

WP3 (D25): Final Report from SIG 3 on “Curriculum including criteria for excellence and quality”.

Description of the Project

The “Ed2.0Work - European network for the integration of Web2.0 in education and work” project is a three year Education, Audiovisual & Culture Executive Agency co-financed project with the following aims:

- To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning.
- To encourage the best use of results, innovative products and processes and to exchange good practice in the fields covered by the Lifelong Learning Programme, in order to improve the quality of education and training.
- To promote European co-operation in fields covering two or more sub-programmes - KA3.
- European-wide stakeholders' communities promoting digital competence and other key transversal competences for life and employability.

More specifically, the objectives are:

Ed2.0Work promotes innovation and best practice in the implementation of the use of Web2.0 technologies for teaching and learning in education and the workplace. Ed2.0Work aims to:

- form a Network of organizations where Web2.0 technologies are use efficiently and effectively in education and the workplace;
- form three Special Interest Groups (SIGs) to examine issues and offer guidance;
- establish means and methods for participants to share their experiences, products and expertise;
- create and accredit a network of Centers of Excellence, through which multipliers can be sought;
- produce a series of core publications on working with Web2.0 technologies in different contexts and disciplines;
- run a Web2.0-services portal for teachers, workplace trainers and teacher trainers;
- enhance value to existing best practice by widespread dissemination;
- further expand the network;
- establish a forum for sustainable development and growth.

In order to achieve this, it will:

- identify methods and approaches to teaching and learning with Web2.0 technologies;
- promote Web2.0 educational technologies, relating its use to key competences;
- collect, validate and widely disseminate the use of Web2.0 educational technologies;
- encourage teachers to use Web2.0 educational technologies and resources creatively.

To achieve these aims, Ed2.0Work will:

- undertake research and publish the “state of the art” in Web2.0 usage in education and workplace training;
- examine pedagogical approaches to the use of Web2.0 usage in education and workplace training;
- produce guidance resources for teachers and teacher educators;
- establish SIGs themed on resources, pedagogies, curriculum including and criteria for excellence and quality;
- create a Ed2.0Work website with Web2.0-services offering access to materials, an online community, a catalogue of training opportunities and Ed2.0Work products, research reports, resources etc.;
- disseminate Ed2.0Work and widen the community via the extended networks of partners

Special Interest Groups (SIGs) WP

The project partners have created diverse experts groups named Special Interest Groups (SIGs) that will look at different issues that face education and work in using Web2.0 tools. The SIGs are built on the outputs produced in WP2 of the Ed2.0Work project. In addition a community of practice of stakeholders (COP) will be enlisted to help give input into the working groups. The existing thematic working groups, or SIGs, are:

- (i) Web2.0 and Internet resources – headed by Menon (P3)
- (ii) Learning and training pedagogies – headed by UU (P10)
- (iii) Curriculum including criteria for excellence and quality – headed by FUEIB (P9)

The input of partners from different areas of education and work and the COP, plus from many different countries, will enable the groups to bring many diverse interests and stakeholders into the discussions and build consensus, synergies and divergent ideas together, to reach strategies that are inclusive for multiple stakeholders, while respecting and including regional, cultural and level requirements.

The discussions take place using a social network application that enables the partners and the COP community to build directed and open discussions.

The main goals of the SIGs are:

- develop future visions,
- foresight scenarios
- and provide recommendations on the changed nature and added-value of Web2.0 for transforming education and training systems towards the needs of the future knowledge society.

In addition, the SIGs will perform large-scale piloting across the various educational sectors associated with this project.

Detailed Activities Plan and State of the Art of each activity

The implementation and development of WP3 embraces diverse activities:

a) **Design and elaboration of a social network application that will be the platform in where the SIG's members will interact.**

Completed. The platform has been generated by PUE and it is completely and fully operational <http://sigs.ed20work.eu/>. Inside the platform there are diverse thematic areas in where every SIG it is discussed; participants have the change of selecting the working group in which wishes to participate when registering in the system (see image 1 of the SIG welcome website).

