



tMAIL

(Teacher Mobile Application for Innovative Learning)

Mobiel leren voor leraren

22 oktober, 2018

ICT in het Vlaamse onderwijs: een stand van zaken

Jeltsen Peeters (GO!)



Co-funded by the
Erasmus+ Programme
of the European Union

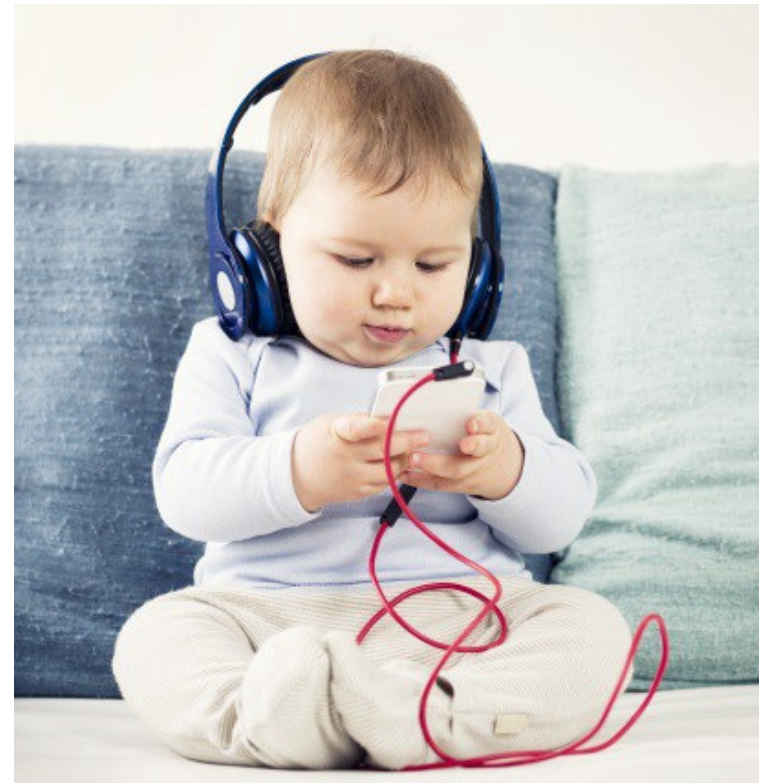


- Rond welk thema zou je je graag bijscholen?
- Stel, je schoolt je bij via jouw smartphone / tablet...

Nadelen / bezwaren?



Voordelen / mogelijkheden?



Uitdaging

Hoe kunnen we **innovaties** beter (en op grotere schaal) implementeren?

