EVALUATE: Scaling up Telecollaboration Research and Practice
Sarah Guth, Mirjam Hauck, Francesca Helm
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Consortium

- **Public Authorities:**
  - Spanish Ministry For Education, Culture And Sport, Spain
  - La Junta De Castilla Y León, Spain
  - Ministry Of Education In Portugal
  - Ministry Of Human Capacities, Hungary
  - Ministry of Science, Research and the Arts Baden-Württemberg, Germany

- **Universities:**
  - Universidad de León, Spain (Lead partner)
  - Universitat Autonoma De Barcelona
  - Instituto Politécnico De Castelo Branco
  - Eötvös Loránd University, Hungary
  - Pädagogische Hochschule Heidelberg, Germany
  - Universita’ Degli Studi Di Padova, Italy
  - Open University, UK

- **University Network:**
  - Compostela Group Of Universities (Spain)
What is the aim of EVALUATE?

This European Policy Experimentation will evaluate the impact of telecollaborative learning on student-teachers involved in the participating European countries and regions and (if successful) work with Public Authorities to upscale its use in Initial Teacher Education.

Research Questions:

Will telecollaboration have a positive impact on future teachers’ 1) digital-pedagogical competence, 2) intercultural competence and 3) foreign language competence?

How will we carry out the study?

Engage approx. 1000 students of Initial Teacher Education from institutions in Spain, Germany, Hungary and Portugal and across Europe in Telecollaborative Exchange projects with international partner classes.

Carry out Quantitative and qualitative analysis of the development of students’ pedagogical-digital, intercultural and foreign language competences.
Innovation

• Telecollaboration/virtual exchange as innovative pedagogic approach
• Telecollaborative research to date has been limited to studies of one class / one exchange. This is the first large-scale study of the impact of telecollaboration on a large number of learners from different exchanges.
• This is also the first attempt to work with Public Authorities to mainstream Telecollaboration in Teacher education.
Challenges

• Understanding the ‘language’ of ministries
• Coordination involved in setting up 15-20 comparable bilateral telecollaborative exchanges and collecting quantitative and qualitative data
• Finding suitable partnerships outside of foreign language
• Reconciling demands for experimental approach with control groups for quantitative data collection and researchers’ qualitative orientation
Telecollaboration is taken on as part of Initial Teacher Education curricula in Teacher Training Institutions.
Participation in Telecollaborative training is explicitly mentioned in the “Additional Information” section of the European Diploma Supplement.

Public Authorities undertake to organise further professional development programmes for teacher educators in their countries/regions.

Telecollaboration is incorporated into the Public Authorities’ other projects and initiatives.
Telecollaboration is mentioned and recommended in Public Authorities’ publications and strategy papers.

Telecollaboration is promoted by the participating Public Authorities to their counterparts in other regions/countries and to the Educational decision makers in EC.
WHERE ARE WE NOW?
Our website has full details of the Project and updates on dissemination etc.
http://www.evaluateproject.eu/
Our twitter account @EVALUATE_EU
The Teacher Manual and the Task Sequences have been published

Task Sequences of the EVALUATE telecollaborative exchanges

1. Primary Connections: A Telecollaborative Exchange for Future Primary School Teachers


3. European Perspectives on Global Challenges: A Telecollaborative Exchange for Future School Teachers

A Training Manual on Telecollaboration for Teacher trainers

For more details contact: evaluateprojecteu@gmail.com or visit: http://www.evaluateproject.eu/

Andreas Müller-Hartmann, Robert O'Dowd and colleagues from the EVALUATE team
The Training Course in Padova

Preparing teachers who will participate in the winter term exchanges

Participants: 28 from Spain, Portugal, Germany (BW), Hungary, Holland, Poland, Sweden & Israel and online contact with partners not present
The EVALUATE Moodle Platform:
http://evaluateprojectmoodle.eu/

WELCOME TO THE EVALUATE MOODLE PLATFORM
This Moodle platform is the virtual home of the EVALUATE telecollaborative exchanges.

Any questions? Contact evaluateprojectmoodle@gmail.com
| Universidad de León & University of Malmo |
| Pädagogische Hochschule Heidelberg & Jan Dlugosz University |
| Autonoma De Barcelona & University of Illinois |
| Castelo Branco & UNESPE 1 |
| Universidad de Burgos & University of Utrecht |
| Universidad de Valladolid & University of Warsaw |
| Universidad de Vic & University of Lublin, Poland |
| Sakhnin College & Universidad de Burgos |
| University of Valladolid & Leiden University |
| Universidad de Burgos & University of Krakow |
Our research questions are:

• Will telecollaboration have a positive impact on future teachers’ digital-pedagogical competence?

• Will telecollaboration have a positive impact on future teachers’ intercultural competence?

• [In some cases] Will telecollaboration have a positive impact on future teachers’ foreign language competence?
Quantitative and Qualitative Surveys which focus on all three questions and are available in 4 languages

Please read each item. There are no right or wrong answers.