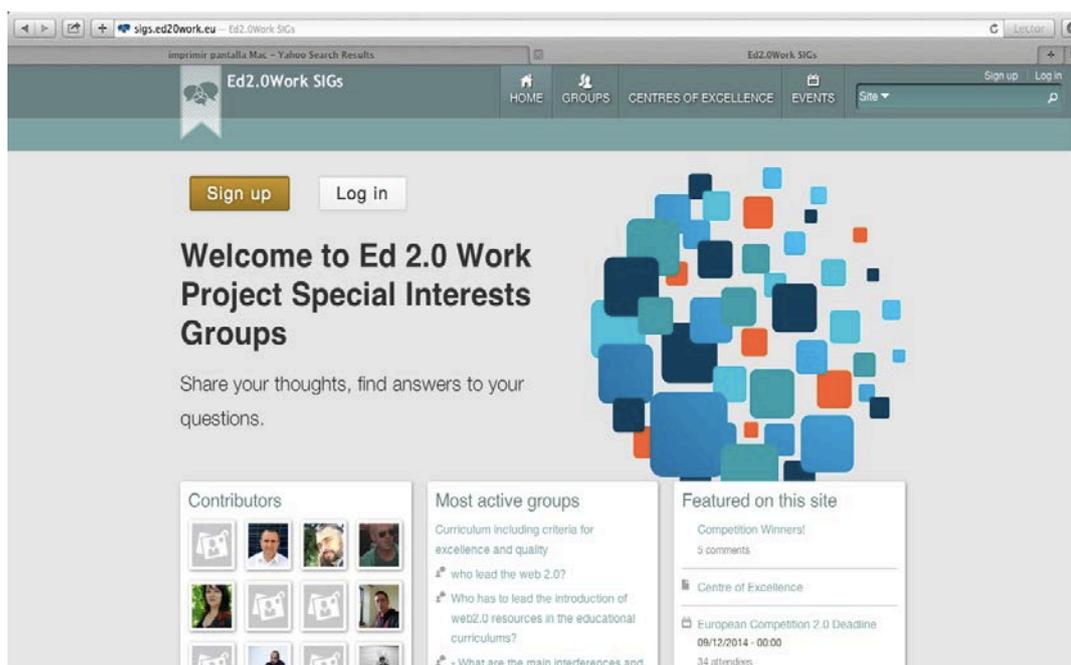


Image 1. Screen capture of the SIG presentation website.

b) **Constitution of the 3 different SIGs**

Completed.

b.1) Web2.0 and Internet resources – headed by Menon (P3)

b.2) Learning and training pedagogies – headed by UU (P10)

b.3) Curriculum including criteria for excellence and quality – headed by FUEIB (P9)

The three respective thematic SIG have been constituted and each leader partner has adopted the role of coordinating the working groups.

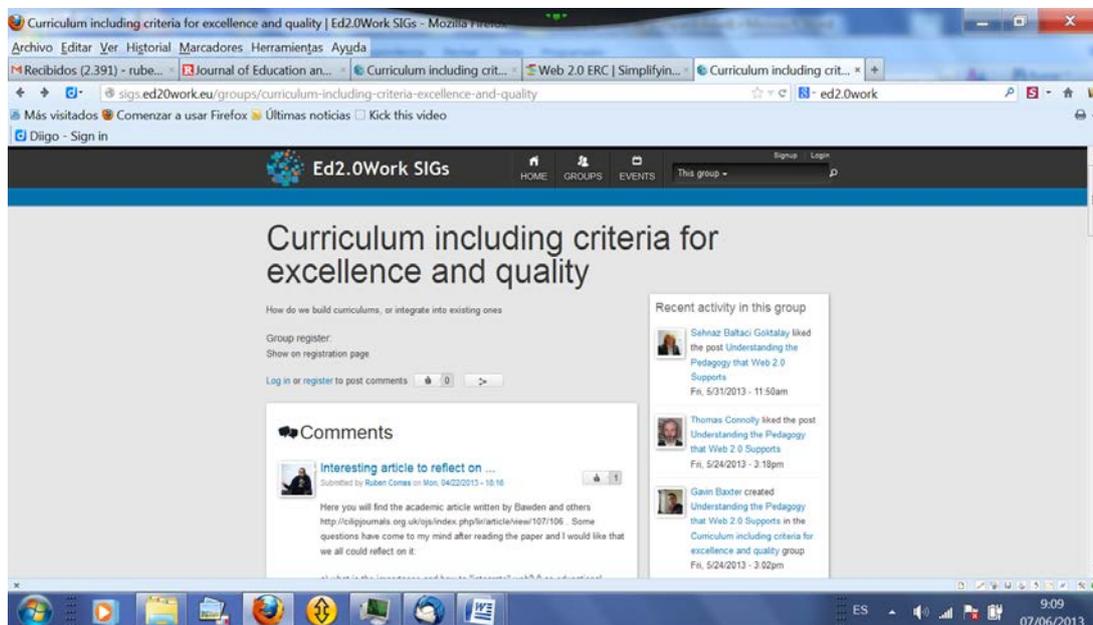


Image 2: Screen capture of the SIG on “Curriculum including criteria for excellence and quality”.

c) Invitation to participants in the SIGs

Completed. Led by each responsible partner of the SIGs with the help of the rest of the consortium partners. All partners have sent an invitation to participate in the SIGs to a vast number of potential participants. The project seeks to accomplish with the participation of a minimum of 720 persons in the three working groups.

