

## Teacher Induction Programme

### Provisional Agenda

#### Friday 18<sup>th</sup> September

- 2:00 Registration at hotel
- 4:00 Welcome @ Athenee Adolphe Max - Coffee (Alain Poel)
- 4:30 Introduction to workshop (Christina/Tim)
- 5:00 Presentation on Problem-based collaborative learning (Jeroen)
- 5:30 Explanation of workshop task, designation of groups (Jan)
- 6:00 Question and answer session (Educational panel)
- 6:30 Return to hotel
- 7:00 Buffet reception @ Brussels Town hall

#### Saturday 19<sup>th</sup> September

- 9:30 Arrival @ Athenee Adolphe Max - Coffee
- 10:00 Demonstration of database - group experimentation
- 10:45 Coffee
- 11:15 Task and roles
- 12:30 Lunch
- 1:30 Task continues
- 3:30 Coffee
- 5:00 Finish day

#### Sunday 20<sup>th</sup> September

- 9:30 Arrival @ Athenee Adolphe Max - Coffee
- 10:00 Continuation of task
- 10:45 Coffee
- 11:15 Continuation of task
- 12:30 Lunch
- 1:30 Group presentations - plenary session
- 3:30 Coffee
- 4:00 Departure

#### Monday 21<sup>st</sup> September

- 9:00 Tour of the European Parliament buildings
- 10:30 Arrival @ Athenee Adolphe Max - Coffee
- 11:00 Outcomes addressed (Christina)
- 12:00 Buffet lunch: Farewell (Alain Poel)

## **Teacher Induction Programme - Elaboration**

### **Friday 18<sup>th</sup> September**

#### ***2:00 Registration at hotel***

Although the previously discussed starting time for activities within the workshop was to be two o'clock, we feel that a more realistic scenario would be to allow extra time for participants to arrive and check in to their hotels. Experience would tell us that most hotels rooms are not available to be occupied until at least one o'clock, and it is felt that to ensure every participant is at ease after having travelled to Brussels and confirmed their accommodation arrangements, that this later start time is necessary.

Additionally and perhaps more significant is that school activities on the Friday do not finish until 3:30. In order to have full use of the main hall of the school we would be well advised to begin at four o'clock by which time students will have left the building and this area will not be being used as a thoroughfare.

#### ***4:00 Welcome @ Athenee Adolphe Max - Coffee (Alain Poel)***

All participants should arrive at the Athenee Adolphe Max by four o'clock where they will be formally welcomed to the school by its Head Teacher Alain Poel.

#### ***4:30 Introduction to workshop (Christina/Tim)***

A formal welcome to the workshop and indeed to the project, will be made by Christina on behalf of The Pegasus Foundation. We envisage that Christina will wish to reiterate the goals of the project and voice her support for the weekend's activities. Coffee and biscuits will be provided as an ideal opportunity for the participants to become acquainted or reacquainted.

#### ***5:00 Presentation on Problem-based and collaborative learning (Jeroen)***

As the concept of Problem-based learning is central to the delivery of the ParLEuNet project within the Project Intensive Period we feel that as a preliminary to the workshop an explanation of the methods involved needs to be given to the participants. Naturally we feel that this presentation should be led by Jeroen van Merienboer of Maastricht University or a representative of his team.

#### ***5:30 Explanation of workshop task, designation of groups (Jan)***

Reiteration by Jan Elen of Leuven University of the pedagogical groupings and the database differences within the working groups for the workshop. At this point it would be a good idea to explain the task (see suggested task defined below) and

separate into working groups to enable “the world of work” to be discussed and group cohesion process to begin. Any barriers to the group communication that will directly

affect the Project Intensive period will be realised and addressed at this point, relationships will be formed and solutions will become apparent before the beginnings of activities on the following morning.

### ***The Task***

In deciding upon a relevant and entertaining task for the workshop participants to undertake during Saturday and Sunday we have had to take into consideration a number of key factors:

1. In order for the task to be relevant it must be within the context of the projects chosen area of “the world of work”.
2. The task must be able to be executed whether the database is sufficiently populated or not, i.e. resources must be available on the global Internet.
3. The task must be broad enough to allow for a diversity of responses to the given question.
4. The task must be realistically achievable within the time frame of the workshop.

