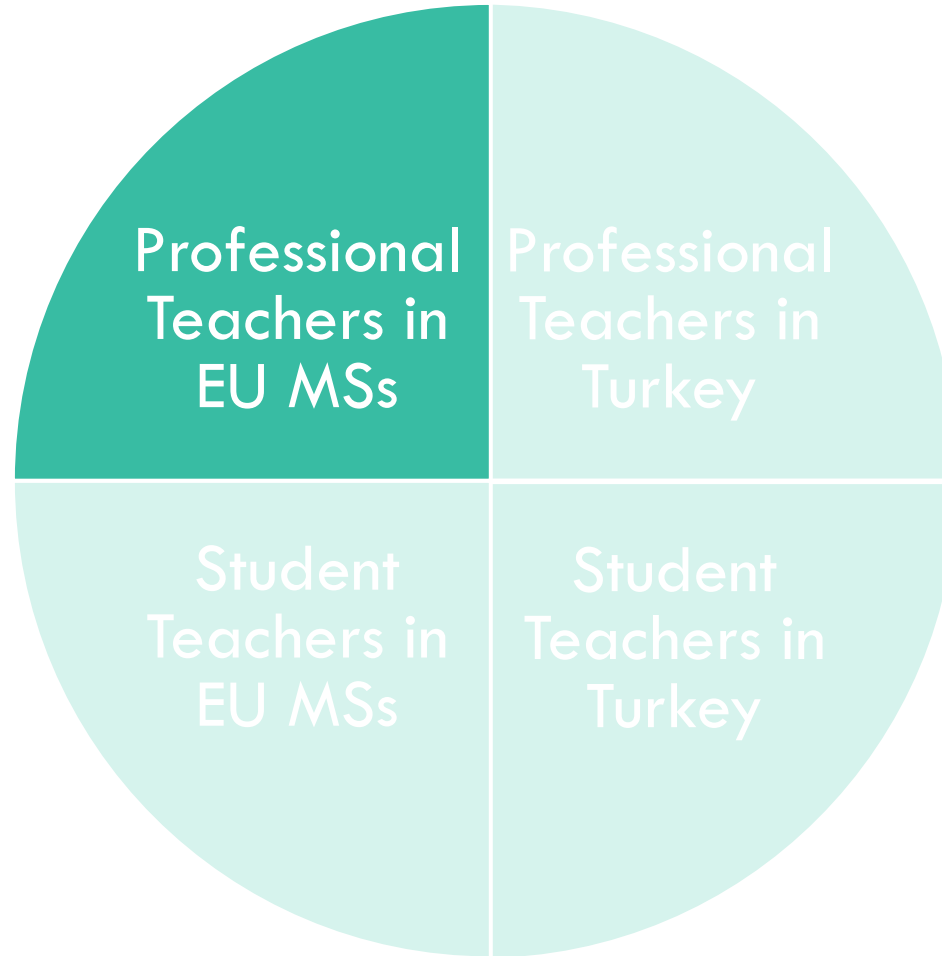


Importance of intervening on "late-starters"