1. I know how to solve most problems.
2. I can learn technology.
3. I keep up with important developments.
4. I frequently play around with new technologies.
5. I know a lot of people who know how to use technology.
6. I have had sufficient training in different technologies.
7. I know about technologies and their potential applications.
8. I can choose technological approaches for a lesson.

Before you begin the exchange, we'd like you to take some time to reflect on these questions and to tell us your thoughts and ideas.

To help guide your reflection, there are some questions or prompts for you to think about. However, you are not obliged to answer all the questions. Simply answer the questions which you feel are most relevant to your learning experience in this virtual exchange project.

1. Can you give a concrete example (a lesson, a series of lessons, or even an entire class/course) of how the use of technology has enhanced teaching or learning (a situation where you were either a learner or a teacher)? What was the topic and which tools and/or online environments were used?

2. Have you ever used online technologies before to communicate or work with people from other cultures? If so, give a concrete example.
• Reflective Journals
  – Before exchange and after each task
  – Prompts regarding 3 competence areas
  – Gathered in online forms
Why write a reflective journal?

It is not sufficient simply to have an experience in order to learn. **Without reflecting** upon this experience it may quickly be forgotten, or **its learning potential lost**. Reflective writing gives you the chance to think about what you are doing **more deeply** and to learn from your experience. Writing your thoughts down makes it easier for you to think about them and **make connections** between what you are thinking, what you are being taught and what you are doing. At the end of the project, when you look back on your journals, your written reflections will help you **understand the journey** you have gone through and see the progress you have made.
Entry 3 - To be completed at end of Task 2

• What have you learned about the need to adapt online tools to task design in your subject area? Give a concrete example to illustrate your answer.

• How do you feel about the interactions with your virtual partners so far? What are you finding easy or difficult? What steps do you think you could take to improve the interactions?

• What have you learnt about the topics that you investigated? What cultural differences and similarities did you notice between the way your topic is dealt with in the two contexts?

• Have you learned anything about your own or your partners’ culture that you didn’t expect?
• Qualitative and quantitative analysis
  – Coding with Nvivo based on grounded theory approach
  – LIWC – quantitative analysis
<table>
<thead>
<tr>
<th>LIWC score</th>
<th>colour coded for cognitive processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.46 (high)</td>
<td><strong>It could change.</strong> No saying &quot;it would certainly change&quot; but might. Personally, I can listen, <strong>analyze</strong> their <strong>thoughts</strong> and <strong>beliefs</strong>; if I'm <strong>convinced</strong> about their way of seeing things, then I slightly <strong>would change</strong> my <strong>perceptions</strong> as well</td>
</tr>
<tr>
<td>19.51 (mid)</td>
<td><strong>I think</strong> the experience will <strong>change</strong> my way of <strong>thinking</strong> greatly. Connecting with students in another country helps us <strong>sort</strong> of live an experience where cultures <strong>collide</strong>. We get to <strong>know respective work ethics</strong>, and <strong>how</strong> the act in <strong>certain</strong> circumstances.</td>
</tr>
<tr>
<td>9.52 (low)</td>
<td><strong>I think</strong> that by working with students from another country will expand my horizons and show me more fully that people can come from <strong>different</strong> places and cultures, <strong>but</strong> can still have many things in common with each <strong>other</strong> to unify over. .</td>
</tr>
</tbody>
</table>
Exploring change over time by plotting LIWC scores for cognitive processes in pre-, mid- and post-exchange student reflections of two groups in exchange (from similar study)
<table>
<thead>
<tr>
<th>Categories</th>
<th>LIWC score</th>
<th>Sample sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect</td>
<td>13.33</td>
<td>The Egyptian culture is with traditions and history, Egyptians are friendly and</td>
</tr>
<tr>
<td>Positive emotion</td>
<td>4.44</td>
<td>sociable. They are willing to get exposed to great experiences and hard situations</td>
</tr>
<tr>
<td>Negative emotion</td>
<td>2.22</td>
<td>as known along the history and are willing to take risks because they believe</td>
</tr>
<tr>
<td>Social</td>
<td>13.33</td>
<td>that their results will be high.</td>
</tr>
</tbody>
</table>

Colour coding: Affect and positive emotion and/or social (red)  
Affect and negative emotion (blue) - Social only (yellow)
Exploring change over time by plotting LIWC scores for positive emotion in pre-, mid- and post-exchange student reflections of two groups in exchange (from similar study)
Exploring change over time by plotting LIWC scores for positive emotion in pre-, mid- and post-exchange student reflections according to time spent interacting (from similar study)
• **Next Steps:**

  • Recruit teacher trainers for Spring implementation - from a wider range of subject areas
  • Mentor exchanges to ensure their success
  • Collect and analyse data

**Interested in taking part?**
For more information or to find out how you can get involved in the project, contact:

Evaluateprojecteu@gmail.com

Thank you!