### ***Suggested task***

What effect has the Single European Market had on job mobility with the European Union?

It is felt that the specific nature of the task given to the participants is not as relevant as skills development that will take place in working within the suggested problem-based collaborative learning environment. If any of the project partners have strong feelings that a different area of “the world of work” should be explored during the workshop then we would of course be grateful for your suggestions.

In discussions with Nancy Wall at The Nuffield Foundation regarding the content that will be available on the database at the time of the workshop, employment structures were mentioned as one of the areas of research they were currently exploring and if this area is acceptable to all concerned we are sure that they could be encouraged to focus more intensely upon it for our purposes.

### ***6:00 Question and answer session (Educational panel)***

We suggest that at this moment it would be advisable to have a question and answer period within which the participants can clarify for themselves any issues regarding the two presentations and the events of the weekend. This will endeavour to reassure all the delegates that their concerns can be addressed by the representatives of the Educational Working group prior to the next days proceedings.

### ***6:30 Return to hotel***

We suggest that the workshop participants return to their hotel where they can freshen up and make their way to the Town hall. We would suggest that people share taxi cabs

to the buffet reception or alternatively that the Pegasus Foundation arrange some other form of group transportation.

### ***7:30 Buffet reception @ Brussels Town hall***

The head teacher of the Athenee Adolphe Max in discussion with Michelle Van Strijthem suggested the possibility of arranging a civic reception at the Brussels Town Hall. This would provide an ideally prestigious event with which to begin the Project workshop and the full practicalities are being investigated by the Pegasus Foundation. The possibility of inviting M.E.P.'s to the event is also being looked into in order to establish the needed acculturation to the European environment.

## **Saturday 19<sup>th</sup> September**

### ***9:30 Arrival @ Athenee Adolphe Max - Coffee***

A start time of 9:30 is seen as ideal as opposed to earlier as it has not as yet been ascertained where the participants will all be staying and this allows adequate time for people to breakfast and arrive at the Athenee Adolphe Max. Coffee and other beverages containing caffeine to kick start the days proceedings.

### ***10:00 Demonstration of database - group experimentation***

At this point the different database access structures need to be formally presented to the groups in terms of the exploring content. Explanations of the research questions behind the differentiation should be discussed as well as technical considerations such as how to upload and download information during the Project Intensive Period. Participants should now be familiar with the tools of the Minimum Technical Environment apart from the video-conferencing aspect, They should be given the remaining time to pursue the task within the context set.

### ***10:45 Coffee***

Regular breaks are essential when working with computers for any sustained length of time. As previously stated we need to encourage as much social interaction within groups and outside groups as possible.

### ***11:15 Task and roles***

A realistic task will be set identical to each group for them to research within the problem-based learning context utilising either the scaffolded or open mode of database access dependant on their predesignated orientation. It is envisaged that this activity should familiarise each group with the pedagogical context within which they will be delivering the Intensive Project Period as well as with the appropriate database structure for their group. Initially then, a demonstration of either a proactive or reactive teaching stance should be encased within the explanation and pursuit of the realistic task. Representatives of the Educational Working Group who have a vested interest in the clear definition between these different pedagogical models should present the task to the teachers and facilitate within the classroom environment in the respective mode.

From discussions at the Educational Working Group Meeting in Maastricht we already have an approximate idea of who will be responsible for each group in terms of facilitating in which style.....

Proactive: Begonia, Wilco, Johnus

Reactive: Jan, Margeret, Geraldine

In terms of available space and time to rota this essential facilitation from the Educational group we must take into account that we only have three rooms in which to deliver any training and that we intend initially to separate the proactive groups from the reactive groups to avoid any confusion.

### ***12:30 Lunch***

Lunch will be supplied by the schools catering company. A menu has yet to be agreed and the Pegasus Foundation are seeking a sponsor to reimburse the school for any extraneous expenditure.