# Personalised support's impacts by group

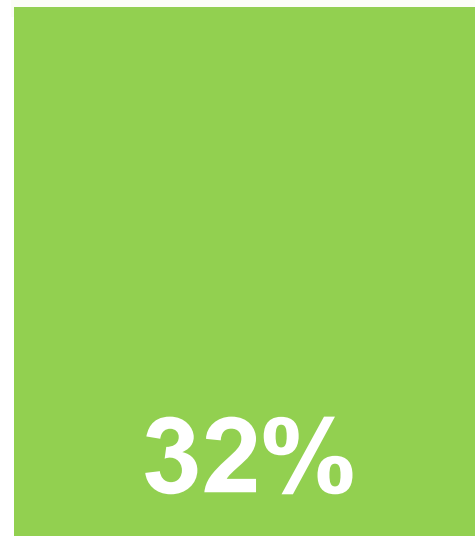


# Personalised support's impacts by group





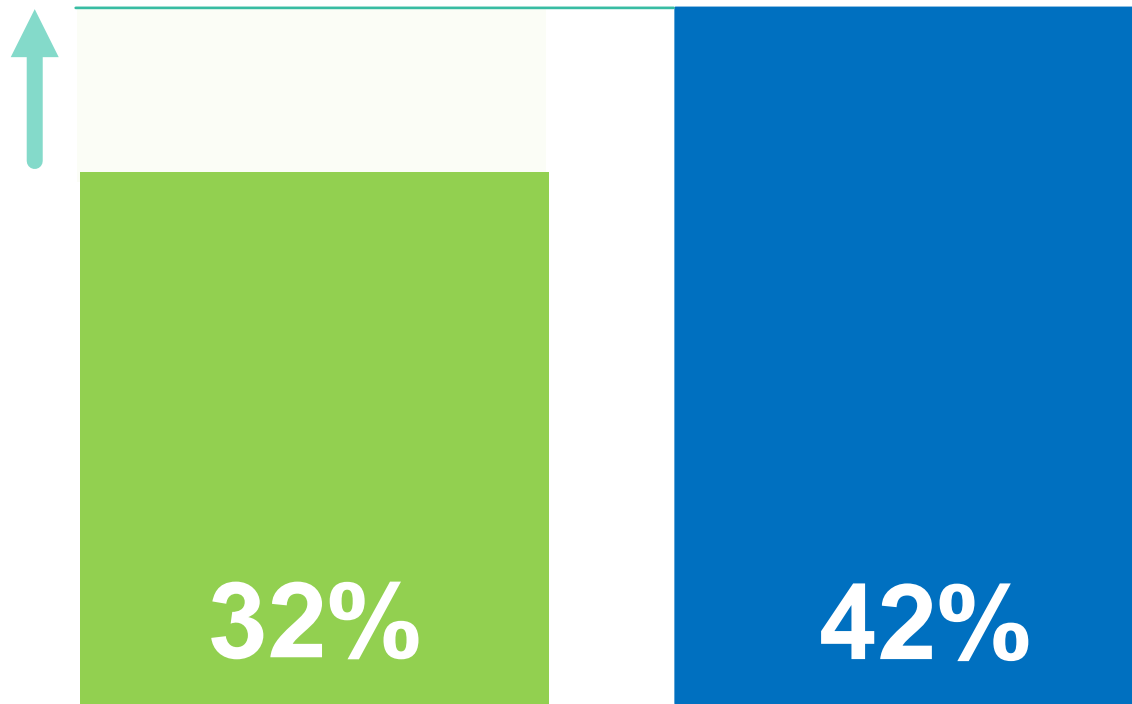
# Impacts on professional teachers in EU MSs



■ Controls

# Impacts on professional teachers in EU MSs

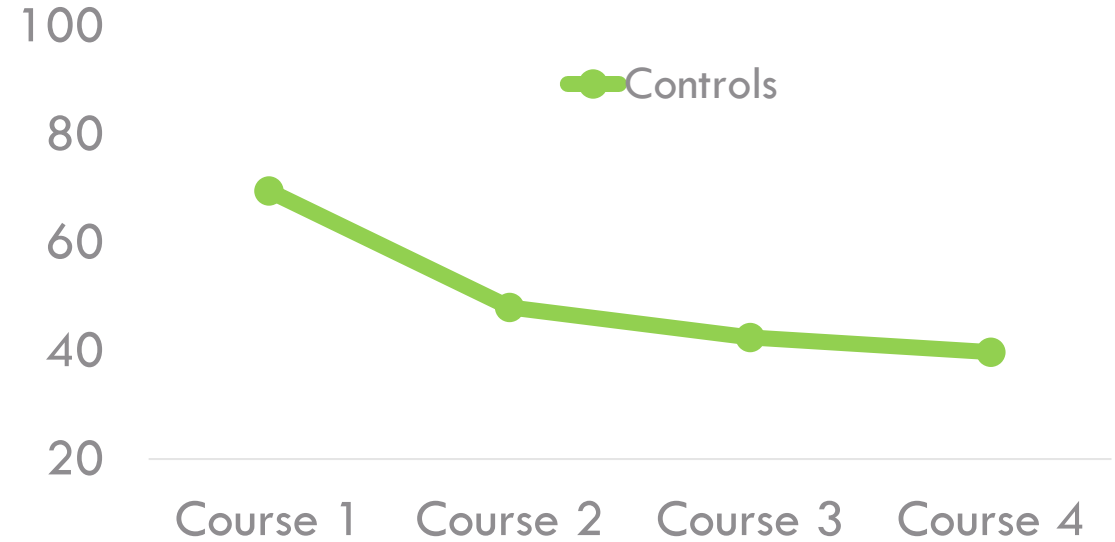
+10 pp  
impact of  
personalised  
support



