Building Professional Development courses for education professionals with Open Educational Resources

A Case Study of the Collaborative Teaching and Learning course

Guidelines for training providers

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Building Professional Development courses for education professionals with Open Educational Resources

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Project
CO-LAB (http://colab.eun.org/) is a forward-looking project funded by the European Commission’s Erasmus+ Programme, focused on making collaborative teaching and learning a reality in the classroom. Being able to collaborate effectively is a valuable 21st century skill, yet teaching about or through collaboration remains rare in schools because of a lack of understanding of what real collaboration in an educational setting means, and because existing policy conditions do not always enable it to flourish. Practitioners and policy makers need a dedicated space and time to experiment and better understand what collaborative teaching and learning means in terms of policy and practice. CO-LAB provides these stakeholders with that opportunity.

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Contents

Introduction .................................................................................................................................................. 3

Part 1. Designing training activities ............................................................................................................. 4

1.1. MOOCs on the European Schoolnet Academy ....................................................................................... 4

1.2. Reusing and Integrating European Schoolnet Academy Courses in your Training Programme 5

1.2.1. Integrate elements of the European Schoolnet Academy offer ......................................................... 5

1.2.2. Expand/Build on the European Schoolnet Academy offer ................................................................ 5

1.2.3. Certify learning on the European Schoolnet Academy ...................................................................... 6

1.3. Tips and lessons learnt from the CO-LAB project ................................................................................. 6

1.3.1. Level of training and audience ........................................................................................................ 6

1.3.2. Design of learning activities ............................................................................................................. 6

1.3.3. Peer collaboration and other stakeholders involvement .................................................................. 8

1.3.4. Practice-oriented approach ............................................................................................................ 9

1.3.5. Technology and training delivery ................................................................................................... 9

1.3.6. Feedback, data analysis and follow-up activities ............................................................................. 9

1.4. CO-LAB training models and reuse ..................................................................................................... 10

1.4.1. Online courses – short version ....................................................................................................... 10

1.4.2. Face to face workshops ................................................................................................................. 13

Part 2. How to use Open Educational Resources ......................................................................................... 16

2.1 Definition of Open Educational Resources .......................................................................................... 16

2.2 Creative Commons and licenses for educational resources ................................................................. 17

2.2.1. What is Creative Commons? ........................................................................................................... 17

2.2.2. How Does Creative Commons (CC) work? ....................................................................................... 17

2.3. How to find OER ................................................................................................................................. 17

2.3.1. Different kind of resources require different search strategies ......................................................... 17

2.3.2. The LRE catalogue and the Collaborative Teaching and Learning Resources .................................. 19

2.4. Best practices ..................................................................................................................................... 20

2.4.1. Selecting a License for content you create and want to share ....................................................... 20

2.4.2. How to use the license .................................................................................................................... 22

Annexes ...................................................................................................................................................... 24

Annex 1 – References ............................................................................................................................... 24

Annex 2 - Collaborative Teaching and Learning online course syllabus .................................................. 25

Annex 3 - Collaborative Teaching and Learning online course resources index ..................................... 30

Annex 4 - Collaborative learning and teaching: from theory to practice syllabus ..................................... 35

Learning objectives .................................................................................................................................. 36

Annex 5 – Introduction to Collaborative Learning workshops ................................................................. 39
Building Professional Development courses for education professionals with Open Educational Resources

Introduction

The CO-LAB project created and ran a variety of learning activities for education practitioners on Collaborative Learning and Teaching:

- A MOOC (Massive Online Open Course) run in two editions on the European Schoolnet Academy\(^1\) (online course long version);
- A short online seminar and a short online course run within the eTwinning Continuous Professional Development activities\(^2\);
- A number of workshops, with a length between 1.5 hours to 4 hours, within other projects and during the CO-LAB national workshops.

The diverse models of training activities were designed based on European Schoolnet and CO-LAB team and partners’ experience, using the Open Educational Resources created within the project, integrating with additional OERs created for previous MOOCs and projects.

Outlines and syllabi of these courses are available in the Annexes 2, 4 and 5.

The scope and aim of the guidelines is to briefly introduce how these training activities were designed, with some general suggestions and reflection points, and how to find and use Open Educational Resources to build new courses, also beyond the reuse of the CO-LAB resources set and this specific topic.

Part 1 of these guidelines focuses on the design of the training activities, outlining the key aspects of each training model originating from the CO-LAB experience (MOOC, short online course, introductory workshop). It provides some insight on how these models were developed and some tips on how to reuse the models or adapt them to your own needs.

Part 2 provides an overview on Open Educational Resources, their definition and the licenses, and some tips on how to find, reuse and share again when building your own courses or educational material upon existing resources.

These guidelines are based on the experience of:

- the CO-LAB project, which focused on the implementation of collaborative learning at school;
- the European Schoolnet Academy, which develops and runs professional development MOOCs for teachers;
- the European Schoolnet LRE initiative (Learning Resources Exchange)\(^3\), which promotes the creation and distribution of OERs.

The CO-LAB OERs are available on the LRE catalogue\(^4\) and the index of these resources is available in Annex 3.

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1. EUN Academy, Collaborative Learning and Teaching course, 2\(^{nd}\) edition, 2017
4. Accessible here: [http://colab.eun.org/onlinecourse](http://colab.eun.org/onlinecourse) and here [http://lreforschools.eun.org](http://lreforschools.eun.org)
Part 1. Designing training activities

In many countries across Europe, teachers face an increasing number of challenges linked to the digitalisation of society, increasingly diverse student profiles due to migration, integration of students with special educational needs, and increasing accountability for student learning. In order to deal with such challenges teachers require support in the form of more professional development opportunities. These guidelines should help trainers to develop such professional development opportunities in a cost efficient manner by reusing existing and open content for building their training offer.

All content of MOOCs offered on the European Schoolnet Academy is published under a Creative Commons license allowing for reuse, even for profitable purposes, unless specified otherwise. European Schoolnet therefore encourages the reuse of such content to further expand the professional development opportunities of teachers across Europe. In particular the reuse of the content to design onsite professional development formats, which can complement the MOOC offer for example through a blended methodology, would be effective. Moreover, other online formats, which might make the content more accessible to specific groups of teachers, such as a closed online course or a webinar series could also be conceived.

1.1. MOOCs on the European Schoolnet Academy

While MOOCs offered by the European Schoolnet Academy mostly feature an instructional design rooted in constructivist and connectivist learning theories, where knowledge and skills are developed through a process of reflection, sharing, discussion, experimentation and connections with peers, each course nevertheless features key content pieces, which can be useful in a variety of contexts outside the course.

The instructional design incorporates a basic construct of content around which a range of community building dynamics are implemented, in order to get teachers to exchange and share their experiences and expertise with each other. For the course content, most courses do not feature a “sage on a stage” but rather draw from a range of materials, including classroom observation videos, teacher and student interviews, screencasts or short practice-focused researcher presentations. The emphasis is on materials coming from classroom practitioners themselves, designed to trigger reflections and exchanges amongst the participants about day-to-day teaching practices. This content part of a course can be easily surveyed by a participant in 1-2 hours per week, whenever and wherever the participant prefers.

However, in order to benefit fully from the course experience, participants should engage themselves in the course community that is built up as the course progresses. The community is nearly always decentralised and exists where the participants choose it to be, on a social media channel such as Facebook or Twitter, on the course platform in the forum, or on one of the many web 2.0 tools used in the courses. The links between different channels are established via dedicated course moderators who actively link participants and content across the growing network of activity. Such fuller immersion in the courses usually requires around 2-4 hours of a participant’s time per week. Nonetheless, it still offers the flexibility to organise this engagement according participant’s needs and schedule.

Courses usually end with a more comprehensive task of applying the taught material during the course to a useful output or product that can be easily implemented in the classroom after the course. For
example, many courses ask participants to produce a lesson plan that allows them to put into practice what they have learnt in the course. This substantive piece of work is then entered into a process of peer review, allowing each participant to reflect on their own and other’s work as they complete the course.

Reusable content in the courses consists primarily of video material but also of activity descriptions and assessment templates, which could be utilised in another training setting. There is also a potential for turning user generated content such as lesson plans into OERs for reuse in other training contexts.

1.2. Reusing and Integrating European Schoolnet Academy Courses in your Training Programme

There are three main ways to utilise the European Schoolnet Academy course offer for your own training programme:

1. to integrate elements of European Schoolnet Academy courses to develop your existing programme;
2. to expand/Build on the European Schoolnet Academy offer by adding new elements to your existing programme;
3. to certify learning on the European Schoolnet Academy.

1.2.1. Integrate elements of the European Schoolnet Academy offer

European Schoolnet MOOCs are developed with a creative commons share-alike license, so all content on the courses unless specified otherwise can be reused and adapted to integrate into your own training programme as you see fit. Trainers could browse through the courses identifying elements to fit their own programme, adapting and reusing the content as they see fit. For example, most of the video content used in the courses could function well as flipped classroom resources, allowing trainers to implement the flipped classroom methodology without having to prepare much video content themselves.

1.2.2. Expand/Build on the European Schoolnet Academy offer

The European Schoolnet Academy course offer could function well as a basis for developing new learning opportunities in your own programme. For example, a closed online version of a European Schoolnet Academy course could be developed in order to offer more direct academic and professional support to those struggling with the MOOC format. Equally, a version of a course can be developed which targets only specific groups of teachers, focusing for example on collaborative teaching and learning in a certain subject area such as Maths or Languages. European Schoolnet Academy courses can be also easily translated and localised so your organisation can offer them at local or national level, either online or onsite. European Schoolnet Academy course follow-up workshops could be organised, requiring participants to first complete the MOOC and then attending an onsite follow-up workshop where they present their work and go into more detail regarding implementation at a local level. A training opportunity can also be organised alongside a European Schoolnet Academy course so that your offer becomes a blended course along side the existing online course content from the European Schoolnet Academy.
1.2.3. Certify learning on the European Schoolnet Academy

Due to their MOOC format, European Schoolnet Academy courses are rarely formally recognised at local and national level. As a local provider of professional development, and a user of one of the models indicated above, it would be possible to certify learning on the European Schoolnet Academy course by adding an onsite element. Through this element, participants present the work they have done in the online course and get assessed by qualified teacher trainers on the course topic so that they can receive a formally accredited certificate recognising their learning. This could be a very cost-effective way to increase your organisations course offer to teachers without actually having to develop and run new courses. Furthermore, such offer could develop into a highly valued service for the thousands of teachers who have completed European Schoolnet Academy courses but are yet to be formally recognised for it at national level.