### ***1:30 Task continues - Video collaboration***

Groups should now be split so that in the two teacher oriented rooms there is one proactively designated group and one reactively designated group. Point-to-point video-conferencing between the proactive and reactive groups should be organised in which they can communicate about the given task. As the opportunity to multi-point conference is being explored, it is envisaged that the third party could be someone at JRC who will be supplying the bridge. In order to simulate realistic communication on point -to-point conferencing between one room and another an ISDN simulator could be used. The purpose of simulated conferencing will be to mimic the collaborative learning environment of the Project Intensive Period as closely as is possible.

### ***3:30 Coffee***

Offering the opportunity for inter-group communication regarding the events of the day and for a break from the computer screen.

### ***4:00 Continuation of task based database exploration***

Given the earlier communications between the subgroups further exploration of the database can be pursued at this juncture, each group fulfilling the roles that have been set amongst themselves. Additional resources may be found at this point on the global Internet and we would encourage participants to explore the environment as widely as possible.

### ***5:00 Finish day***

#### ***Arrangements for evening meal?***

Two suggestions for the evening meal have been made at this point. A restaurant booking could be made for all the workshop participants at which a meal of traditional Belgium French Fries and mussels was suggested as an option or alternatively we could allow the workshop groups to make their own arrangements giving them the opportunity to explore Brussels at their own leisure. There are many restaurants in the

city centre and the possibility of finding sponsors for a group meal is being explored by the Pegasus Foundation.

## **Sunday 20<sup>th</sup> September**

### ***9:30 Arrival @ Athenee Adolphe Max - Coffee***

A start time of 9:30 is seen as ideal as opposed to earlier as it has not as yet been ascertained where the participants will all be staying and this allows adequate time for people to breakfast and arrive at the Athenee Adolphe Max. Coffee and other beverages containing Caffeine to kick start the days proceedings.

### ***10:00 Continuation of task***

During the course of the morning it is hoped that work will continue on the given task with the facilitation of the previous days mentors in the problem-based collaborative learning process. Participants should be free to explore the leaning landscape and develop their resources towards answering the problem set.

### ***10:45 Coffee***

### ***11:15 Continuation of task***

Again, the use of video-conferencing being essential to the project we feel that the groups should split at this point and communicate point-to-point regarding their progress with the given task.

### ***12:30 Lunch***

To be supplied by the school?

### ***1:30 Group presentations - plenary session***

Presentation of resources found. Group discussion of activities and project workshop.

### ***3:30 Coffee***

If people hadn't got sick of coffee

### ***4:00 Research issues and participants concerns addressed***

Despite the Educational partners sensitivity regarding research fatigue within the user group, we feel that at this point in the workshop having to all intents and purposes simulated the Project Intensive Period, we should outline in more detail the research issues the partners will be addressing. Most importantly for the teacher component of the workshop we should explain the research tools that will be involved in collecting exactly what data. In examining the attitudinal shifts in the teacher group itself we would ask them to complete a basic attitude questionnaire and explain the importance

of maintaining an electronic diary of reflections. The structure and regularity of such a diary has yet to be defined.

For all the research partners this workshop offers the opportunity to reinforce the ideal that their research should seem as unobtrusive as is possible. The Educational partners can take this occasion to answer to the best of their ability all the questions of the user group regarding their function and intention.

### *Arrangements for evening meal*

As with the evening meal arrangements for Saturday evening, we are exploring different options for entertaining the workshop participants. A restaurant booking could be made for all, for which sponsorship or a budget group booking could be sought. If a group booking is decided upon for the Saturday evening then we suggest that on Sunday people are given the freedom to make their own arrangements. There are many restaurants in the city centre and we are sure that the Pegasus Foundation could provide a summary of recommendations.

## ***Monday 21<sup>st</sup> September***

In our experience the very act of planning such an event as this so that it splits itself across two working weeks can prove counter productive in terms of keeping participants committed to a programme of work and adequately motivated to perform to the best of their ability. We therefore suggest that Monday be a day free from the pursuit of tasks and given over to cultural activities. If any participant feels that they cannot for whatever reason commit themselves to the workshop because it involves the Monday then they should be given the opportunity to leave on the Sunday evening.