Zelf-regulerend leren



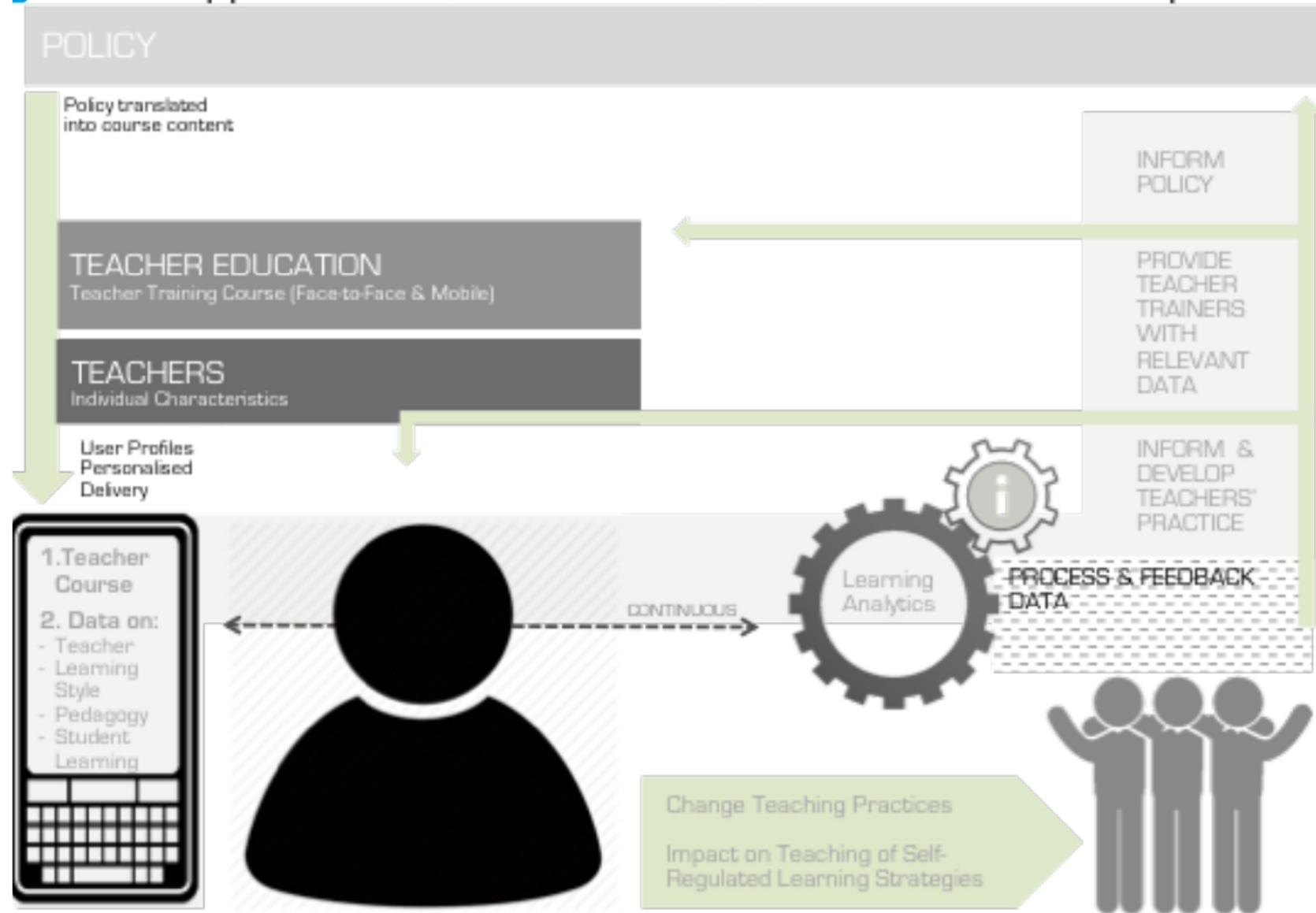
Ambitie

Eén tool, voor meerdere stakeholders



1. Leraren
 - Vaardigheden, instrumenten om ZRL adequaat te ondersteunen , tijd , ICT integreren
2. Lerarenopleiders
 - Instrumenten om te differentiëren aanpak én ICT te integreren
3. Beleidsmakers
 - Instrumenten om beleid/theorie naar de praktijk te vertalen én effect op te volgen
4. (onderzoekers)
 - (Resultaten naar praktijk én data verzameling)

Mobile App for **Personalised** and **Informed** Teacher Development



Oplossing

Eén app, twee monitoring platformen



Leraren



Lerarenopleiders



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Beleidsmedewerkers

A screenshot of the tMAIL Policy Platform web interface. The page has a dark header with the text 'tMAIL Policy Platform'. Below the header is a navigation menu with icons for Home, Users, SRL metrics, and Courses. The main content area is titled 'tMAIL Policy platform' and contains a section titled 'tMAIL in short' with a paragraph of text. Below this is another paragraph of text. At the bottom of the page, there is a partial view of the European Union flag and the text 'of the European Union'.

