

IMPLEMENTING BLENDED LEARNING IN TEACHER EDUCATION & TRAINING – FINDINGS FROM RESEARCH AND PRACTICE

The ongoing COVID-19 pandemic is forcing educators around the world to adapt and innovate their practices. With schools and universities reopening in the 2nd half of 2020, we are increasingly seeing the implementation of blended learning approaches to accommodate public health restrictions. While blended learning is not new in teacher education and training, the scale and speed at which changes are being implemented place significant challenges on teacher educators and the organisations in which they operate. The 2nd European Schoolnet Academy Thematic Seminar therefore aims to support teacher educators, administrators, and policy makers in taking evidence-based decisions about how to effectively implement blended learning in teacher education and training.

Target Audience

- Teacher educators
- Administrators of teacher training organisations
- Policy makers with a responsibility for teacher education & training
- Researchers with an interest in the use of blended learning in teacher education & training

About the Thematic Seminar Series

The European Schoolnet Academy Thematic Seminar series was launched in order to facilitate discussion and exchange with European Schoolnet's Ministries of Education about key themes originating from the work of the European Schoolnet Academy. In preparation of each seminar a literature review on the theme is conducted which is published as part of a more general report after the seminar. The first Thematic Seminar was held in 2019 on the topic of Peer Assessment in Teacher Education and Training. The full report from the first Seminar can be accessed [here](#).

About the European Schoolnet Academy

The [European Schoolnet Academy](#) was launched in 2014 as Europe's first MOOC platform for school education professionals. Since its launch it has offered more than 69 MOOCs for teachers with almost 120.000 enrolments. [European Schoolnet](#) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, we aim to bring innovation in teaching and learning to our key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners.

Date & Time

1st December 2020, 15:00 – 17:45h CET (Brussels time).

Registration

Please register before 30th November 2020 at: <https://na.eventscloud.com/ehome/eunathematicseminar>
The link to join the event will be shared with registered participants before the seminar.

Agenda

15:00	Welcome & Introduction <ul style="list-style-type: none">- Benjamin Hertz, Senior Pedagogical Manager, European Schoolnet
15:05	Summary of Research Findings on the Topic of Blended Learning in Teacher Education & Training <ul style="list-style-type: none">- Eileen Kennedy, Senior Research Associate, UCL Knowledge Lab, Institute of Education London
15:50	In Conversation: Implementation Pointers for Blended Learning <ul style="list-style-type: none">- Benjamin Hertz, European Schoolnet- Eileen Kennedy, UCL Knowledge Lab- Bronwen Swinnerton, Senior Research Fellow in Digital Education, University of Leeds
16:10	Q&A with audience
16:25	Coffee Break
16:35	Practice Example 1 – Using MOOCs in Schools <ul style="list-style-type: none">- Elena Pezzi, Language Teacher, Liceo Laura Bassi, Italy
16:55	Practice Example 2 – “We want to learn something meaningful – in a meaningful way”: Blended Learning and teacher training within the vocational education sector <ul style="list-style-type: none">- Søren Jørgensen, Pedagogical Consultant, Danish National Knowledge Centre for eLearning
17:15	Practice Example 3 – Teacher Training at Universities with “Inverse Blended MOOCs” <ul style="list-style-type: none">- Martin Ebner, Professor of Technology Enhanced Learning, Graz University of Technology- Sandra Schön, Researcher & Project Manager, Graz University of Technology
17:35	Discussion & Q&A with audience
17:45	Summary & Closing

Speakers



Eileen Kennedy is a Senior Research Associate based at UCL Knowledge Lab. Her research focuses on ways of enhancing and sharing practice in online and blended learning. This has involved developing learning design tools, scaling up online collaborative learning for professionals (e.g. through MOOCs) and researching the experience of learning online. Eileen conducts Design Based

Research to create and evaluate digital solutions to teaching problems, examining the most productive relationships between pedagogy and technology for both learners and teachers. Eileen is part of two ESRC-funded research centres: the Centre for Global Higher Education (CGHE) and the RELIEF Centre. With CGHE, Eileen is exploring the transformative potential of digital technologies for higher education. With RELIEF, Eileen is researching ways of using digital education to build inclusive prosperity in the contexts of mass displacement. This involves co-designing collaborative MOOCs with educators and professionals in Lebanon to share existing excellent practice in areas such as teacher training and renewable energy and blending the resulting MOOCs in local contexts to create sustainable change.



Bronwen Swinerton is a Senior Research Fellow in Digital Education at the University of Leeds. Her previous roles have involved developing blended learning and online training and teaching materials, both in the private sector and at the University of Leeds. Her background is in education research, having worked in the history of education, research in assessment and evaluation and in digital learning for many years. She is particularly interested in digital technology in higher

education, including the impact on teaching and learning, unbundling, and the acquisition of digital skills. She uses blended learning approaches in her teaching and is an educator on the FutureLearn Blended Learning Essentials suite of MOOCs. She is interested in MOOCs more generally and how learners behave in MOOCs.



Elena Pezzi is a teacher of Spanish at Liceo Laura Bassi in Bologna. She is also a teacher trainer in the field of digital technologies and a member of the research group Servizio Marconi TSI at the regional office of the Ministry of Education. For the last two years she has been a participant of a pilot project to use MOOCs in schools organised in the context of the

School Education Gateway.



Søren Jørgensen is a pedagogical consultant and project manager at eVidenCenter (the Danish Knowledgecenter for e-learning). He works with ICT and learning in a broader conceptual and practical perspective. Trained as an ethnographer and anthropologist his main experiences lies in the field of STS and "performed" didactics and

pedagogy.



Sandra Schön is an expert in innovation in technology-enhanced learning: She works as Senior Researcher in the „Educational Technologies“ team at the Graz University of Technology (TU Graz) and as Project Manager at the „Forum New Media in Teaching Austria“ (Graz) within the project “Open Education Austria Advanced” (both Austria). She is also an Adjunct Professor of Innovations in Learning at the Malang State University, Indonesia.



Martin Ebner is Head of the Department Educational Technology at Graz University of Technology. Adj.-Prof. and senior researcher in the field of Technology Enhanced Learning, Open Educational Resources, Learning Analytics, Seamless Learning, Maker Education and MOOCs.