The Ed2.0Work partnership has reached **510** users in SIGs and **798** followers on Facebook. SIGs groups are constructed according to user’s contribution: once a user contributes to the group, she/he is automatically subscribed to the group – i.e. they are following the group. From the quantitative point of view, these results show that the minimum number of expected participants (720) has been overpassed.

d) Moderation and making SIGs dynamic

Completed. This activity it is coordinated by each responsible partner of the SIs with the help of the rest of the consortium partners. FUEIB as responsible partner of the SIG on “Curriculum including criteria for excellence and quality”) has identified a set of key questions or “hot topics” that have been discussed during the SIGs implementation amongst participants and this is the main content of the SIG’s activity final report. The list of hot topics have been discussed with the rest of the partners of the consortium and some (5-10) external experts on the field in order to determine the importance and interest of them and selecting the themes and final questions that have been addressed throughout the SIG process.

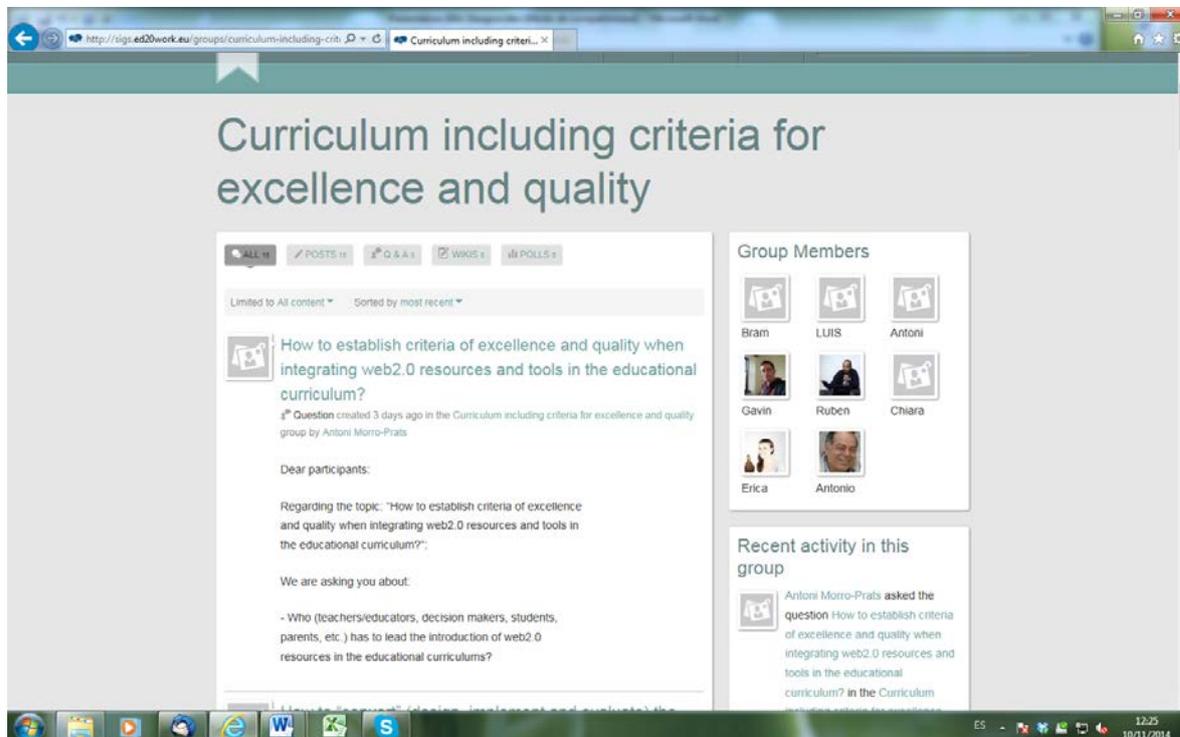


Image 3: Screen capture of coordination to the SIG on “Curriculum including criteria for excellence and quality”.