of the European Union



tMAIL app

Leraren



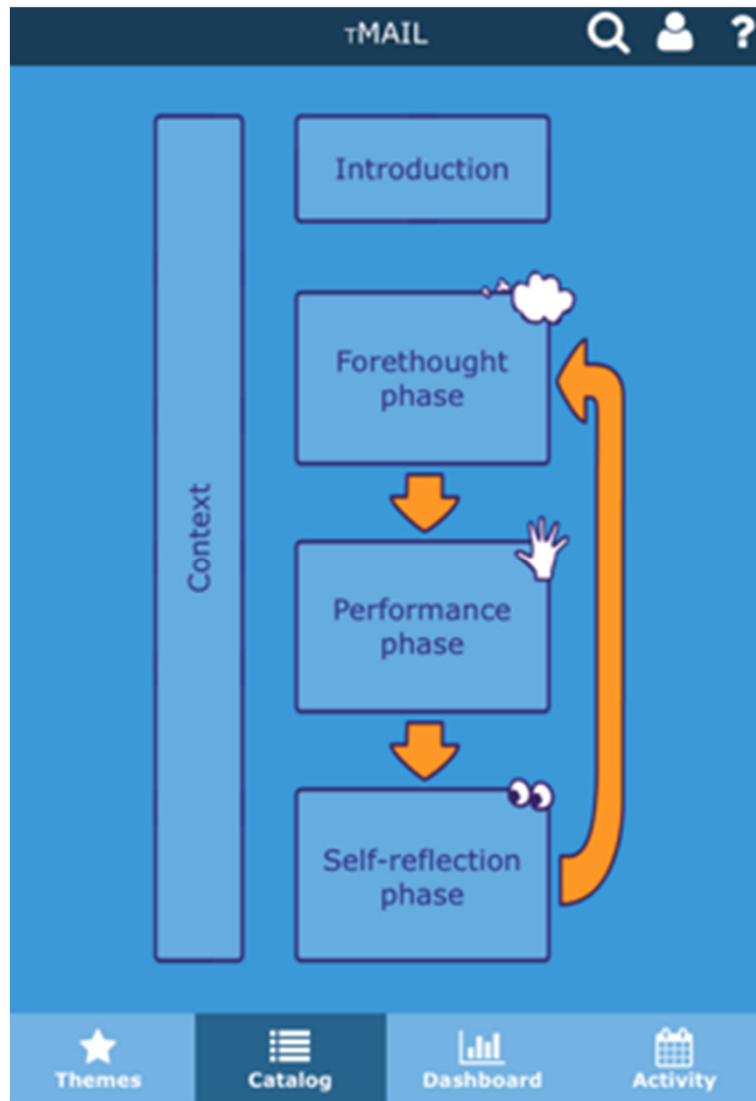
- ... op termijn eender welke inhoud mogelijk
- ... vorming rond zelf-regulerend leren
- ... >30 korte modules
- ... voor lager onderwijs / 1^e graad SO

Play store



Apple store





Self-instruction



Young kids still do it out loud: give yourself instructions. In fact, it is a great SRK strategy for staying focused while learning!

Imagery



You probably know mindmaps. Find out more about how visualisation can help your students learn.

Time management



The bad news is time flies. The good news is you're the pilot. (M. Altshuler)
How can your students manage their time?

Environmental structuring


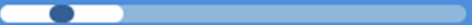



A messy desk? The way students structure their environment impacts their learning.

Help seeking




Seeking help can be a very effective SRL strategy. But when and who to ask for help? How to help students find out?






Goals of the submodule

After finishing this module you will:

- **have learned about interest incentives**
- **know why interest incentives are important for students**
- **be able to support your students' use of interest incentives**




3



Interest incentives

Interest incentives are self-directing messages that remind students of the goal to achieve or the challenge they are trying to solve.

[Click to see an example](#)