1.3. Tips and lessons learnt from the CO-LAB project

The CO-LAB project has implemented in particular the approach of expanding and building on the MOOC they originally developed and ran on the European Schoolnet Academy. The project thereby achieved a higher return of investment on the time and resource spent on developing the original MOOC than is usually the case. Given their reach to large audiences, MOOCs in themselves are already highly cost-effective formats. However, by adapting the MOOC offer into different formats the CO-LAB project also benefitted teachers who are not interested or capable to participate in a MOOC and feel more comfortable in a closed or onsite environment. Therefore, increasing not only the reach, but also ensuring the original investment benefitted a broader variety of practitioners.

The following sections outline the experiences and lessons learnt from this exercise of the CO-LAB project so that other organisations and projects can also potentially benefit from reusing and adapting existing content for the purposes of increasing the training offer to teachers.

Beyond the training models implemented within the project, the project partners also collected feedback on the training design, critical aspects, enablers and challenges from participants and other stakeholders. This feedback is presented in the following section in the form of tips and as well as general design principles.

1 - Level of training and audience

Training activities on collaborative learning and teaching should be included in all levels of training: ITE (Initial Teacher Training), CPD (Continuous Professional Development) and informal training opportunities (workshops, reflection and group activities etc.).

It is also important to organise joint training activities with other stakeholders (such as workshops involving also policy makers, head teachers, etc.) and add tailored modules for these other stakeholders in longer training activities.

2 – Design of learning activities

Time is key

Courses should be tailored based on the real time the target group is expected to be able to dedicate to the whole course and to each module, unit and task.

It is fundamental to collect data on the audience in this sense.
Each course can be also built in a modular way and envisage different levels of participation and certification natively (for example, auditor, basic and full).

**Language**

Language is a known obstacle, in particular for online and international courses and for video materials.

It is fundamental to adapt the content of as many courses as possible to make it accessible in a variety of languages.

An easy way to deal with this obstacle is to create trainings and make them available as OER, together with transcripts of videos in the original language and all resources in accessible format, such as ODT format for any document or SRT for subtitles. This way, video subtitles can be added directly in the online video players, as needed, on demand. Another important benefit is that anyone, including participants can contribute to this translation process.

**Address all stakeholders**

For courses on wide topics that are relevant also at system level (such as collaborative learning), the programme should include modules for a variety of stakeholders. For example, a module or activity aimed at policy makers for them to gain a deep understanding or basic knowledge on the topic, to enable them to support the integration of relevant policies.

**Tailor each course, each module and each section**

Each course and each module has to be tailored for a specific target audience or custom, and each section with a progressive approach, also considering carefully:

- the objective they may have, which is strongly related to their role in the system;
- their level of entry competence on the topic and on the processes;
- for teachers, the school level, the age group of their pupils and the entry points for collaborative learning within the curricula and their current/regular activity.

A reflection/design checklist entails the following:

- relevant content;
- doable tasks within the time frame and matching a clear skill-related learning outcome;
- implementations that match the system the participants work in (for example, suggesting lesson plans that take 3 hours for 45’ class based schedule is not effective).

For example, each module can be composed of:

- Introduction, basic concepts and references – for all target audience (including parents, local communities or general audience);
- How to embed in education system – policy makers, head teachers and teachers;
- How to embed in school activities – for head teachers and teachers;
- How to implement in teaching approach and design learning activities for the classroom with students – for teachers.

A good approach can also create courses and modules on-demand, where the core content is more general (as in the example above) and a variety of modules can be added as the need emerge and/or the resources become available.

**Scaffold the learning process**
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Make sure that the course has appropriate scaffolding mechanism. For example, breaking down content and learning activities in very small units and tasks, in particular for the first modules, which serves also as general induction to the course structure and format and to the topic.

Provide examples and foresee content curation

It is also important to spend a particular effort on making available a wide variety of examples and good practices for all the processes presented in the course and to include resources created by other practitioners with the same profile and level.

This can be easily done building up on each course materials, that are created by all participants to any training activity (co-creation and reuse of user generated content). Within each training, we can foresee a follow-up activity to curate these rich and diverse materials created by the participants. We can also prepare and include these materials in a shared repository, a proprietary one or, preferably, an online open one (such as the European Schoolnet LRE).

For example:

- Each learning scenario (more general) should be accompanied by several examples of learning activities already implemented and assessed in real contexts by other teachers (lesson plans, projects etc.);
- Guidelines on processes, such as assessment, should include many examples of applicable tools (rubrics etc.). As for learning scenarios, examples of tools already used and tested in real contexts.

3 – Peer collaboration and other stakeholders involvement

Collaboration among educators is a key factor in training and implementation of new teaching approaches.

The training activities should include this aspect in different ways.

Theory, content and resources

- Specific modules and training materials focusing on teacher and school level collaboration (theory and perspectives)
- Videos on experiences, good practices etc. from a variety of contexts (content and resources)
- Sharing examples of resources also from the participants (resources)

Activities during/for the course

- Reflecting on their learning process collectively (capacity building and peer collaboration)
- Designing any relevant task as peer activity
- Promote face to face meetings in parallel with taking online courses (for example at local level or using an online course within a ITE/CPD face to face activities)

Wider Community of Practice

- Sharing and promoting user generated resources for reuse (including reflections on the design process), also outside the course scope (peer collaboration – transversal)
4 - Practice-oriented approach

Another key element of the training design is to keep a very practice-oriented approach in a capacity building perspective, this can be done through the following actions:

- To empower/enable participants to reuse and design new resources in their work;
- To reflect on one’s learning process;
- To learn how to use a variety of tools.

5 – Technology and training delivery

In particular, when training is delivered mostly online and distance, it is fundamental to consider the tools to use for each step/phase of the learning experience: main content, tasks, additional activities and wider community.

Another important aspect is to clearly identify the different levels between content creation and its formats, diversity of technological platforms (such operating systems, apps etc.) and the devices we intend the participants to use. In principle, these are all independent variables.

The tools should be:

- accessible for free and without other restrictions (such as blocked by geographical area, for example);
- usable on a variety of devices and with a variety of operating systems (as many as possible);
- supporting older technologies (for example for OS and browsers);
- consistent with the task at end (for example in terms of features and in terms of time/competences needed to set up and use);

Furthermore, we should use as few tools as possible and they should be easily identifiable and collected in one place in the main platform, with a clear view and objective for their usage and link with each learning activity they are intended for.

6 – Feedback, data analysis and follow-up activities

It is also fundamental to envisage a minimum level of analysis and follow-up post-training, providing the relevant data to each stakeholders, to feed back into the design process and improve its impact. These activities make our work sustainable and relevant.

As general follow-up process includes the following:

- To prepare an analysis of results and feedback and presentation of these results to participants, trainers, training designers and policy makers, each presentation tailored by relevance;
- To ensure that all participants have access to resources;
- To sustain accessibility and availability also to third parties and general audience;
- To support the reuse and update process of any resource created or revised for and within the training (co-creation of resources trainers/participants), not only for participants but also to other training providers.
CO-LAB also created a set of more general recommendations\(^5\) about implementing collaborative learning at school, which you can download from the project website.

### 1.4. CO-LAB training models and reuse

The short online course and the face-to-face workshops were developed based on the CO-LAB MOOC content, structure and experience and on the general suggestions presented in section 1.3.

The MOOC is designed to last 6.5 weeks and is divided into 4 modules, one module per week with 2.5 extra weeks to complete the final learning activity (design of a lesson plan) and the peer review activity (peer review of other participants lesson plans).

- **Module 1 - What is collaborative learning?**
- **Module 2 - How can you design collaborative learning in the classroom?**
- **Module 3 - How can you assess collaborative learning?**
- **Module 4 - How can teacher collaboration facilitate collaborative learning?**

The MOOC instructional design is based on the general principles of the European Schoolnet Academy as described in section 1.1. The outline of the course includes:

- A number of videos;
- Reflection and discussion activities for each section;
- A final formal learning activity (lesson plan design and peer review);
- Resources section (including link to the CO_LAB resources).

The outline of the MOOC is available in Annex 2 and the index of the materials used and now available for reuse is in Annex 3.

#### 1.4.1 Online courses – short version

- A short online course ran within the eTwinning Continuous Professional Development activities\(^6\) in 2017.

The outline of the short online course together with the relevant used materials are available in Annex 4.

**Level of training and audience**

The course was part of Continuous Professional Development activities.

The scope of this shorter course is to introduce the general concepts of collaboration, key theoretical aspects and some practical suggestions on designing learning activities, including tips on how to assess the processes.

In comparison to the MOOC (long online course), this approach is more operational.

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\(^5\) Integrating Collaborative Learning in Policy and Practice, CO-LAB’s Conclusions and Recommendations, 2017 - [http://colab.eun.org/recommendations](http://colab.eun.org/recommendations)

\(^6\) [https://www.etwinning.net/en/pub/highlights/learning-events.htm](https://www.etwinning.net/en/pub/highlights/learning-events.htm)
Target audience are primary and secondary school teachers and vocational education teachers. It does not address specifically the training needs of other stakeholders, such as heads of schools and policy makers.

**Design of activities and content**

The key differences between the short and long version of the online training course are mainly related to the reduction of quantity and of complexity of the content/activities offered.

The content of Module 4 of the MOOC *How can teacher collaboration facilitates collaborative learning?* is not used and the topic is not tackled in the course.

The content of the other three modules is reshaped in four modules, increasing the scaffolding mechanism into the general concepts at the beginning (Module 1 and 2) and focusing on:

- Framing the importance of collaboration in the school system and for the development of key skills;
- Facilitating a general reflection on the initial challenges for implementing it and practical tips on how to start;
- Providing some additional resources on key related concepts, such as Project-based learning and Inquiry-based learning.

The length not only of the whole course, but also of each module and unit of content or tasks are reduced. Contents are broken down in smaller units, shorter texts, less videos etc. therefore, tasks are simpler and doable in few minutes.

**Collaboration and practice**

The level of collaboration among participants is reduced in the short course.

The general approach is to propose micro-tasks and only one task per module. This is necessary to achieve the final certificate.

Reflection tasks similar to the long version are proposed for each module, where participants are prompted to share their ideas using simple tools (such as Padlets). The practice-oriented approach is maintained on the scope and form of the content. For example, using short texts to present the key concepts and checklist-like tips on how to implement learning design principles in the classroom. However, the short course does not envisaged the design of a full lesson plan (practice) and, consequently, it does not include the peer review activity of the lessons (collaboration among participants).