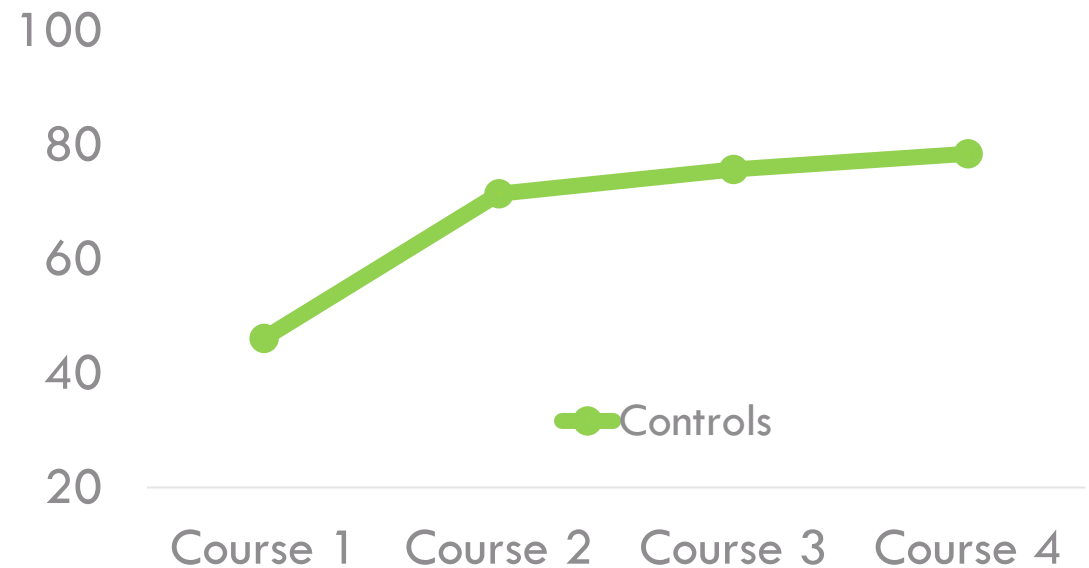
■ Controls ■ Treated

# How was the impact generated? ... 2 channels

## ► Start rates



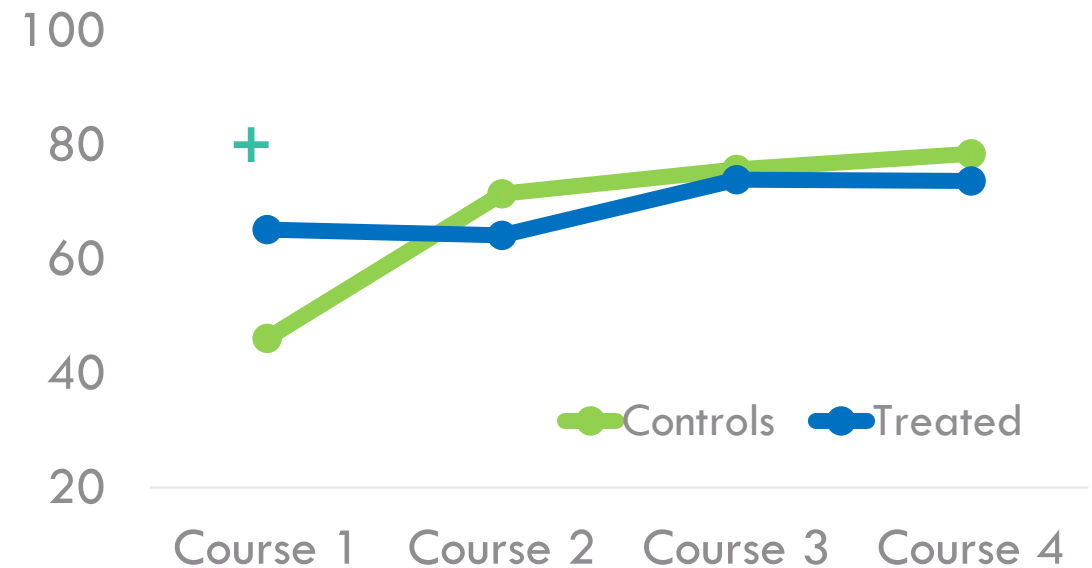
## ► Completion rates (among started)