6

tMAIL app

Leraren



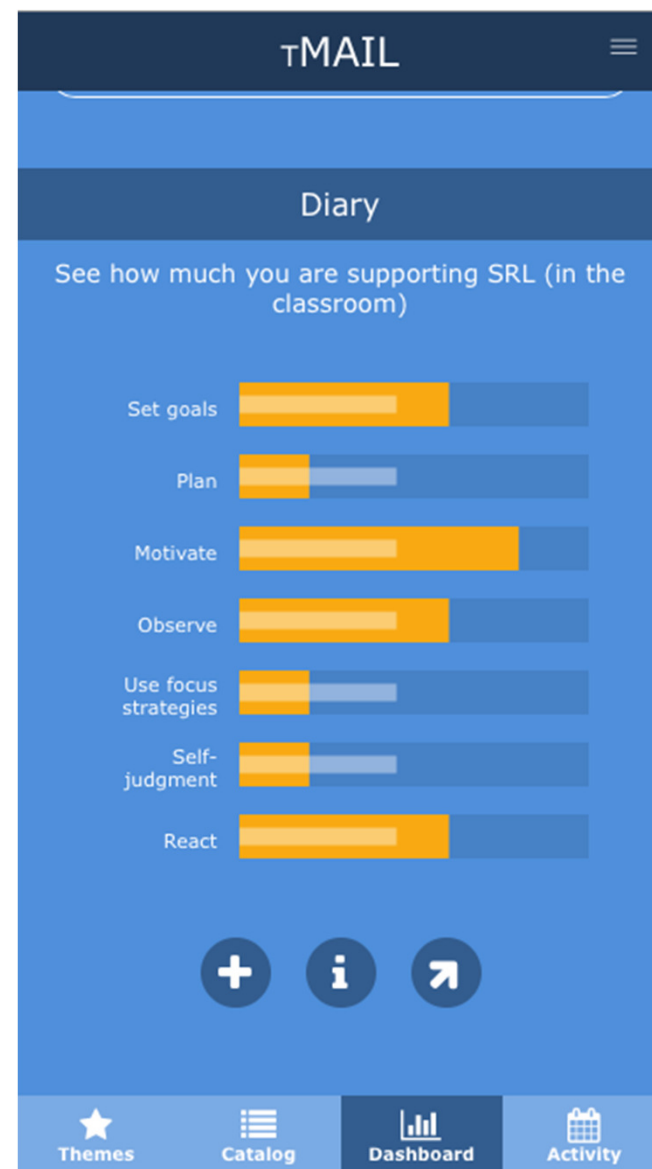
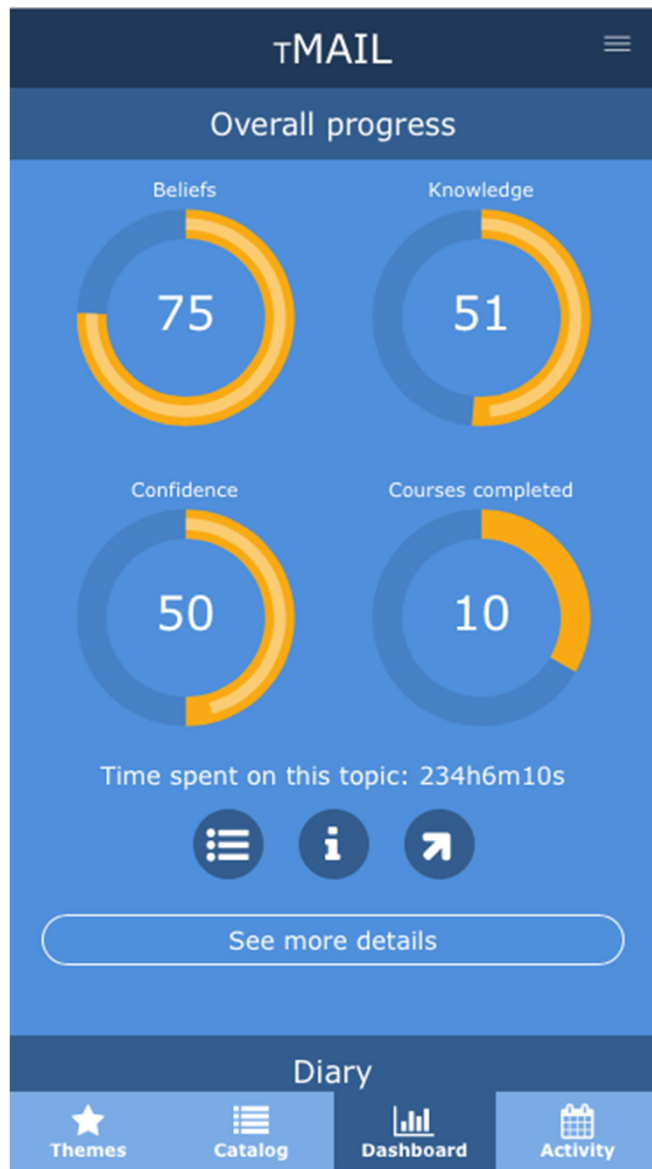
- Zelf-evaluatie
- Zelf-reflectie
- Dashboard
- Experimenteren
- Samen werken

Play store



Apple store





Platform lerarenopleiders



Lerarenopleiders



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- **Lerarenopleider?**
- Platform **gebruiken om:**
 - Leerproces verdiepen
 - Leerproces te personaliseren
 - Samenwerking te faciliteren
- **Hulpmiddelen:**
 - Implementatie plan
 - Gebruikershandleiding



Voorbeeld



Submodule 1: What is SRL

Before we start... how would you describe self-regulated learning using your own words?