**Technology**

The technical features used for shorter online courses are very similar to the long version and the same kind of technology/platform can be used to offer both.

In term of choosing the platform and the features set, the general tips in Section 1.2 applying in terms of accessibility, usability etc.

In our case, the only main difference is that the short course does not envisage the design of a lesson plan or learning scenario. Therefore, the tools used for the learning activities can be simpler: only forum-like tools, polls and forms.
Feedback and follow-up

The follow-up is light and consist in a standard participants’ survey evaluation.

The materials and the course remain available to the participants on the original platform.

Tips to reuse, adapt, build new format

This format is also compatible with informal training or to be used as a module for longer training paths (such as ITE). The outline can be easily adapted to develop face-to-face workshops and lectures on the topics. The content of Module 1 and 2 can also be rearranged and reorganised to make it shorter, more general and concentrated in one module of four content units, eliminating:

- Module 1 – Section 2 – Why collaborative teaching and learning?
- Module 2 – Section 2 – What is Project Based Learning? and Section 3 – Assigning roles in group work.

The approach to propose very short unit of contents and micro-tasks is a fundamental aspect for any short course or workshop, which limits, as mentioned, the level of collaboration among participants and the practice-oriented approach. More interactive/collaborative tasks can be designed though, also with such boundaries. For example, a group learning activity that requires a micro-task by each participant to build a wider contribution. A very good approach to make any task more related to the group is for the trainers, to provide feedback step by step for each module/task, for example through a short weekly email presenting some interesting results of a forum discussion, the highlights of the ideas and reflections shared, the results of a poll etc.

In designing short courses, we should also consider that participants may have less time to carry out preparation activities and to deepen their knowledge as follow-up, for example to understand concepts that may be mentioned in the main course materials. Therefore, we should select content items and resources that are as self-contained and tools that require only few minutes to be set up. As an alternative, in a short course, we can use additional OERs (mainly videos and infographics) from other sources in order to make each module more self-contained, which is a trade-off with the length but allows participants to have quick access to the additional information without investing more time in searching and identifying good resources.

In our format, we added links and references to some external resources, such as these videos:

- 6 Problems with our School System⁷
- How to Design Project-Based Learning Activities⁸
- What is Inquiry-Based Learning?⁹

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⁷ 6 Problems with our School System, Next School, Published on 15 Dec 2016 - [www.youtube.com/watch?v=okpe-lVW1bE](https://www.youtube.com/watch?v=okpe-lVW1bE)

⁸ How to Design Project-Based Learning Activities, EUN Academy, Published on 26 Nov 2014 - [www.youtube.com/watch?v=3yAODXnAsg](https://www.youtube.com/watch?v=3yAODXnAsg)

⁹ What is Inquiry-Based Learning?, Scott Crombie, Published on 26 May 2014, Inspiring Science Education Project - [www.youtube.com/watch?v=u84ZsS6niPc](https://www.youtube.com/watch?v=u84ZsS6niPc)
As mentioned, in terms of technology to deliver short online courses, it is important that the tools and the set of features offered are ‘limited’ to the real needs, both to present the content and to perform the micro-tasks. In general, one technology/platform can be used to offer all kind of online courses, customizing the set of features participants have access to, according to the programme.

In terms of follow-up, after the course, in particular for stand-alone short online courses, it is important to share with the participants concrete proposals of further training on the topics, optimally in the form of progressive options. For example, a list including other online short and long courses, events and informal training and formal training.

1.4.2 Face to face workshops

For the face-to-face workshops, we present an introductory workshop on collaboration and collaborative learning, usually embedded within longer workshops or events.

You can find the outline of these workshops and the materials used in Annex 5.

**Level of training and audience**

The scope of this workshop is to introduce the general concepts of collaboration: main definitions, differences between cooperation and collaboration, the 4 collaboration questions and facilitate a self-reflection process on how collaborative learning is/can be implemented in day-to-day activities.

Target audience for the introductory workshop in this format are mainly primary and secondary schools teachers, with a basic/entry level knowledge on the topic.

**Design of activities and content**

The content of Module 1 of the long online course (MOOC) is used for this workshop, reorganised in very short units.

The front lecture style theoretical presentations by the trainer are limited to 20-30% of the total time, in short segments of maximum 10’ minutes.

Some of the introductory videos of the modules of the online course are used to animate the theoretical parts, alternating the trainer presentation with the videos. Each video is strongly linked to the workshop flow and to a specific practice/task, also followed by a brief recap by the trainer or though group discussion.

In the introductory workshop model, we used these videos:

- **What is collaborative learning?** - www.youtube.com/watch?v=gmix1Puia48
- **The 4 Collaboration questions** - www.youtube.com/watch?v=HruRO2RKKI0
- **Assessment for improving CL** - www.youtube.com/watch?v=bCO3usM2Qwo

**Collaboration and practice**

The level of collaboration is much higher in comparison with the online activities and the workshops focus on practical activities, which take up to 80% of the time.

The practices used in the workshops are the same or very similar to the learning activities proposed in long version of the online course for Modules 1 and 2, but a collaboration/group work aspect is added for each step.

For example, as in the Workshop outline:
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Practice 1 - What is CL...for you?
Group reflection – 10’
Share your ideas on collaborative learning

Practice 2 – Your collaborative activities
Individual reflection – 5’
Reflect on some recent learning activities you have carried out in the past year, which have included some level of collaboration
  • Select one which you think required a low level of collaboration and one which you think required a high level of collaboration from students
  • Explain why each activity required a low or high level of collaboration
  • Take some notes (we will need them later)

Practice 3 – How collaborative your learning activities are?
Individual reflection – 5’
Assess your current collaborative learning activities
  • Use the 21CDL rubric to assess at what level the two learning activities you reflected on in the previous practice are
  • Explain the assessment with some notes
Discussion of some examples – 10’

Technology
The technological aspect is less relevant in face-to-face activities and the choice between digital and analog tools is more flexible, depending on the number of participants and availability of devices.

In our introductory workshops, post-its, white boards etc. replace the use of forums, Padlets and similar online tools.

Other more complex digital tools are not needed since the focus is on hands-on experience and on understanding the basic concepts, rather than on designing or adapting learning activities and tools to be used later on in the classroom, as done with the Learning Designer10 during the MOOC.

Feedback and follow-up
In our workshop, we do not use any structure tool for feedback, such as questionnaires. This is mostly due to the short duration and to the fact that the feedback from participants is more informal and fully integrated in the flow of activities, taking the form of self-assessment and reflection, individually and in groups.

The training materials and the link to the long online course (available in its archived version) are shared after the workshop, in case the participants are interested in a more structured self-paced activity.

Tips to reuse, adapt, build new format
The key aspect to integrate videos in face-to-face activities are language and relevance. Listening to a video only once, and be able to catch and elaborate on the concepts straight away may be challenging, in particular if it is in a foreign language.

For this reason, we suggest:
  • to use only videos with introductory level content;

10 http://learningdesigner.org
Building Professional Development courses for education professionals with Open Educational Resources

- to play the videos at a slower speed, such as 0.75
- to use only videos for which subtitles are available and, if possible and relevant, translate the subtitles in your national language;
- To use only videos of maximum 3'/4';
- After each video, the trainer needs to quickly recap the key concepts.

If you wish to extend the scope of the introductory workshops adding a more extensive and practice-oriented presentation of the collaborative learning scenario template/examples and some key aspect on assessment, we suggest to be very selective with the resources and content.

- Choose only one scenario (or even better a lesson plan already developed based on a scenario) and prepare a brief presentation of its key aspects, extracting some examples of the proposed activities. Provide participants with the full printed version.
  - We suggest to use this video to introduce the scenarios: Collaborative learning scenarios - [www.youtube.com/watch?v=2KPnyxazNco](http://www.youtube.com/watch?v=2KPnyxazNco)
  - We suggest to use this scenario as an example: 
    *Art & Music - Creating an exhibition* (NCCA, Ireland) - [http://colab.eun.org/scenario_artmusic](http://colab.eun.org/scenario_artmusic)

- Choose one example of assessment type (for example, individual self-assessment using a checklist), select only one example of checklist and distribute the printed version and present few tips on how to create and use it from the CO-LAB Guidelines for Assessing Collaborative learning (paragraph A3.2 and A3.3).
  - We suggest to use this checklist: 
    *Checklist for self-assessment* (paragraph B3.2)

As for the workshop content and the proposed tasks, with minimal adaptation, they can also be used as preparatory activities for longer and more complex workshops. For example, a whole day workshop that tackles also learning activities and assessment design. As preparation, self-learning activity/tasks, can be shared with participants in advance, by email or on an online platform, in order to get them started on the key concepts, before the formal or longer course starts.

As follow-up activities for any workshop, it is fundamental to share some key training materials and we may share more resources than the ones used/mentioned during the workshop. It is important to provide a brief presentation of each resource and to contextualize them in the form of a potential self-learning path. To do so, we suggest adapting reduced versions of the long or short online course syllabus (see Annex 2 and Annex 4), adding direct links to videos and files. More than one version can be shared as well, with different levels of complexity and quantity of resources (for example introductory and intermediate).

---

11 [http://colab.eun.org/learning-scenarios](http://colab.eun.org/learning-scenarios)
Part 2. How to use Open Educational Resources

Part 2 of these guidelines introduces how to start finding and using Open Educational Resources to build new training activities beyond the reuse of the CO-LAB resources set and its specific topic.

This section provides an overview on OERs’ definition and licenses and some tips on how to find, reuse and share again when building your own courses or educational materials upon existing resources.

These guidelines will help participants:

- To develop a clearer understanding of OER’s potential in education;
- to become more familiar with Creative Commons tools and licenses and learn how to use them;
- To know how to create their own re-usable OERs to share with colleagues.

2.1 Definition of Open Educational Resources

There many definitions of OER and here we adopt the one proposed by UNESCO.

"Teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions."

UNESCO, 2012, Paris OER Declaration

It is important to opt for ‘Openness’ in relation with Educational Resources, since the OER approach brings several benefits:

- improve affordability;
- help improve student success;
- stimulate innovation in pedagogy;
- insures the best possible and broadest impact of public investment.

The OER approach can be applied for all different kind of educational resources that can be used for teaching and learning, such as:

- Images;
- Online animated objects such as science demonstrations;
- Educational games;
- Lesson plans shared by other teachers;
- Lecture recordings (video or audio);
- Interactive tests;
- Examples from the Learning Resource Exchange and other sources later in our discussion.