Image 4: Screen capture of contributions to the SIG on “Curriculum including criteria for excellence and quality”.

Dimensions and topics selected in the SIG “Curriculum including criteria for excellence and quality”.

The main dimensions that have been the focus, guidelines and outputs of the SIG on Curriculum are the following:

- How to integrate Web2.0 tools and resources in the educational curriculum
- How to “convert” (design, implement and evaluate) the educational curriculums in 2.0 curriculums
- How to establish criteria of excellence and quality when integrating Web2.0 resources and tools in the educational curriculum

The topics related to the abovementioned dimensions have been posted in the form of questions to be discussed by the participants, and those for the SIG 3 development (“Curriculum including criteria for excellence and quality”) that have been selected are the following:

DIMENSIONS	QUESTIONS
<p><i>How to integrate Web2.0 tools and resources in the educational curriculum</i></p>	<ul style="list-style-type: none"> - How Web2.0 resources are considered (in case they are) in the national/regional educational curriculum - Examples of integration of Web2.0 tools in the formal national and regional education curriculums - What are the main uses given to Web2.0 in the national and regional curriculums (didactic tools, communication aspects, content platforms, etc.) - Examples of the uses given to the Web2.0 resources in the national and regional curriculums - How Web2.0 resources are considered (in case they are) in the institutional level (school curriculum, university curriculum, high school curriculum, vocational training centre, etc.) - Examples of integration of Web2.0 tools in the formal institutional curriculums - What are the main uses given to Web2.0 in the institutional curriculums (didactic tools, communication aspects, content platforms, etc.) - Examples of the uses given to the Web2.0 resources in the institutional curriculums - How Web2.0 resources are considered (in case they are) in specific



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	<p>subjects/modules/classes curriculums</p> <ul style="list-style-type: none"> - Examples of integration of Web2.0 tools in specific subjects/modules/classes curriculums. - What are the main uses given to Web2.0 in specific subjects/modules/classes curriculums (didactic tools, communication aspects, content platforms, etc.) - Examples of the uses given to the Web2.0 resources in specific subjects/modules/classes curriculums (didactic tools, communication aspects, content platforms, etc.) - Are teachers/educators skilful, competent and ready in the integration of Web2.0 in the curriculum - Are decision makers aware of the potential of Web2.0 tools to be included in the educational curriculum
<p><i>How to “convert” (design, implement and evaluate) the current educational curriculums in 2.0 curriculums</i></p>	<ul style="list-style-type: none"> - Educational curriculums are adapted and have adopted elements of the Web2.0 philosophy (i.e. all share, democratization of knowledge, p2p learning, user as a contributor, etc.) or are still lacking in this respect - What are the elements of the Web2.0 philosophy (i.e. all share, democratization of knowledge, p2p learning, user as a contributor, etc.) that have been adopted by educational curriculums (at national/regional, institutional and subject/class levels) - What are the main interferences and obstacles to improve the adoption of a “2.0ization” model in the educational curriculums - The learning competences included in the curriculums: are embedded in Web2.0 philosophy



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How to establish criteria of excellence and quality when integrating Web2.0 resources and tools in the educational curriculum

- Who (teachers/educators, decision makers, students, parents, etc.) has to lead the introduction of Web2.0 resources in the educational curriculums
- What are the basic elements to have into account when introducing Web2.0 tools and resources in the educational curriculum
- Identify best practices in the introduction of Web2.0 tools in educational curriculums (national/regional, institutional, subject/class levels)

Topics discussed in the SIG “Curriculum including criteria for excellence and quality”, and results.

SUMMARY OF THE MAIN CONTRIBUTIONS

DIMENSION 1: How to integrate Web2.0 tools and resources in the educational curriculum

Q: How to establish criteria of excellence and quality when integrating web2.0 resources and tools in the educational curriculum?

A: Educators should identify links between technology and intermediate goals that lead to high achievement, including improved student behavior, engagement and attendance; improved opportunities for educator professional development.