Let's start

5

Your initial description of SRL was: **"Het helpt leerlingen om hun doelen op een efficiënte manier te behalen"**.

OK

1 of 5

With what you know now, how would you evaluate your initial description of SRL? Click the components you feel were included in your initial description:

- different phases
- forethought phase
- performance phase
- self reflection phase
- cognitive component
- behavioral component
- affective component
- motivational component
- metacognitive component

Done

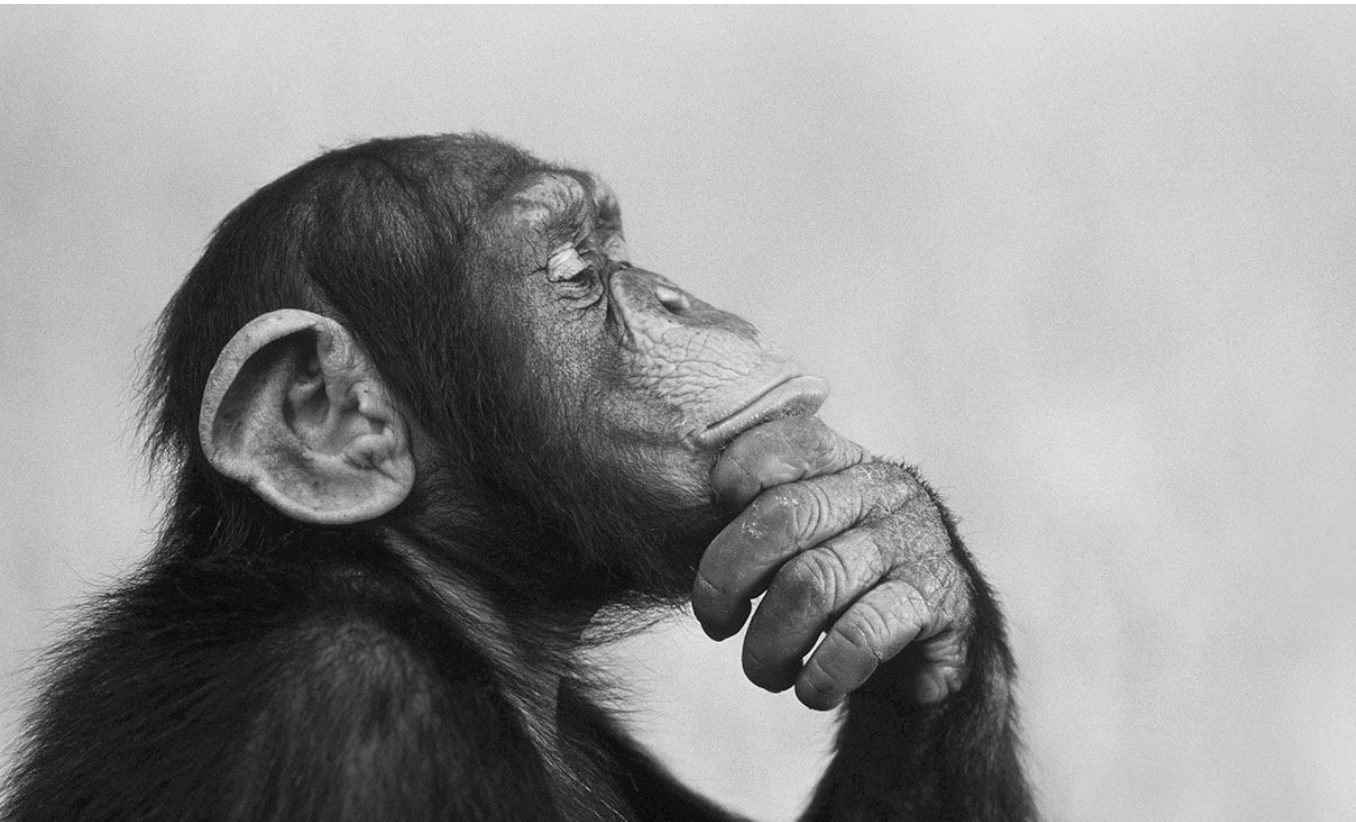
2 of 5

How would you describe SRL now? You can use your own words ☺

Done

3 of 5

Voorbeeld



Hoe kan je dit gebruiken om

- Leren te verdiepen
- Leren te personaliseren
- Peer leren te stimuleren
- (hun eigen zelfsturing te stimuleren)?