---

2.2 Creative Commons and licenses for educational resources

Reusing images or other piece of contents and information found online through a simple Google search is a very common practice. However, by default, anything we can find online is under copyright, unless the author/creator has explicitly indicated that their work is ‘open’.

The simplest solution is to look for and use materials shared with a Creative Commons (CC) license and license your own material using the same approach. CC licenses let people easily change their copyright terms from the default of “all rights reserved” to “some rights reserved.”

2.2.1. What Is Creative Commons?

Creative Commons (CC)\(^{13}\) is a nonprofit organisation that works to increase the amount of creativity (cultural, educational, and scientific content) available in “the commons” — the body of work that is available to the public free of charge and legal sharing, use, repurposing, and remixing.

2.2.2. How Does Creative Commons (CC) work?

CC provides free, easy-to-use legal tools that give everyone, from individual user generated content creators to major companies and institutions, a simple and standardised way to pre-clear usage rights to creative work. Creative Commons licenses provide a standardized internationally recognized template for making these rules clear.

This allows finding truly ‘free’ available resources.

There is a giant pool of CC-licensed creativity available with hundreds of millions of works — from songs and videos to scientific and academic material all available to the public free of charge legal use under the terms of these copyright licenses, with more material contributed every day.

Because CC provides a standardized way to mark content as CC, it is possible for search engines to find them.

To a certain extent, this also allows anyone to share maintaining the rights.

To give people the right to share, use and even build upon a work we have created, we can consider publishing under a CC license, such as per the European Schoolnet and CO-LAB project resources. CC gives flexibility (for example, one can choose to allow only noncommercial uses) and protects whoever uses this work. Therefore, users do not have to worry about copyright infringement, as long as they abide by the conditions specified in the license.

2.3. How to find OER

2.3.1 Different kind of resources require different search strategies

To find OERs online, there are mainly two strategies.

**Strategy 1 – Search engines**

\(^{13}\) Creative Commons - [http://creativecommons.org](http://creativecommons.org)
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We can use advanced search preferences in search engines and platforms, this is especially good for images and videos that can be mixed with other materials to create a learning experience. For this task, we can use general search engines, such as Google or YouTube, or the CC dedicated engine\(^{14}\).

**Strategy 2 – Dedicated repositories**

For more complex materials, created by and for educators, we use a dedicated repository, such as the Learning Resource Exchange portal\(^ {15}\).

Examples of the different type of search engines and interfaces are displayed below.

**Creative Commons multi-platform search**

- **YouTube** - Use the search and then use the filters to get only videos with a CC license

  ![YouTube Search and Filters](image)

- **Google** - Search for images - select ‘More’ - select ‘Usage rights’

  ![Google Search and Filters](image)

---

\(^{14}\) [http://search.creativecommons.org/](http://search.creativecommons.org/)
\(^{15}\) [http://lreforschools.eun.org/](http://lreforschools.eun.org/)
2.3.1. The LRE catalogue and the Collaborative Teaching and Learning Resources

The Learning Resource Exchange (LRE) is a catalogue of over 300,000 open educational resources from more than 60 providers in a variety of languages and subjects for K-12. A full index of available Collaborative teaching and learning resources in the LRE can be found in the Annex 3.
2.4 Best practices

To reuse and redistribute a new resource we should share copies of the original and/or the modified content.

The key steps are:

1. Choose the channel;
2. Choose the right license for new resource
3. Include a meaningful description (metadata);
4. Include all the attribution (originals and yours).

2.4.1. Selecting a License for content you create and want to share

Creative Commons offers six different content licenses. The first step to share a new work is to select the license that is right for the creator needs.

The Creative Commons license chooser helps to select a CC license that matches the conditions required. It also provides users with a snippet of code for their website to signal which license chosen.

In the figures below, we can see the different options of licenses and the tool interface.

---

16 https://creativecommons.org/share-your-work/
17 http://creativecommons.org/choose
Creative Commons Licenses

<table>
<thead>
<tr>
<th>CC License</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attribution 4.0 International [CC BY 4.0]</td>
<td>This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.</td>
</tr>
<tr>
<td>Attribution-ShareAlike 4.0 International [CC BY-SA 4.0]</td>
<td>This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms. This license is often compared to “copyleft” free and open source software licenses. All new works based on yours will carry the same license, so any derivatives will also allow commercial use. This is the license used by Wikipedia, and is recommended for materials that would benefit from incorporating content from Wikipedia and similarly licensed projects.</td>
</tr>
<tr>
<td>Attribution-NoDerivatives 4.0 International [CC BY-ND 4.0]</td>
<td>This license allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to you.</td>
</tr>
</tbody>
</table>

Help others attribute you!

This part is optional, but filling it out will add machine-readable metadata to the suggested HTML!

- Title of work
- Attribute work to name
- Attribute work to URL
- Source work URL
- More permissions URL
- Format of work
- License mark

Except where otherwise noted, this work is licensed under https://creativecommons.org/licenses/by/4.0/
2.4.2. How to use the license

When we create a resource, the CC license can be included with digital and non-digital formats.

These are key steps to choose and apply the license.

- Use the online CC license Creative Commons license chooser
- Answer the license feature questions
- Review the selected license
- Fill in information to help others attribute you
- Copy/paste the code into online formats
- If you identified the License mark as “offline” the license for non-digital works can be downloaded and included with the resource
- Copy and paste your chosen license symbol in an easy to spot place on your document\(^\text{18}\) (e.g. title page)

All CC licenses require users to attribute the creator of licensed material, unless the creator has waived that requirement, not supplied a name, or asked that her name be removed.\(^\text{19}\)

Additionally, we must retain a copyright notice, a link to the license (or to the deed), a license notice, a notice about the disclaimer of warranties, and a URI if reasonable (the unique identifier which locates a resource). For versions prior to CC 4.0, we must also provide the title of the work. Though it is not a requirement in 4.0, it is still recommended if one is supplied.

CC licenses have a flexible attribution requirement, so there is not necessarily one correct way to provide attribution. The proper method for giving credit will depend on the medium and means we are using, and may be implemented in any reasonable manner. Additionally, we may satisfy the attribution requirement by providing a link to a place where the attribution information may be found.

**YouTube Example**

Some platform like YouTube and Flickr allow adding a CC license from their own menu when a user uploads new content.

Unless we specify otherwise, when uploading content, YouTube adds its own license to every uploaded video, but a CC license can be specified at this stage.

This will allow the video to appear when someone else searches for open content and will make the creator intentions and rights clear to all other users.

\(^{18}\) [https://creativecommons.org/about/downloads/](https://creativecommons.org/about/downloads/)

\(^{19}\) [https://creativecommons.org/faq/](https://creativecommons.org/faq/)
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Annexes

Annex 1 – References

Collaborative teaching and learning online course (MOOC)

Leaning scenarios
http://colab.eun.org/learning-scenarios

CO-LAB Guidelines for Assessing Collaborative Learning in the Classroom, Valente L., CO-LAB project, 2016 (updated 2018)
http://colab.eun.org/assessment-guidelines

CO-LAB Country Reports, Summary and reports from national partner leads, Racz B. et al., October 2017
http://colab.eun.org/country-reports

Integrating Collaborative Learning in Policy and Practice, CO-LAB’s Conclusions and Recommendations, Cassells D., January 2018
http://colab.eun.org/recommendations

CO-LAB Final Evaluation and Recommendations report, Educational Research Institute (IBE), Poland, January 2018
http://colab.eun.org/final-evaluation

https://education.microsoft.com/GetTrained/ITL-Research

Collaboration & assessment: Theory and practice, Universidade do Minho, 2014, CCL project
http://colab.eun.org/research

CCL GUIDE: Learning story collaboration. What is the collaboration learning model and how to use it? Universidade do Minho, 2013, CCL project
http://colab.eun.org/research
## Annex 2 - Collaborative Teaching and Learning online course syllabus

### General information

| **Stard date** | 25 September 2017 (Module 1 opens) |
| **End date** | 8 November 2017 (Peer review deadline) |
| **Duration** | 6.5 weeks |
| **Time** | 4-5 hours per module |
| **Level** | Introductory |
| **Language** | English |
| **Provider** | CO-LAB Project and European Schoolnet Academy |

### Description

This introductory course will help you to better understand:

- What is collaborative learning?
- How can I carry it out effectively in my classroom?
- What tools can I use to assess collaborative learning?
- How can I collaborate with fellow teachers to facilitate collaborative learning?

**You will:**

- Receive advice from experts and peers, as well as concrete suggestions about how to carry out collaborative teaching and learning in your classroom;
- Have access to videos of inspiring practice and other support material;
- Find a community of like-minded professionals on the course who can support you in improving your classroom practices;
- Reflect, discuss and share about these topics;
- Use a variety of online tools and social media to communicate and engage in some peer review activities.

### Target audience

The course is targeted at primary and secondary teachers, teachers in initial training and teacher trainers from Europe and beyond. Head of schools and other stakeholders, such as policy makers, may also benefit from the course as an introduction to Collaborative Learning and Teaching (Module 1) and to collaboration at school level (Module 4).

### Structure and activities

The course lasts 6.5 weeks and is divided into 4 modules, one module per week with 2.5 extra weeks to complete the final learning activity (design lesson plan) and the peer review activity (review your peers’ lesson plans).

We will be opening up a new module every Monday and all modules will remain open until the end of the course.

Each module consists of:

- a number of videos
- reflection and discussion activities
- a more formal learning activity
- a resources section
### Assessment and certification
You will receive digital module badges for every completed module of the course as well as a course badge and a course certificate upon completion of the full course.

All badges can be exported to the Mozilla Badge Backpack.

Each module includes a learning activity, which you should do by the end of the week to gain the Module Badge.

The final learning activity will be to submit a lesson plan and to peer-review other participants' lesson plans. In order for you to receive the Course Badge and the final Digital Certificate, you need to submit the lesson plan and to peer-review other participants' lesson plans.

### Modules’ description

#### Module 1 - What is collaborative learning?
This introductory module looks at what exactly is meant by collaboration in an educational context. We hear from our Irish expert on the topic, Professor Deirdre Butler, followed by some concrete examples of what collaborative learning can look like in a flexible, interactive classroom as well as in project-based learning.