DIMENSION 1: How to integrate Web2.0 tools and resources in the educational curriculum

Q: Examples of the uses given to the Web2.0 resources in the Curriculum including Criteria for excellence and quality group

A: Between the examples of the uses given to the Web2.0 resources, some participants commented the blogging (for example, use blogs for real-world writing experiences; to update new information such as homework and assignments; using comments in blogs can encourage students to help each other with their writing, and get responses to a question without getting the same answer many times); Wikis (the use for student projects; use for collaborating on ideas and organizing documents and resources from individuals and groups of students; use as a presentation tool (as e-portfolios); as a group research project for a specific idea; manage school and classroom documents; use as a collaborative handout for students; writing: student created books and journaling create and maintain a classroom FAQ; as a classroom discussion and debate area; a place to aggregate web resources; supporting committees, working parties and university projects, etc.); or social networking (event support and continuation, team and community support, aggregation of social media applications, personal learning environments).

DIMENSION 2: How to “convert” (design, implement and evaluate) the current educational curriculums in 2.0 curriculum?

Q: What are the main interferences and obstacles to improve the adoption of a “2.0ization” model in the educational curricula?

A: Other participants think that the principal interferences and obstacles to improve the adoption of the Web2.0 tools are that it has limited security; the time and knowledge invested in the Web2.0 technologies or it hides behind it a sum of technologies and concepts which are still insufficiently defined. We cannot forget that the existence of a wide range of Web2.0 tools determines that the correct use is not often chosen properly for the students. When this happens, there is a tendency not to use these Web2.0 tools because of a failed use.

DIMENSION 2: How to “convert” (design, implement and evaluate) the current educational curriculums in 2.0 curriculum?

Q: Using Advanced Podcasting and Other Web2.0 Multimedia in Your Curriculum

A: You can watch in the following link: <http://www.youtube.com/watch?v=K9MdROCOaIM> "How do you make your online or blended classroom more engaging? This unique workshop experience reveals practical tips to making podcasting and other Web2.0 multimedia (such as screencasting, slidecasting, and streaming video) a dominant force in your online teaching experience. Because the workshop is designed to be interactive in nature, you'll walk through successful approaches to integrating audio and video and establish pedagogical linkages that are focused on engaging the online learner (Sloan Consortium, 2012)."

DIMENSION 3: How to establish criteria of excellence and quality when integrating web2.0 resources and tools in the educational curriculum

Q: Understanding the Pedagogy that Web2.0 Supports in the Curriculum including criteria for excellence and quality

A: Attached (---) a participant provides a useful article that reviews the pedagogy associated with certain types of Web2.0 tools (e.g. wikis, blogs and online forums). The article also presents a pedagogical model that can be applied by educationalists when developing their curriculum towards adopting Web2.0 tools to coincide with their teaching. I think that this is quite an important article contributing to the body of knowledge of Pedagogy 2.0 as there currently appears to be a lack of pedagogical models associated with the subject for educational practitioners to adopt.

DIMENSION 3: How to establish criteria of excellence and quality when integrating Web2.0 resources and tools in the educational curriculum

Q: The Opening Minds initiative now being implemented in 200 UK schools in the Curriculum including criteria for excellence and quality

A: The Royal Society of Arts Opening Minds initiative promotes innovative and integrated ways of thinking about education and the curriculum in the UK. Teachers design and develop a curriculum for their own schools based round the development of five key competences:

- Citizenship
- Learning
- Managing Information
- Relating to people
- Managing Situations

The initiative is now being implemented in 200 UK schools. YouTube also has videos available.

DIMENSION 3: How to establish criteria of excellence and quality when integrating Web2.0 resources and tools in the educational curriculum

Q: Who (teachers/educators, decision makers, students, parents, etc.) has to lead the introduction of web2.0 resources in the educational curriculums

A: Some contributors revealed that the educators have to lead the introduction of Web2.0 resources in the educational curriculums. Educators should identify links between technology and intermediate goals that lead to high achievement, including improved student behavior, engagement and attendance; improved opportunities for educator professional development. However, they should have the support and the communication with other educational actors as decision makers, the parents and the students themselves, which are the tools that are addressed.

Summary of State of the Art of each activity on the SIG

Activity	Period	State
Design and elaboration of a social network application that will be the platform in where the SIG's members will interact	Last trimester of 2012 to first trimester of 2013	Done
Constitution of the 3 different SIG's.	First trimester of 2013	Done
Invitation to participants in the SIG'S	First trimester of 2013 to third trimester 2014 ¹	Done. A set of "hot topics" and key questions has been generated in order to make the discussion and participation operational and get rigorous and fruitful results
Moderation and making SIG's dynamic	First trimester of 2013 to the end of the project (31.12.2014)	Done

¹ Envisaged period to achieve the 720 participants in the SIGs