



Eminent 2017

CO-LAB workshop

Challenges and benefits of collaborative approaches in school: key recommendations for the education system

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Collaborative learning scenarios (including assessment component)

Teacher trainers, student teachers + teachers via MOOC

DESIGN

TRAIN



CO-LAB
Collaborative Education Lab

Teachers test scenarios in the classroom

EVALUATE

TEST

Via benchmark & follow-up survey results and evaluation meeting

Teachers report facilitators/obstacles to implementation via CoP & workshops attended by policy makers

REPORT

CO-LAB workshop description

- ▶ CO-LAB is a forward-looking project funded by the European Commission's Erasmus+ Programme, which focuses on making collaborative teaching and learning a reality in the classroom
- ▶ This workshop aims to create a further space of exchange, bringing the results of the work carried out during the project in front of a wider pool of education professionals, to further discuss key aspects for the implementation of CL at school
- ▶ The workshop addresses policy and decision makers at any level (national and local authorities, teachers' training organisations, school councils, school heads) and practitioners. We will look together at the proposed areas of intervention, with the aim to collect more feedback, in order to revise and improve the final recommendations.

CO-LAB workshop – Key questions

- ▶ What is collaboration in educational settings and what are the benefits?
- ▶ Is collaboration a key for innovating learning styles and teaching methods?
- ▶ Should we consider it as a systemic approach?
- ▶ What are the challenges and which aspects, on the other hand, foster collaboration?
- ▶ What specific policy can facilitate its implementation?

Workshop activities – Group reflection

Activity 1

Group reflection on CL key aspects by level of implementation – 45'

- ▶ Discussion in four groups based on the prompts from the moderator
- ▶ Preparation of three key items for the final presentations and addressing the other groups, such as key messages, questions, suggestions, expectations etc.

Workshop - Working groups

Group 1
Class level

Group 2
School level

Group 3
Training organization level

Group 4
Policy making level

Group 1 questions - Class Level

- ▶ In your experience, which are the most effective ways, for a teacher, to implement changes in the teaching methods, for example introducing CL methods?
- ▶ What is the role/relevance of collaborating with peers (other teachers, school staff) in the process of implementing these changes and of collaborating with students as active agents of these changes?
- ▶ In your experience, what is the state of play for teacher training in your context in relation with innovation of teaching methods? Any experience or suggestion to share?

Group 2 questions - School Level

- ▶ How do you implement educational strategies changes in a single school or cluster of schools? How important is to align and implement any new method/approach as part of the wider innovation programme at school/cluster level?
- ▶ In your context, are there links and synergies between school innovation programmes and initiatives at regional, national and international level? How important do you think these synergies are? Any experience or suggestion to share?
- ▶ What is the role of teacher collaboration and of parents in implementing new methods/approaches in the school educational strategy?

Group 3 questions - Training organisations level

- ▶ Is a multi-stakeholders approach for teacher training implemented in your context, where policy makers, inspectors, head teachers and teachers work together? For which type of training is this possible (ITE, CDP, short training, informal etc.)? How could this be integrated in your current system?
- ▶ In your experience, which is the most effective format for CPD activities (length, level, type etc.) and how can we motivate/incentivize teachers to take part in more CPD activities, especially online (such as MOOCs, NOOCs etc.)?
- ▶ Any other suggestion on teacher training effective formats/activities?

Group 4 questions - Policy making level

- ▶ How important is to have explicit reference to Collaborative Learning, as a method, and collaboration, as competence, in national/local education policies (curricula, assessment methods, school inspections etc.) and to link it to the overall C21st Skills framework and other national initiatives and projects? What is the state of play in your content/country in this sense?
- ▶ In your national context, what is the role and level of autonomy of head teachers and other bodies at local/school level in supporting the implementation of new education methods (for example CL)? Any experience or suggestion to share?

Workshop activities – Sharing results

Activity 1

Presentation of group results – 35'

- ▶ The groups come together in plenary
- ▶ The four rapporteurs presents briefly the results of each group



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Thank you for participating!



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