**The learning objectives for this module are:**
- Understand the full meaning of collaborative learning, and that it requires more than teachers simply putting students in groups
- Appreciate the key benefits collaborative learning can bring to students and the specific skills it helps develop
- Appreciate how collaborative learning can be facilitated by a flexible, interactive classroom, and also through project-based learning
- Create a personal Learning Diary to log learning activities, reflections and resources from the course.
- Reflect in your Learning Diary on two learning activities and whether they require a low or high level of collaboration from students

#### Module 2 - How can you design collaborative learning in the classroom?
This module looks at how to effectively design and implement collaborative learning. Professor Deirdre Butler explains to teachers how to embed collaborative learning into lesson design, the 4 major questions teachers need to ask themselves when designing a collaborative learning activity as well as how to use the 21st Century Learning Design or 21 CLD Collaboration Rubric.

The final part of this module explains the learning scenario template, which can also be used as a tool to help you reflect and design your own collaborative learning activities.

**The learning objectives for this module are:**
- Understand how to embed collaborative learning into lesson design
- Appreciate the four dimensions of collaborative learning concerning group work, shared responsibility, making substantive decisions, and interdependent work
- Understand how the 21st Century Learning Design Collaboration Rubric and Learning Scenarios can help you reflect and design collaborative learning activities
- Assess the two collaborative learning activities you described in Module 1, using the 21 CLD Rubric, and report in your Learning Diary

#### Module 3 - How can you assess collaborative learning?
This module looks at how to effectively assess collaborative learning. The module starts with an introductory video on the principles of assessment for improving collaborative learning, and is later followed by a video focusing on how to assess collaborative learning using rubrics and checklists, also presenting the CO-LAB Guidelines for Assessing Collaborative Learning (developed by Doctor Luis Valente, from the University of Minho). We also hear from teachers in Greece, Portugal and Italy concerning their personal experiences of assessing students’ collaborative work in relation to different aged student groups, subjects and contexts.

**The learning objectives for this module are:**
- Understand the principles of assessing collaborative learning
- Appreciate the various challenges teachers face in assessing collaborative learning and the tips, tools and solutions available
- Understand the value of using rubrics and checklists for assessing collaborative learning, and how to construct them
- Appreciate the importance of involving students in the definition of assessment tools used for collaborative learning
- Start creating one or more lesson plans integrating collaborative learning and assessment using the Learning Designer
Module 4 - How can teacher collaboration facilitate collaborative learning?

In this module, we hear about teacher collaboration experiences from a variety of viewpoints – from Bulgarian, Turkish and Irish teachers as well as a teacher trainer and a researcher. The benefits and challenges of teacher collaboration are discussed, as well as the skills required and the school conditions needed for effective collaboration to take place. We also hear about how technology can facilitate teachers working together.

The learning objectives for this module are:

- Appreciate the benefits of teacher collaboration and how best to take advantage of them, as well as the challenges, and tips and tools for overcoming them
- Understand the required skills needed by teachers for effective collaboration, as well as the conditions needed at school level for teacher collaboration to flourish
- Understand how technology can facilitate teacher collaboration
- Finalize the development of one or more lesson plans integrating collaborative learning and assessment, as well as elements of teacher collaboration, using the Learning Designer.
- Peer review the collaborative learning lesson plans of two course participants.

Course structure and activities

<table>
<thead>
<tr>
<th>Course introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start:</strong> 26 July 2017 - <strong>End:</strong> 8 November - <strong>Suggested deadline:</strong> 25 September 2017</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Section title</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course timeline</td>
<td>Activity</td>
<td>Navigate the course timeline and main deadlines</td>
</tr>
<tr>
<td>A. Getting started</td>
<td>Activity</td>
<td>Tell us about yourself filling in the course Pre-course survey and map location</td>
</tr>
<tr>
<td>B. Getting ready 1 - Preparing your Learning Diary</td>
<td>Activity and video</td>
<td>Learn about, prepare and share your Learning Diary for the course</td>
</tr>
<tr>
<td>C. Getting ready 2 - Set up your Learning Designer account</td>
<td>Activity and videos</td>
<td>Learn about, set up and share your Learning Designer, to create lesson plans</td>
</tr>
<tr>
<td>D. Getting ready 3 - How to do the peer review</td>
<td>Activity and video</td>
<td>Learn about peer review and how to submit your work for the final activity</td>
</tr>
<tr>
<td>E. Getting ready 4 - Read the Code of conduct</td>
<td>Reading</td>
<td>Learn about the guidelines to fairly interact and work during the course</td>
</tr>
<tr>
<td>F. Live events</td>
<td>Reading</td>
<td>Learn about the 2 course webinars and how to participate</td>
</tr>
<tr>
<td>G. Course Introduction Quiz</td>
<td>Activity</td>
<td>Check that you are ready to start the course</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 1 - What is collaborative learning?</th>
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<tbody>
<tr>
<td><strong>Start:</strong> 25 September 2017 - <strong>End:</strong> 8 November - <strong>Suggested deadline:</strong> 1 October</td>
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<tr>
<th>Section title</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 - Welcome</td>
<td>Reading, video, activity</td>
<td>Introduction to topics of Module 1 and learning objectives - Participants' introduction on the Course Selfie Padlet</td>
</tr>
<tr>
<td>1.1 What is collaborative learning?</td>
<td>Video and activity</td>
<td>CL definition and key benefits - Participants' feedback Padlet</td>
</tr>
<tr>
<td>1.2 Collaborative learning in a flexible classroom</td>
<td>Video and activity</td>
<td>Presentation of an experience of CL and flexible classroom - Participants' feedback Padlet</td>
</tr>
<tr>
<td>1.3 Collaborative learning through project-based learning</td>
<td>Video and activity</td>
<td>Presentation of an experience of CL and Project Based Learning - Participants' feedback Padlet</td>
</tr>
<tr>
<td>1.4 A foreign language teacher’s experience of collaborative learning</td>
<td>Video and activity</td>
<td>Presentation of an experience of CL and teaching languages - Participants' feedback Padlet</td>
</tr>
<tr>
<td>1.5 A History &amp; Geography teacher’s experience of collaborative learning</td>
<td>Video and activity</td>
<td>Presentation of an experience of CL and teaching history and geography - Participants' feedback Padlet</td>
</tr>
</tbody>
</table>
1.6 Module 1 Learning Activity
Activity
Reflect on 2 learning activities carried out in the past and description of their collaborative aspects (300 words each max) and share in Activity Padlet

1.7 Module 1 Resource Section
Reading and video
Video and documents on the topic, organised in Key resources (part of the module time estimation) and Additional resources (extra)

Module 2 - How can you design collaborative learning in the classroom?
Start: 2 October 2017 - End: 8 November - Suggested deadline: 8 October

<table>
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<tr>
<th>Section title</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2 - Welcome</td>
<td>Reading and video</td>
<td>Introduction to topics of Module 2 and learning objectives</td>
</tr>
<tr>
<td>2.1 Embedding collaborative learning into lesson design</td>
<td>Video and activity</td>
<td>Irish context for CL and key aspects of CL implementation in schools - Participants’ feedback Padlet</td>
</tr>
<tr>
<td>2.2 The 4 Collaboration Questions</td>
<td>Video and activity</td>
<td>The 4 big ideas in collaboration: working together, shared responsibility, substantive decisions and interdependent work - Participants’ feedback Padlet</td>
</tr>
<tr>
<td>2.3 21 CLD Collaboration Rubric</td>
<td>Video and activity</td>
<td>How to assess the level of collaboration in learning activities based on the 4 collaboration aspects rubric - Participants’ feedback Padlet</td>
</tr>
<tr>
<td>2.4 Collaborative learning scenarios</td>
<td>Video and activity</td>
<td>Presentation of the collaborative learning scenarios - Participants’ feedback Padlet</td>
</tr>
<tr>
<td>2.5 Module 2 Learning Activity</td>
<td>Activity</td>
<td>Reflect again on the 2 learning activities described for Module 1 and assess their level of collaboration using the rubric - Participants’ feedback Padlet</td>
</tr>
<tr>
<td>2.6 Module 2 Resource Section</td>
<td>Reading and video</td>
<td>Collaborative Learning Rubric and learning scenarios (template and 6 examples for different subjects)</td>
</tr>
</tbody>
</table>

Module 3 - How can you assess collaborative learning?
Start: 9 October 2017 - End: 8 November - Suggested deadline: 15 October

<table>
<thead>
<tr>
<th>Section title</th>
<th>Type</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Module 3 - Welcome</td>
<td>Reading and video</td>
<td>Introduction to topics of Module 3 and learning objectives</td>
</tr>
<tr>
<td>3.1 Assessment for improving collaborative learning</td>
<td>Video and activity</td>
<td>Introduction to the principles of assessment for improving collaborative learning - Participants’ feedback Padlet</td>
</tr>
<tr>
<td>3.2 A sports teacher’s experience of assessing collaborative learning</td>
<td>Video and activity</td>
<td>Presentation of an experience of assessing CL for physical education - Participants’ feedback Padlet</td>
</tr>
<tr>
<td>3.3 An ICT teacher’s experience of assessing collaborative learning</td>
<td>Video and activity</td>
<td>Presentation of an experience of assessing CL for Project Based Learning activities - Participants’ feedback Padlet</td>
</tr>
<tr>
<td>3.4 Collaborative learning and student peer reviews</td>
<td>Video and activity</td>
<td>Presentation of an experience of assessing CL for ICT subjects - Participants’ feedback Padlet</td>
</tr>
<tr>
<td>3.5 Collaborative learning - What to assess and how?</td>
<td>Video and activity</td>
<td>How to assess Collaborative learning and presentation of CO-LAB Assessment guidelines and tools - Participants’ feedback Padlet</td>
</tr>
<tr>
<td>3.6 Answers to teachers’ questions on assessing collaborative learning</td>
<td>Video and activity</td>
<td>Dr. Luis Valente answers to the questions posed in the teacher videos, by category: diagnostic assessment, peer assessment, differentiating individual participation, discreet assessment, and the use of Mind Maps, Concept Maps and Infographics.</td>
</tr>
<tr>
<td>3.7 Module 3 Learning Activity</td>
<td>Activity</td>
<td>Understanding key criterias for creating a Collaborative learning activity and first outline of the Final Learning activity (lesson plan draft) - NB: no submission is required at this stage</td>
</tr>
<tr>
<td>3.8 Module 3 Resource Section</td>
<td>Reading and video</td>
<td>CO-LAB Guidelines for Assessing Collaborative Learning in the Classroom</td>
</tr>
</tbody>
</table>

Live event 1 - Questions and answers
Collection of questions - Start: 9 October 2017 - Deadline: 15 October
Module 4 - How can teacher collaboration facilitate collaborative learning?