Platform lerarenopleiders



Train-the-trainer pakket

- Hoe gebruik je data (1)
om ZRL te ondersteunen (2)?
 - Leraar-leerling
 - Lerarenopleider-leraar
- Casus: tMAIL app & platform



SLIDEshow
Showcasing Self-regulated Learning

Lerarenopleiders



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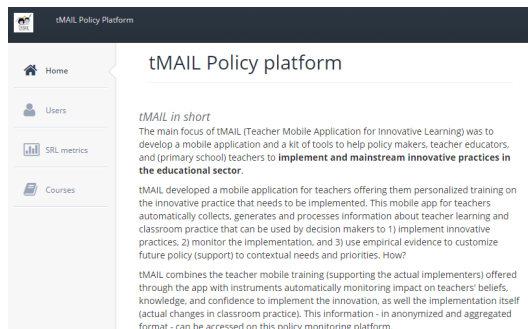
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Platform beleidsmakers

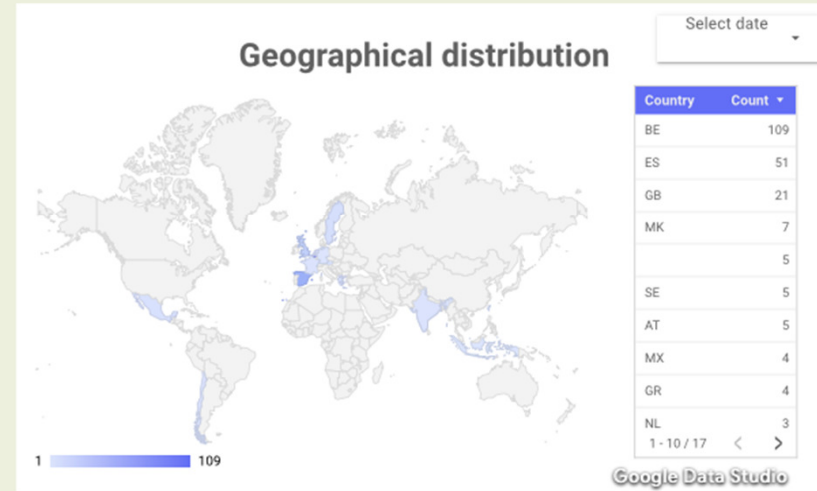
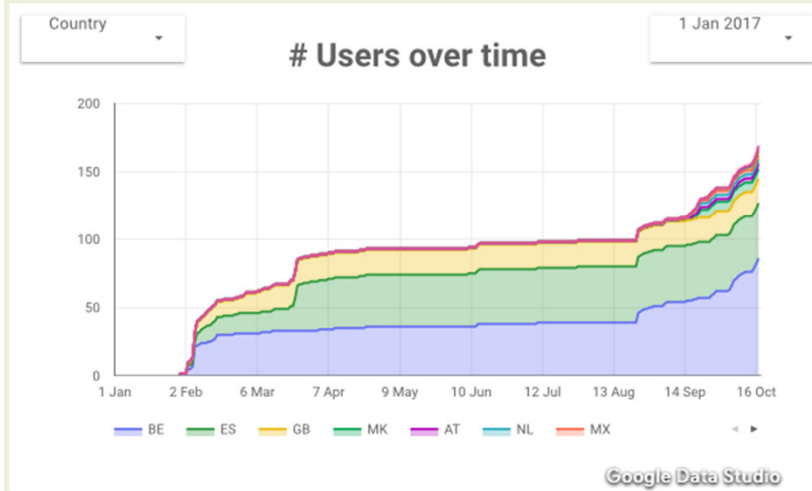