### ***9:00 Tour of the European Parliament buildings***

The Pegasus Foundation are exploring the opportunity for all the workshops participants to be given a guided tour of the European Parliaments buildings. The principal focus of this project being the Parliament this activity will hopefully confirm the motivations of all concerned and be valuable experience to take back to the classroom environment.

### ***10:30 Arrival @ Athenee Adolphe Max - Coffee***

Orange juice for all those participants now suffering from caffeine poisoning.

### ***11:00 Outcomes addressed***

Perhaps here Christina would like to say few words about the successful outcome of the project simulation and the promise of similarly enjoyable further communications.

### ***12:00 Buffet lunch: Farewell (Alain Poel)***

The head teacher of the school has very graciously offered to put on a buffet as a farewell gesture to the workshop participants.

## Group composition and organisation

- When planning any such workshop without having prior knowledge of how many participants will actually attend, one must plan for maximum participation. Calculated on the basis of four teachers attending the workshop from each of the thirteen validation sites, the participation of six local parents and twelve local students we can expect, with the addition of at least ten representatives of the project partners, including ourselves, to have to entertain somewhere in the region of eighty people.
- In terms of splitting the active participants into manageable size groups we should firstly define the different groups that will be active within the workshop:
  1. **Teachers (Proactive/Reactive)**

From the six proactive schools we can expect a maximum of four teachers each. The proactive group then may contain as many as twenty four participants with at this point access to only eight PCs, three participants per screen. This calculation is based solely on the assumption that we split the existing number of computers into only two of the classrooms and perhaps use portables in the third. The same will apply for the reactive teacher group.
  2. **Teachers (No pedagogical orientation)**

Participants from the Irish validation site have at this point no formal pedagogical orientation. Given that four teachers from St. Andrews College may wish to attend the workshop we suggest that they are split, half attending the proactive sessions and half the reactive. This places extra pressures on the use of the existing hardware but it is essential to accommodate the Irish teachers in both groups given their assumed control function as a validation site.
  3. **Parents and students from the locality**

Within the program of events no mention has yet been made of the participation of parents and students. We suggest that they be given an explanation of both pedagogical types and should pursue the given task in the same manner and with the same facilitation as the other workshop participants but using both database access structures in order that they may feed back to the teacher groups with their comparative analysis.
- If maximum participation by teacher of the validation sites is assumed, based upon the above definitions we will have to accommodate twenty-six teachers in each of the two teaching rooms. The third room will accommodate the six parents and twelve students from the locality.

## Questions regarding practicalities

A visit was made to the Athenee Adolphe Max in Brussels by Tim Chapman of The Research Centre, City College Norwich on 8<sup>th</sup> September to ascertain the true physical environment for the hosting of the Teacher Induction Programme and to follow are our findings and concerns.

- We have available to us three classrooms on the top floor of the school each of which is approximately 25 feet square containing seating for 24 people comfortably.
- The school will make available to us their computer facilities which consists of 16 PCs all of which are located in one classroom. For the purpose of the Teacher Induction Programme we would ideally need these computers to be split and put in two classrooms. The possibility of this was discussed with the school's head teacher.

Given the structure suggested, we feel that certain issues need to be clarified if the Teacher Induction Workshop is to be successful:

1. Ideally we will require one PC for every two participants from the Validation sites and also for the parents and students. Given maximum participation this will mean that we require 16 additional PCs to be made available to the workshop. Whether these machines will need to be networked and have direct access to the Internet is a different matter entirely. In terms of the minimum technical requirements for the project, it would be unrealistic to provide limited access to the Internet especially given at this point the unfinished nature of the database.
2. It was intimated by the Head teacher of the school, Alain Poel, that they have a service contract for their computers and could make available a technician for the weekend. Given the aforementioned ideal of making available a PC every two active participants we need to ascertain whether the schools technical infrastructure and indeed the schools technician could cope with this influx of hardware.
3. Is it possible for representatives of the Technical Group to establish a suitable network to meet our requirements prior to the workshop? This would need to be tested and running prior to the 18<sup>th</sup> September. In discussions with the school it was agreed that we could access the rooms we will be using as early as 15<sup>th</sup> September to set up any extra infrastructure we require.
4. Can sponsors be found for any group activities to be held outside of the school. Taking into account the limited travel budgets of the schools and assuming maximum participation we should be seeking to make things as economical for the user group as possible. The Pegasus Foundation are actively searching for sponsors for the evening meal on Saturday.
5. Given the aforementioned difficulties in equipping such a large group in terms of hardware, should we consider limiting the number of teachers from each validation site to three? We feel that this may be unnecessary if the budgetary restraints upon the school act as a barrier to maximum participation for those schools not within easy travelling distance from Brussels. However, it may be unfair for some schools

to have maximum participation and the full benefits of the workshop when other have not.