Start: 16 October 2017 - End: 8 November - Suggested deadline: 22 October

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<thead>
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<th>Section title</th>
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<tr>
<td>Module 4 - Welcome</td>
<td>Reading and video</td>
<td>Introduction to topics of Module 4 and learning objectives</td>
</tr>
<tr>
<td>4.2 A primary school teacher's experience of teacher collaboration</td>
<td>Video and activity</td>
<td>Presentation of an experience of primary school teachers collaboration within eTwinning and Erasmus+ projects - Participants' feedback Padlet</td>
</tr>
<tr>
<td>4.3 A secondary teacher's experience of teacher collaboration</td>
<td>Video and activity</td>
<td>Presentation of an experience of a secondary school language teacher's collaboration, the role of digital technologies and collaboration with teachers and experts beyond the school - Participants' feedback Padlet</td>
</tr>
<tr>
<td>4.4 The benefits and challenges of teacher collaboration</td>
<td>Video and activity</td>
<td>Key benefits of teacher collaboration (peer reviews, collaborating in a safe environment, building an effective community of practice) and main challenges involved - Participants' feedback Padlet</td>
</tr>
<tr>
<td>4.5 Skills and conditions needed for teacher collaboration</td>
<td>Video and activity</td>
<td>Key skills required working collaboratively and conditions needed for teacher collaboration in the school environment, also related to leadership and resistance - Participants' feedback Padlet</td>
</tr>
<tr>
<td>4.6 How technology can facilitate teacher collaboration</td>
<td>Video and activity</td>
<td>The role of technology for teacher collaboration, useful tools and platforms and processes (processing, analyzing and sharing) - Participants' feedback Padlet</td>
</tr>
<tr>
<td>4.7 Irish teachers' reflections on teacher collaboration</td>
<td>Video and activity</td>
<td>Reflection on collaborating with teachers from different schools across Ireland (benefits, advantages and facilitators) - Participants' feedback Padlet</td>
</tr>
<tr>
<td>4.8 Module 4 Resource Section</td>
<td>Reading and video</td>
<td>European reports on teaching professions, which include the aspects of collaboration</td>
</tr>
</tbody>
</table>

Live event 2 - TeachMeet

Application to present - Start: 16 October 2017 - Deadline: 27 October

Online webinar: Week 30 October - 3 November

TeachMeet on good practices from the course's participants | Activity and webinar | A TeachMeet is an informal way of sharing ideas amongst teachers and you can apply to present and share your practice during the webinar (up to 10 presenters) |

Final learning activity - Lesson plan and peer review

Lesson plan submission - Open: 16 October - Hard deadline: 30 October

Peer review - Open: after lesson plan submission - Hard deadline: 8 November

Lesson plan | Activity | Final version of the lesson plan, integrating collaborative learning and assessment - NB: to be submitted to finish the course |

Peer review | Activity | Revision of 3 lesson plans from other participants following the Peer review rubric provided - NB: to be submitted to finish the course |
### Annex 3 - Collaborative Teaching and Learning online course resources index

<table>
<thead>
<tr>
<th>Module</th>
<th>Section</th>
<th>Length</th>
<th>Title EN</th>
<th>Description EN</th>
<th>Resource URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 - What is collaborative learning?</td>
<td>Module introduction</td>
<td>01:36</td>
<td>Collaborative teaching &amp; learning - Introduction to collaborative learning</td>
<td>This video gives an overview of topics related to Collaborative Teaching and Learning.</td>
<td><a href="https://www.youtube.com/watch?v=VUHgqyHHEQ&amp;feature=youtu.be">https://www.youtube.com/watch?v=VUHgqyHHEQ&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>Module 1 - What is collaborative learning?</td>
<td>What is collaborative learning?</td>
<td>02:54</td>
<td>Collaborative teaching &amp; learning - What is collaborative learning?</td>
<td>This video explores what collaborative learning is and summarizes the key benefits for students as well as the specific skills developed through it.</td>
<td><a href="https://www.youtube.com/watch?v=mgmx1Pulaz8&amp;feature=youtu.be">https://www.youtube.com/watch?v=mgmx1Pulaz8&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>Module 1 - What is collaborative learning?</td>
<td>Collaborative learning in a flexible classroom</td>
<td>04:35</td>
<td>Collaborative teaching &amp; learning - Collaborative learning in a flexible classroom</td>
<td>This video describes a teacher’s experience with a flexible and interactive classroom environment facilitating collaborative learning at secondary school in Italy.</td>
<td><a href="https://www.youtube.com/watch?v=Ke1bc40Nfw&amp;feature=youtu.be">https://www.youtube.com/watch?v=Ke1bc40Nfw&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>Module 1 - What is collaborative learning?</td>
<td>Collaborative learning through project-based learning</td>
<td>05:36</td>
<td>Collaborative teaching &amp; learning - Collaborative learning through project-based learning</td>
<td>This video illustrates how project-based learning can facilitate effective collaborative learning in the classroom. The video features a teacher and students from an elementary school in Italy.</td>
<td><a href="https://www.youtube.com/watch?v=T2-DWOYUJUGU&amp;feature=youtu.be">https://www.youtube.com/watch?v=T2-DWOYUJUGU&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>Module 1 - What is collaborative learning?</td>
<td>A foreign language teacher’s experience of collaborative learning</td>
<td>06:40</td>
<td>Collaborative teaching &amp; learning - A language teacher’s experience of collaborative learning</td>
<td>This video describes a teacher’s experience of carrying out collaborative learning through a project-based approach and various online tools, the challenges she has faced as well as solutions and related questions to reflect on.</td>
<td><a href="https://www.youtube.com/watch?v=0IB9M1J3iEQ">https://www.youtube.com/watch?v=0IB9M1J3iEQ</a></td>
</tr>
<tr>
<td>Module 1 - What is collaborative learning?</td>
<td>A History &amp; Geography teacher’s experience of collaborative learning</td>
<td>09:24</td>
<td>Collaborative teaching &amp; learning - An Italian, History &amp; Geography teacher’s experience</td>
<td>This video describes a teacher’s experience of implementing collaborative learning in the classroom, the challenges she has faced in terms of teacher collaboration as well as student collaboration, and how she went about setting up groups.</td>
<td><a href="https://www.youtube.com/watch?v=mClrk6F45I&amp;feature=youtu.be">https://www.youtube.com/watch?v=mClrk6F45I&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>Module 2 - How can you design collaborative learning in the classroom?</td>
<td>Course introduction</td>
<td>01:47</td>
<td>Collaborative teaching and learning - Introduction to collaborative learning design</td>
<td>This video gives an overview of topics related to embedding collaborative learning into lesson design.</td>
<td><a href="https://www.youtube.com/watch?v=g1kzjiaBOjE&amp;feature=youtu.be">https://www.youtube.com/watch?v=g1kzjiaBOjE&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>Module 2 - How can you design collaborative learning in the classroom?</td>
<td>Embedding collaborative learning into lesson design</td>
<td>06:02</td>
<td>Collaborative teaching &amp; learning - Embedding collaborative learning into lesson design</td>
<td>This video features Irish context for collaborative learning and key aspects of it's implementation in schools.</td>
<td><a href="https://www.youtube.com/watch?v=rlrmKlbFZx0&amp;feature=youtu.be">https://www.youtube.com/watch?v=rlrmKlbFZx0&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>Module 2 - How can you design collaborative learning in the classroom?</td>
<td>The 4 Collaboration Questions</td>
<td>05:08</td>
<td>Collaborative teaching &amp; learning - The 4 Collaboration Questions</td>
<td>This video introduces the 4 big ideas in collaboration: working together, shared responsibility, substantive decisions and interdependent</td>
<td><a href="https://www.youtube.com/watch?v=HtJR02RKKK0&amp;feature=youtu.be">https://www.youtube.com/watch?v=HtJR02RKKK0&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>Module 2 - How can you design collaborative learning in the classroom?</td>
<td>Resource Section</td>
<td>Collaboration Scenarios</td>
<td>This resource section provides collaboration scenarios that educators can use for reflection and design of collaborative learning activities.</td>
<td><a href="http://colab.eun.org/learning-scenarios">http://colab.eun.org/learning-scenarios</a></td>
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<tr>
<td>Resource Section</td>
<td>Learning Scenario Template</td>
<td>This is a Learning Scenario Template, which will support educators in reflecting and designing collaborative learning activities.</td>
<td><a href="http://colab.eun.org/scenario_healthy_city">http://colab.eun.org/scenario_healthy_city</a></td>
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</tr>
<tr>
<td>Resource Section</td>
<td>Assessment in collaborative learning (CCL, Europe)</td>
<td>This is an example of a learning scenario, which will support educators in designing collaborative teaching and learning activities related to the topic of collaborative work.</td>
<td><a href="http://colab.eun.org/scenario_assessment">http://colab.eun.org/scenario_assessment</a></td>
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</tr>
<tr>
<td>Resource Section</td>
<td>Personalisation – Topic: friction (CCL, Europe)</td>
<td>This is an example of a learning scenario, which will support educators in designing collaborative teaching and learning activities embedding personalisation.</td>
<td><a href="http://colab.eun.org/scenario_personlisation">http://colab.eun.org/scenario_personlisation</a></td>
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<tr>
<td>Resource Section</td>
<td>Flipped Classroom (CCL, Europe)</td>
<td>This is an example of a learning scenario, which will support educators in designing collaborative teaching and learning activities including the flipped classroom approach.</td>
<td><a href="http://colab.eun.org/scenario_flipped_classroom">http://colab.eun.org/scenario_flipped_classroom</a></td>
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<tr>
<td>Resource Section</td>
<td>Art &amp; Music - Creating an exhibition (NCCA, Ireland)</td>
<td>This is an example of a learning scenario, which will support educators in designing collaborative teaching and learning activities related to the topic of art, music and of creating an exhibition at school.</td>
<td><a href="http://colab.eun.org/scenario_artmusi">http://colab.eun.org/scenario_artmusi</a></td>
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</tbody>
</table>
### Module 2 - How can you design collaborative learning in the classroom?