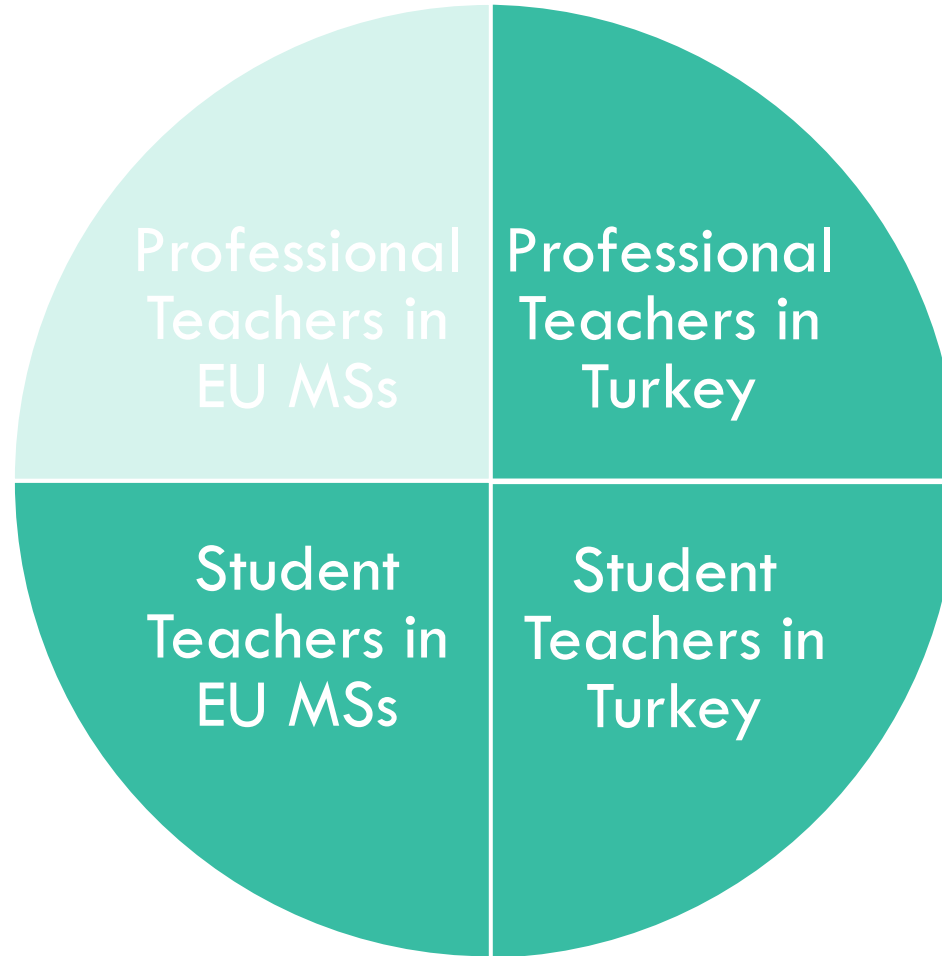
# How was the impact generated? ... 2 channels

▶ Personalised support increased **start rates** among enrolled

▶ Personalised support increased **completion rates** among started

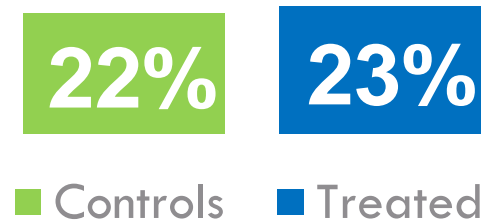


# Personalised support's impacts by four groups

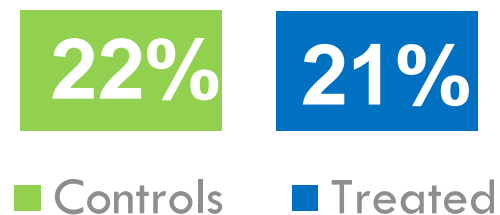


# No impacts of personalised support in the other groups

Student teachers in EU MSs



Professional teachers in Turkey



Student teachers in Turkey



# Wrapping up

- ▶ Personalised support **increased course completion** among professional teachers in EU MSs
- ▶ This was achieved through a combination of **interventions impacting on course start** among enrolled and **interventions impacting on course completion** among started
- ▶ Implementation data show that concrete support was marginal: **what made a difference were the messages themselves**
- ▶ To know more about the possible **mechanisms activated by the messages** and why no impacts were found for other groups, see next presentation!



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