

A PROJECT BY THOMAS MORE, KU LEUVEN, UPORTO, THE HAGUE UAS, UNIVERSITY WEST AND RVO-SOCIETY



# D8.1 Role and needed support for teachers



Deliverable 8.1 .....	2
1. Teacher's role topics of report .....	3
A - How to organize and manage a joint degree programme .....	3
B – Pedagogical, technological and organizational issues for teachers in blended learning .....	4
C – Teachers in a blended learning environment with international dimension .....	5

## DELIVERABLE 8.1

8.1 - Report on the outcomes of the workshop: role description and needed support for teachers

Coordinator – UPorto (P3)

Contributors – all other partners (P1, P2, P4, P5 and P6)

Deadline: 30.Jun.2014

Short description of proposal: In month 8 a workshop will be organised based on the experience and knowledge of partners P2, 3 & 1. All partners will provide input. A report will describe the role and needed support of individual teachers in the learning environment. Experiences during the project can lead to a revision of this report (D8.3)

Language: EN

Medium: Report

Description in proposal:

There will be a new and challenging role for teachers in this international learning environment that will function as a lifelong/network learning environment. Traditional teaching competences might not produce the desired learning outcomes. That's why this work package goes into the role of the teacher in this international learning environment and support for the teacher to be ready for this role. There are several recent and inspirational documents on this topic. The teachers' role will have different dimensions:

1. Teachers will be managers of the lifelong/network learning environment (WP2)
  - Roles will depend on the defined spaces (WP2)
2. For projects a teacher will be a liaison between the social profit sector, businesses and students:
  - Continuous link with social sector (including communication with mentors)
  - Continuous link with businesses
  - Link with the different fields of study within the HEI

- Coach/assessor of students in projects

3. Teachers could have an additional role to:

- Provide insights in recurring needs in the social profit sector (and thus having market potential)
- Provide insights in existing technology in the market and companies seeking for market potential in the social profit sector (and thus providing possible solutions for formulated needs)
- Formulate cases out of the students' projects and make learning material out of it
- Support students in the acquirement of international-intercultural and transversal competences

A workshop on the teacher's role will be organised during the partner meeting in month 8. The outcomes of this workshop will be summarized. The report will serve as the basis for role description off and to organise support for the teachers. In the further execution of the project the role of the teacher will be a recurring topic that will be discussed based on practice experiences in partner and monthly online meetings. UP will be responsible for continued advising and supporting of the teachers in taking up the defined roles.

Expected topics are:

- how to support and organise a joint degree programme in between different partner universities on an organisational, technological and pedagogical level.
- How to use different tools and technologies effectively for blended learning, (pedagogical) models and scenario's for multi-campus education.
- Successful e-coaching methods, etc.

At the end of the project UP will write a final report on the role and needed support for teachers in an international multi-campus blended lifelong/network learning environment.

Aims & activities:

- Describe the role of the teacher in the international multi campus blended lifelong learning environment
- Describe the needed support for the teachers
- Organise support for the teachers
- Write a final report on the role and needed support for teachers

## 1. TEACHER'S ROLE TOPICS OF REPORT

A - How to organize and manage a joint degree programme

B – Pedagogical, technological and organizational issues for teachers in blended learning

C – Teachers in a blended learning environment with international dimension

Draft report after workshop of 15 and 16May14 in Eindhoven

### A - HOW TO ORGANIZE AND MANAGE A JOINT DEGREE PROGRAMME

Main source is the report produced by European University Association ([www.eua.be](http://www.eua.be)) that started with a survey and analysis of joint degrees in Europe. The report is available in [http://www.eua.be/eua/jsp/en/upload/Survey\\_Master\\_Joint\\_degrees\\_en.1068806054837.pdf](http://www.eua.be/eua/jsp/en/upload/Survey_Master_Joint_degrees_en.1068806054837.pdf)

The main recommendations expressed in this report about the creation and operation of joint degree programmes were obtained from the report about joint masters and is available at [http://www.eua.be/eua/jsp/en/upload/Joint\\_Masters\\_report.1087219975578.pdf](http://www.eua.be/eua/jsp/en/upload/Joint_Masters_report.1087219975578.pdf). The first is annex 1 and the second is annex 2.