<table>
<thead>
<tr>
<th>Resource Section</th>
<th>Resource</th>
<th>Description</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asteroids, impacts and craters (NCCA, Ireland)</td>
<td>This is an example of a learning scenario, which will support educators in designing collaborative teaching and learning activities related to the topic of asteroids, impacts and craters. The scenario includes specific tools that help to implement it. Fact sheet, Glossary of Terms, Physics presentation, Peer Assessment sheet</td>
<td><a href="http://colab.eun.org/scenario_asteroids">http://colab.eun.org/scenario_asteroids</a></td>
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</tbody>
</table>

### Module 3 - How can you assess collaborative learning?

<table>
<thead>
<tr>
<th>Module 3 - How can you assess collaborative learning?</th>
<th>Resource</th>
<th>Duration</th>
<th>Description</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 3 - How can you assess collaborative learning?</strong></td>
<td>Collaborative teaching &amp; learning: Introduction to collaborative learning assessment</td>
<td>02:20</td>
<td>This video gives an overview of topics related to assessment of collaborative learning, teacher’s experience with assessment and tools.</td>
<td><a href="https://www.youtube.com/watch?v=FuGq4AtDI&amp;feature=youtu.be">https://www.youtube.com/watch?v=FuGq4AtDI&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td><strong>Module 3 - How can you assess collaborative learning?</strong></td>
<td>Assessment for improving collaborative learning</td>
<td>04:18</td>
<td>In this video, an expert gives an introduction to the principles of assessment for improving collaborative learning, based on the CO-LAB project Assessment Guidelines. Formative assessment, self-assessment and summative assessment are discussed in relation to the assessment of collaborative learning.</td>
<td><a href="https://www.youtube.com/watch?v=bCO3usM2Qwo&amp;feature=youtu.be">https://www.youtube.com/watch?v=bCO3usM2Qwo&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td><strong>Module 3 - How can you assess collaborative learning?</strong></td>
<td>Collaborative teaching &amp; learning: Assessing students’ collaborative learning</td>
<td>06:09</td>
<td>This video presents experiences of ICT teacher with assessing of project-based collaborative learning in Portugal. The video includes also the benefits and challenges of collaborative learning and assessment together with some tips on how to overcome them.</td>
<td><a href="https://www.youtube.com/watch?v=9pYc8RxTX0&amp;feature=youtu.be">https://www.youtube.com/watch?v=9pYc8RxTX0&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td><strong>Module 3 - How can you assess collaborative learning?</strong></td>
<td>Collaborative teaching &amp; learning: Assessing students’ collaborative learning</td>
<td>08:55</td>
<td>In this video, a teacher shares her experience with assessment of project-based collaborative learning focusing on peer reviews for ICT subjects.</td>
<td><a href="https://www.youtube.com/watch?v=Y495vLX6aY&amp;feature=youtu.be">https://www.youtube.com/watch?v=Y495vLX6aY&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td><strong>Module 3 - How can you assess collaborative learning?</strong></td>
<td>Collaborative teaching &amp; learning: What to assess and how?</td>
<td>07:37</td>
<td>In this video, an expert explains how to assess Collaborative learning and presents the CO-LAB Assessment guidelines and tools with tips on how to construct them including examples.</td>
<td><a href="https://www.youtube.com/watch?v=YMKu58oxM&amp;feature=youtu.be">https://www.youtube.com/watch?v=YMKu58oxM&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td><strong>Module 3 - How can you assess collaborative learning?</strong></td>
<td>Answers to teachers’ questions on assessing collaborative learning</td>
<td>08:47</td>
<td>A collaborative learning and assessment expert, Prof. Luis Valente (Universidade do Minho), offers some answers to teachers’ questions and suggestions related to diagnostic assessment, peer assessment, differentiating individual participation in group work, discreet assessment, and the use of</td>
<td><a href="https://www.youtube.com/watch?v=thTkXafopgE&amp;feature=youtu.be">https://www.youtube.com/watch?v=thTkXafopgE&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>Module 3 - How can you assess collaborative learning?</td>
<td>Resource section</td>
<td>CO-LAB Guidelines for Assessing Collaborative Learning in the Classroom (Luis Valente, University of Minho)</td>
<td>The booklet includes general guidelines (purpose, what to assess, description of rubrics and checklists), specific guidelines for assessing collaborative learning (by purpose: formative assessment, self- and peer assessment) and example of tools (rubrics and checklists)</td>
<td><a href="http://colab.eun.org/assessment-guidelines">http://colab.eun.org/assessment-guidelines</a></td>
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</tr>
<tr>
<td>Module 4: How can teacher collaboration facilitate collaborative learning?</td>
<td>Course introduction</td>
<td>Collaborative teaching and learning - Introduction to teacher collaboration</td>
<td>This video gives an overview of topics related to teacher’s experience with teacher collaboration.</td>
<td><a href="https://www.youtube.com/watch?v=OKZ1lydsy88&amp;feature=youtu.be">https://www.youtube.com/watch?v=OKZ1lydsy88&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>Module 4: How can teacher collaboration facilitate collaborative learning?</td>
<td>&quot;Questions and Answers&quot; Session with Prof. Deirdre Butler!</td>
<td>Collaborative teaching and learning - Questions and Answers session with Prof. Deirdre Butler (Dublin City University)</td>
<td>In this video a senior lecturer in Education presents an informal “questions and answers” session where participants had the chance to ask her any questions related to the topic of collaboration in teaching and learning.</td>
<td><a href="https://www.youtube.com/watch?v=qOArajUqhQk&amp;feature=youtu.be">https://www.youtube.com/watch?v=qOArajUqhQk&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>Module 4: How can teacher collaboration facilitate collaborative learning?</td>
<td>A primary school teacher’s experience of teacher collaboration</td>
<td>Collaborative teaching and learning - A primary school teacher’s experience</td>
<td>This video describes a teacher’s experience of collaborating with other teachers to teach young children based on project learning. A ‘co-teaching rotation’ model of collaboration is presented and the benefits of this approach explained.</td>
<td><a href="https://www.youtube.com/watch?v=PBMr_JgGz1r&amp;feature=youtu.be">https://www.youtube.com/watch?v=PBMr_JgGz1r&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>Module 4: How can teacher collaboration facilitate collaborative learning?</td>
<td>A secondary teacher’s experience of teacher collaboration</td>
<td>Collaborative teaching &amp; learning A teacher trainer &amp; language teacher’s experience</td>
<td>This video describes a secondary school language teacher’s experience of teacher collaboration, and the specific benefits digital technologies can bring to facilitate the process, including the importance of collaborating with teachers and experts beyond your school to create new ideas and exchange best practices.</td>
<td><a href="https://www.youtube.com/watch?v=byOFNby7vU">https://www.youtube.com/watch?v=byOFNby7vU</a></td>
</tr>
<tr>
<td>Module 4: How can teacher collaboration facilitate collaborative learning?</td>
<td>The benefits and challenges of teacher collaboration</td>
<td>Collaborative teaching and learning - The benefits and challenges of teacher collaboration</td>
<td>This video describes key benefits of teacher collaboration (peer reviews, collaborating in a safe environment, building an effective community of practice) and its main challenges.</td>
<td><a href="https://www.youtube.com/watch?v=Vj39hd41Ajq&amp;feature=youtu.be">https://www.youtube.com/watch?v=Vj39hd41Ajq&amp;feature=youtu.be</a></td>
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</tbody>
</table>
### Module 4: How can teacher collaboration facilitate collaborative learning?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Duration</th>
<th>Description</th>
<th>Video Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and conditions needed for teacher collaboration</td>
<td>07:26</td>
<td>In this video, a teacher trainer explains the key skills required to work collaboratively and conditions needed for teacher collaboration in the school environment, also related to leadership and resistance.</td>
<td><a href="https://www.youtube.com/watch?v=Qpd42jk7o&amp;feature=youtu.be">https://www.youtube.com/watch?v=Qpd42jk7o&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>How technology can facilitate teacher collaboration</td>
<td>03:46</td>
<td>In this video, a senior lecturer in Education and a teacher trainer talk about the role of technology for teacher collaboration, useful tools and platforms and processes (processing, analyzing and sharing).</td>
<td><a href="https://www.youtube.com/watch?v=v1kKBNHBmm&amp;feature=youtu.be">https://www.youtube.com/watch?v=v1kKBNHBmm&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>Irish teachers’ reflections on teacher collaboration</td>
<td>05:26</td>
<td>This video showcases reflection on collaborating with teachers from different schools across Ireland including benefits, advantages and facilitators.</td>
<td><a href="https://www.youtube.com/watch?v=WdkSLMtjAOw&amp;feature=youtu.be">https://www.youtube.com/watch?v=WdkSLMtjAOw&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>TeachMeet !</td>
<td>49:30:00</td>
<td>This is the recording from a Teachmeet webinar held during the European Schoolnet Academy online course &quot;Collaborative teaching and learning 1st edition&quot;, in the Fall 2016, where teachers share their ideas on the topic of collaboration.</td>
<td><a href="https://www.youtube.com/watch?v=p6zucXkb5Sc&amp;feature=youtu.be">https://www.youtube.com/watch?v=p6zucXkb5Sc&amp;feature=youtu.be</a></td>
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</table>
Annex 4 - Collaborative learning and teaching: from theory to practice

syllabus

Short online course

General information

<table>
<thead>
<tr>
<th>Duration</th>
<th>3 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>3 hours per week</td>
</tr>
<tr>
<td>Level</td>
<td>Introductory</td>
</tr>
<tr>
<td>Language</td>
<td>English</td>
</tr>
<tr>
<td>Provider</td>
<td>CO-LAB Project and eTwinning</td>
</tr>
<tr>
<td>Description</td>
<td>This learning event will introduce collaborative learning and teaching with a learner-centered approach, presenting key theoretical aspects, practical suggestions on designing learning activities including tips on how to assess these processes. The event is based on the experience of the CO-LAB project and MOOC. This Learning Event will help participants to better understand:</td>
</tr>
</tbody>
</table>

- What collaborative learning is and how it can help students develop specific skills
- How teachers can carry it out effectively in their classroom
- What tools can be used to facilitate and assess collaborative learning

In this Learning Event participants will:

- better understand the full meaning of collaborative learning, and that it requires more than teachers simply putting students in groups
- receive concrete suggestions about how to carry out collaborative teaching and learning in their classroom;
- find a community of like-minded professionals who can interact and offer reciprocal support about their own classroom practices;
- reflect, discuss and share about these topics.

Target audience

The course is targeted at primary and secondary school teachers, vocational education teachers, teachers’ trainers, head of schools.

Structure and activities

The course lasts 3 weeks and is divided into 4 modules, each module has two Tasks to be completed.