- In the design phase of this Programme we would suggest that unless sufficient hardware can be allocated to this event to ensure unrestricted use of the technology to participants that a different location and date for this event be sought.

Attached, please find a copy of the field notes made by Tim Chapman upon his visit to the Athenee Adolphe Max on 8<sup>th</sup> July 1998 which you may find useful.

## Teacher Induction Programme

**Meeting @** Athenee Adolphe Max 08/07/98  
Boulevard Clovis, 40  
1000 Bruxelles

**Participants:** Head teacher - Alain Poels 02/ 736 59 22  
Language teacher - Michelle Van Strijthem 00 32 2478 0154  
ParEunet Co-ordinator - Dorit Werner 00 32 2284 3695

**Purpose of visit:** To assess the physical infrastructure for the hosting of the Teacher Induction Programme on 18<sup>th</sup> - 21<sup>st</sup> September.

### Notes

- Initially the number of participants at the event was discussed. Potentially the maximum and minimum number of delegates will be as follows....
  - Maximum: 80 delegates - four teachers from all twelve validation sites: - 48  
four teachers from Irish validation sites: - 4  
Students from the Brussels locality: - 12  
Parents from the Brussels: - 6  
Educational/technical partners: - 10
  - Minimum: 54 delegates - two teachers from all twelve validation sites: - 24  
two teachers from Irish validation sites: - 2  
Students from the Brussels locality: - 12  
Parents from the Brussels: - 6  
Educational/technical partners: - 10
- The accommodation that is to be made available was viewed and seemed more than adequate. Two large classrooms on the second floor of the school are at our disposal. They measure approximately 12 metres square, each classroom has 24 seats and a projection screen. The third classroom that we may use was not available to look at at the time but is exactly the same size.
- 16 PCs are available for the event, and are at the moment located in their entirety in one of the rooms. The possibility of moving half of these into the adjoining room was discussed, the school will have access to an engineer for the entire course of the weekend and said this should not be a problem. In terms of additional work stations I raised the possibility that if necessary the educational partners may be able to make portable terminals available to the network upon their arrival.
- It was foreseen that at particular points in the weekend a large forum space might be need for group plenary sessions. The main hall of the school is located on the ground floor and is used primarily for indoor sport activities and otherwise as a thoroughfare. During the school day on Friday afternoon and on Monday morning this space will not be available to us, although school activities end on the Friday at 3:00 and there is no planned physical education on the Monday morning.
- Arrangements for the lunch time and coffee breaks in the programme were discussed over coffee and Alain made some very constructive suggestions. The school may be able to arrange their catering organisation to provide hot meals on Saturday and Sunday at the school. Additionally, coffees and teas can be provided for any breaks in the programme.

Keywords referring to WPs: Teacher Induction Programme

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- Discussion was had regarding an appropriate welcoming event for the project participants. Christina's idea of a disco met with some degree of ambivalence. Michelle suggested that he may be able to arrange a buffet reception in the Brussels town hall to which MEPs could be invited. Dorit agreed to look into the idea and try to find a sponsor for the event. It was agreed that this would be an excellent and very fitting way to begin the weekends proceedings.
- Arrangements for the evening meal on Saturday were discussed and Dorit suggested that we find a suitable restaurant at which we could pre-book. In the spirit of cultural experience it was thought that a meal of mussels and Belgium French fries should be at least offered to the participants, I felt this satisfactory. The issue of sponsors for evening meals will be looked into further by the Pegasus Foundation.
- It was felt that the Sunday evening should be left free of any pre arrangements to allow people to explore Brussels at their own leisure. If groups wish to eat together a list of suitable restaurants could be recommended.