The key points of these two reports are:

- Curriculum development: it is a major issue since courses characteristics are different in Europe in terms of format, duration, assessment, contact hours and fees.
- Structural models, shape and size: in fact there are several options to define the partnership and the degree of involvement of each partner in terms of students and of teachers.
- Common standards: level and quality assurance varies from country to country and from school to school and these differences are not easy to understand and accommodate.
- Length of courses: the student work hours and credits have different values in different academic environments and the harmonization is not a solution.
- Funding of courses: some countries have no fees and others apply different values and that makes cumbersome the financial administration of the joint program and the definition of fees.
- Access issues: countries in Europe have different student support systems and different per capita income and that creates variable conditions to access the courses.
- Additional costs: the attendance of joint programs or degrees has increased costs due to the multinational teaching staff and different locations.
- Admission criteria: levels in different countries and educational systems require conditions that may vary in terms of development and of qualifications.
- Language policy: the linguistic diversity may be a major obstacle in countries where foreign languages are not mastered by the students or by professors.

## B – PEDAGOGICAL, TECHNOLOGICAL AND ORGANIZATIONAL ISSUES FOR TEACHERS IN BLENDED LEARNING

These are issues that have been the object of research and of many training initiatives. There is free course available on MOOC platform about the issues related with blended environments: <https://www.coursera.org/course/k12blendedlearning>. An effective support for teachers are the materials provided by the free learning management system Moodle available at: [http://docs.moodle.org/24/en/Managing\\_a\\_Moodle\\_course](http://docs.moodle.org/24/en/Managing_a_Moodle_course). It is a support system that covers most activities of virtual and blended teaching through manuals and examples. In fact with these materials available on the site above teachers can deal with the following issues:

- a) Courses - how to set up your courses.
- b) Editing text - how to use the text editor and what the icons mean.
- c) Activities - how to involve students actively in their learning.
- d) Resources - how to add static materials to your course.
- e) Blocks - how to add extra items and information to the sides of your course page.
- f) Questions - how to create questions for use in quizzes and Moodle's lesson module
- g) Course enrollment - how to give students access to the course.
- h) Grouping users - how to put students into groups and why this is useful.
- i) Tracking progress - how to control and display progress through a course.
- j) Reusing activities - how to copy or recycle elements of your course.

An issue, in the support of teachers in blended learning, which deserves attention is how to write learning outcomes or learning objectives of the course. A good procedure based on Bloom's taxonomy

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is in annex 4 Writing Objectives Using Bloom's Taxonomy. Another good reference on how to write learning outcomes for a course is the Writing and Using Learning Outcomes: a Practical Guide presented in Annex 5. Concerning assessment of learning it is an activity where teachers need support. One reference is available at the site of Carnegie Mellon University: <http://www.cmu.edu/teaching/assessment/assesslearning/index.html>. Annex 6 has another article on how to choose the proper methods of assessment as a function of the type of learning outcomes. Annex 8 is entitled “Blended Learning: An Institutional Approach for Enhancing Students' Learning Experiences”. It is a thorough research document about blended learning and it is solid basis for the analysis of blended learning options. Annex 9 “Teacher’s Handbook on e-Assessment” addresses the fundamental issues of evaluating students in a blended environment.

#### C – TEACHERS IN A BLENDED LEARNING ENVIRONMENT WITH INTERNATIONAL DIMENSION

The international dimension is addressed by the publications in annexes 1 and 2. However some cultural issues should be taken into account to tackle the cultural differences of teachers, of learners and of environments. There have been several initiatives to address the intercultural component of education and training. Annex 7 is a guide arising from a project that won in 2005 the first prize of the EVENS Foundation (<http://www.evensfoundation.be/>). It is a practical guide that can be used in all levels of education and training. The guide is available in several languages. Another important guide to provide teacher support in blended learning is the DLN Blended Learning Implementation Guide that is transcribed in Annex 3. It is an actual guide with recommendations for different cultures and variable levels in the education system.