Each module consists of:

- group discussions in forums
- different resources from the CoLAB Mooc like videos and articles
- interactive activities and polls (Tricider, Dotstorming, Padlet)
- a live webinar (recorded) and/or Teachmeet to share experiences and ideas about collaborative learning and projects

Assessment and certification

Participants receive an attendance certificate when they complete the modules and at least one Task per module.

Modules’ description
Module 1 - What is collaborative learning?
Learning Objectives
- Understand the full meaning of collaborative learning, and that it requires more than teachers simply putting students in groups
- Appreciate the key benefits collaborative learning can bring to students and the specific skills it helps develop

Module 2 - How can we facilitate collaborative learning in the classroom?
Learning Objectives
- Appreciate how collaborative learning can be facilitated by a flexible, interactive classroom, and also through project-based learning
- Appreciate the four dimensions of collaborative learning concerning group work, shared responsibility, making substantive decisions, and interdependent work.

Module 3 - How can we design collaborative learning?
Learning Objectives
- Understanding the four dimensions of collaborative learning concerning group work, shared responsibility, making substantive decisions, and interdependent work
- Understanding how the 21st Century Learning Design Collaboration Rubric and Learning Scenarios can help you reflect on and design collaborative learning activities
- Assessing two collaborative learning activities that you have done in your classroom using the 21 CLD Rubric

Module 4 - How can we assess collaborative learning?
This module looks at how to effectively assess collaborative learning. We will first examine the principles of assessment for improving collaborative learning, and then learn how to assess collaborative learning using rubrics and checklists.
Learning objectives
- Understanding the principles of assessing collaborative learning
- Identifying the various challenges teachers face in assessing collaborative learning and the tips, tools and solutions available to them
- Understanding the value of using rubrics and checklists for assessing collaborative learning, and how to construct them
- Appreciating the importance of involving students in the definition of assessment tools used for collaborative learning

Course structure and activities

<table>
<thead>
<tr>
<th>Welcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section title</strong></td>
</tr>
<tr>
<td>Why collaborative learning?</td>
</tr>
<tr>
<td>Practical information</td>
</tr>
<tr>
<td>Let’s get to know each other</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 1 - What is collaborative learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section title</strong></td>
</tr>
<tr>
<td>What is collaborative learning?</td>
</tr>
<tr>
<td>Why collaborative teaching and learning?</td>
</tr>
</tbody>
</table>
### Module 2 - How can we facilitate collaborative learning in the classroom?

<table>
<thead>
<tr>
<th>Section title</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can we facilitate collaborative learning in the classroom?</td>
<td>Reading</td>
<td>Introduction to the topic: challenges and starting points to introduce more collaborative activities</td>
</tr>
<tr>
<td>What is Project Based Learning?</td>
<td>Reading, video</td>
<td>Introduction to the concepts of Project Based Learning and Inquiry-base learning, video ‘How to design Project-based Learning Activities’ and video ‘What is Inquiry-based Learning?’ (external source).</td>
</tr>
<tr>
<td>Assigning roles in group work</td>
<td>Reading</td>
<td>Practical tips, checklists and reflection on how to set up group work, main roles and the organisation of the learning physical space</td>
</tr>
<tr>
<td>Teachers’ voices from the CO-LAB project</td>
<td>Videos</td>
<td>Four videos presenting experiences for a variety of educational settings, school subjects and teaching approaches. Videos ‘Collaborative learning in a flexible classroom’, ‘Collaborative learning through project-based learning’, ‘A language teacher’s experience of collaborative learning’ and ‘An Italian History &amp; Geography teacher’s experience’.</td>
</tr>
</tbody>
</table>

**Task 1**

**Activity**

*What did you find most inspiring?*

After watching the video contributions by the four teachers about their experience with collaborative teaching and learning, share with us your thoughts or plans about possible implementation of their ideas in your own classroom (tool: Padlet).

**Task 2**

**Activity**

*How do you set up group work in your classroom?*

(tools: Poll on different working styles and comments on Todaysmeet)
Building Professional Development courses
for education professionals with Open Educational Resources

<table>
<thead>
<tr>
<th>Task 2 Activity</th>
<th>Collaborative learning scenarios</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check out the scenario template. What do you think of the template? What do you think of the example scenarios? Do you find them inspiring? Can you see how you might adapt some scenarios to create collaborative learning activities for your own context? What do you find useful or less useful about these scenarios? (tool: Padlet).</td>
<td></td>
</tr>
</tbody>
</table>

Module 4 - How can we assess collaborative learning?

<table>
<thead>
<tr>
<th>Section title</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can we assess collaborative learning?</td>
<td>Reading, tools</td>
<td>Introduction to the topic and to the 'CO-LAB Guidelines for Assessing Collaborative Learning'.</td>
</tr>
<tr>
<td>Assessment for improving collaborative learning</td>
<td>Reading, video</td>
<td>Presentation of the key aspects for assessment (what to assess, type of assessment and purpose), video ‘Assessment for improving collaborative learning’.</td>
</tr>
<tr>
<td>Collaborative learning - What to assess and how?</td>
<td>Reading, video</td>
<td>Presentation of tools such as rubrics and checklist, video ‘Collaborative learning - What to assess and how?’.</td>
</tr>
<tr>
<td>Teachers’ voices</td>
<td>Videos</td>
<td>Three videos presenting experiences of assessing collaborative learning for a variety of educational settings, and school subjects. Videos A sports teacher’s experience of assessing collaborative learning’, ‘An ICT teacher’s experience of assessing collaborative learning’, ‘Collaborative learning and student peer reviews’.</td>
</tr>
<tr>
<td>Answers to teachers’ questions on assessing collaborative learning</td>
<td>Videos</td>
<td>Expert answers to teachers’ questions on assessment, video ‘Expert answers to teachers’ questions on assessment’ and ‘Q&amp;A webinar on Collaborative Learning Assessment’.</td>
</tr>
</tbody>
</table>

Task 1 Activity


Task 2 Activity

Rubrics for assessing students’ work
Have you ever used existing rubrics and checklists to assess collaborative work? Have you ever constructed your own rubrics or checklists for this purpose? What about involving students in the design of rubrics, checklists or other assessment tools? What are your experiences? What do you think of the tips given for constructing rubrics and checklists in the video? Are the guidelines and examples given in the CO-LAB Assessment Guidelines useful? Share your ideas and experience with us! (tool: Padlet).

Live event - TeachMeet

TeachMeet on good practices from the course’s participants Activity and webinar Presentation of the key aspects of the content of the course and 3 experiences of project by course participants.
Annex 5 – Introduction to Collaborative Learning workshops
What is collaborative learning?

Practice 1 - What is CL...for you?

Group reflection – 10’

Share your ideas on collaborative learning

- Key aspects of collaboration in the school context
- Who is/should be involved and how?
- How collaborative learning and collaboration at school can be supported?
What is collaborative learning?

Video 1.1
What is collaborative learning?
www.youtube.com/watch?v=gmix1Puia48 – 2’54”

Some definitions
Recap of key concepts/short group discussion
Practice 2 – Your collaborative activities

Individual reflection – 5’

Reflect on some recent learning activities you have carried out in the past year, which have included some level of collaboration

- Select one which you think required a low level of collaboration and one which you think required a high level of collaboration from students
- Explain why each activity required a low or high level of collaboration
- Take some notes (we will need them later)

Discussion of some examples – 10’
Designing CL in the classroom

Video 2.3
The 4 Collaboration questions
www.youtube.com/watch?v=HruRO2RKI10 – 5’

Key aspects of collaboration
Recap of key concepts/short group discussion
Designing collaborative learning in the classroom

Video 2.4
The Collaboration Rubric
www.youtube.com/watch?v=aSj17W7kTgE – 4’16”

*How collaborative your learning activities are?*
*Recap of key concepts/short group discussion*
Designing CL in the classroom

Practice 3 – How collaborative your learning activities are?

Individual reflection – 5’

Assess your current collaborative learning activities

▶ Use the 21CDL rubric to assess at what level the two learning activities you reflected on in the previous practice are
▶ Explain the assessment with some notes

Discussion of some examples – 10’
Designing CL in the classroom

**Practice 3**

How collaborative your learning activities are?

Source

https://education.microsoft.com/GetTrained/ITL-Research
# The Collaborative Learning Scenarios

## Learning Scenario Template

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Time (weeks)</th>
<th>Goal</th>
<th>Description</th>
<th>Learning Environment/s</th>
<th>Digital Technologies and Tools</th>
<th>Notes</th>
<th>Collaboration</th>
<th>Individual Work</th>
<th>Reflection</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free thinking, sharing ideas</td>
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<tr>
<td>Looking for and finding content</td>
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<td>Structuring thoughts</td>
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<td>Developing or improving</td>
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<td>Interviewing/feedback</td>
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<td>Revising</td>
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<td>Performing and presenting</td>
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</table>

Developed within the Creative Classrooms Lab project, and is being used for the purposes of the CO-LAB project.
The Collaborative Learning Scenarios

Scenarios for inspiration

- **4 general**
- **2 subject specific**

**PDF**

colab.eun.org/learning-scenarios

Collaborative work - Towards a healthy city (CCL, Europe)

iGroup - Collaboration and Assessment in a group (CCL, Europe)

Personalisation – Topic: friction (CCL, Europe)

Flipped Classroom (CCL, Europe)

Art & Music - Creating an exhibition (NCCA, Ireland)

Asteroids, impacts and craters (NCCA, Ireland)
Assessing collaborative learning in the classroom

Video 3.3
Assessment for improving CL
www.youtube.com/watch?v=bCO3usM2Qwo – 4’18”

Assess what and how?
Recap of key concepts/short group discussion

PDF - CO-LAB_Guidelines for Assessing Collaborative Learning
http://colab.eun.org/assessment-guidelines
Quick guidelines for lesson plans - 1

- Include activities specifically designed to develop CL skills, addressing at least 2 of the following criteria:
  - Students are required to work in pairs or groups
  - Students have shared responsibility
  - Students make substantive decisions together
  - Students’ work is interdependent

- Incorporate appropriate assessment tools, including students in the design:
  - Rubric to assess a group or group members individually
  - Checklist for self-assessment or peer-assessment of students
  - Digital tools facilitating self and peer assessment
  - Mindmaps and infographics to assess group work and facilitate peer assessment
Quick guidelines for lesson plans - 2

- The lesson plan is well aligned with its learning outcomes
  - Activities and assessment tools clearly link with the defined LO
  - They allow to determine if LO has been achieved

- The lesson plan is balanced
  - Good mix of activities
  - Balanced timing among the activities (no more than 35% each)

The next step is...design your lesson plan!
Thank you for participating!