Beleidsmedewerkers

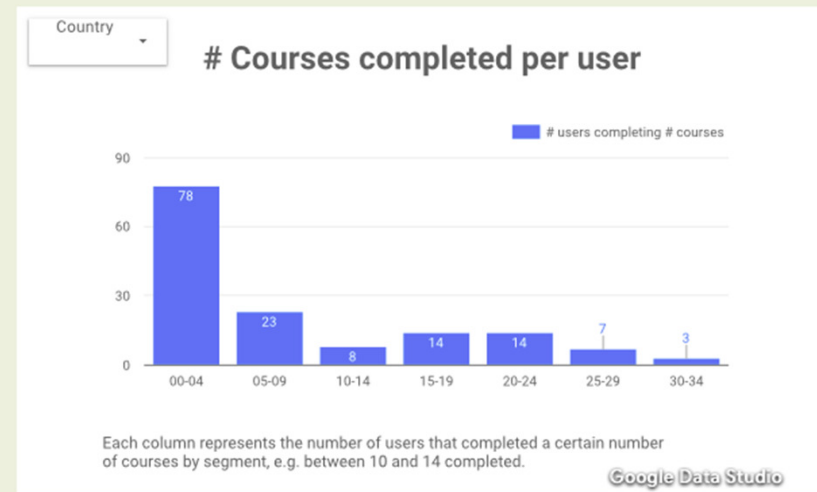
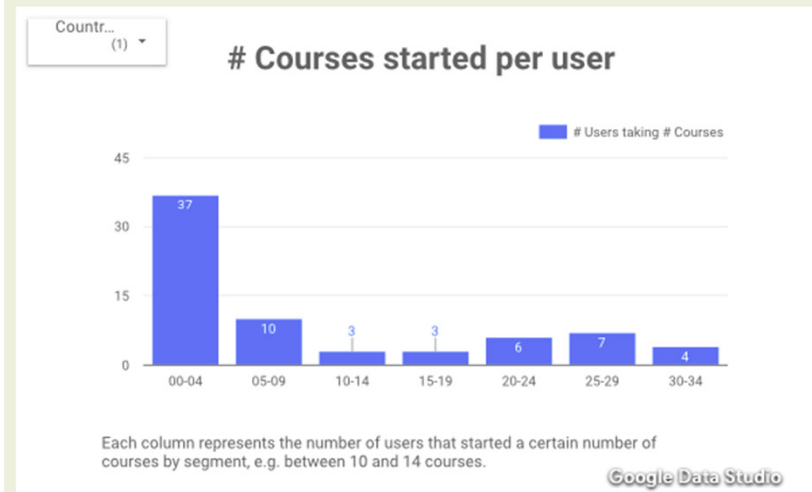


- Beleidsmedewerkers?
- Open platform, geen registratie
- High-level informatie (privacy)
- Toont het potentieel
- Verdere beleidsbetrokkenheid nodig om volledige potentieel te benutten
- Hulpmiddelen:
 - Roadmap & gebruikershandleiding

tMAIL users



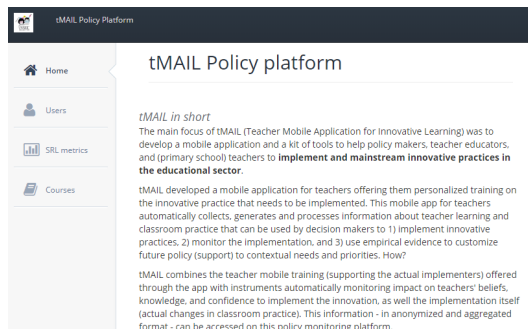
App usage



Platform beleidsmakers



Beleidsmedewerkers



- **Veel vragen**
 - Welk beleidsniveau?
 - Wie en hoe toegang geven?
 - Hoe privacy garanderen?
 - Controle-instrument vs 'customized evidence-based policies'
 - Welke vaardigheden zijn nodig?
 - Wat is kwaliteitsvolle / objectieve data?
 - Dataverzameling ifv leraren vs beleid?
 - ...





Getest

Blended model (app & live groepsessies)



- Blended scenario:
 - App in combinatie met 3 F2F sessies onder leiding van lerarenopleider
 - Facebook groep ter beschikking
 - Sample: 68 leraren, 6 scholen (België, Spanje, UK)
 - Voornaamste doel:

Hoe werkt dit tMAIL model in verschillende contexten?



Bevindingen



- Toename algemeen bewustzijn en kennis
- Toename verantwoordelijkheidsgevoelens
- Aangename app inhoud en structuur
- > voorbeelden en inhoud
- Samenwerking & F2F momenten zijn crucial
- Zelfsturing van leraar/groep helpt om er meer uit te halen
- Krachtige tool voor schoolontwikkeling
- Over het algemeen: mobiele professionalisering goed ontvangen
- Professionalisering van de toekomst?



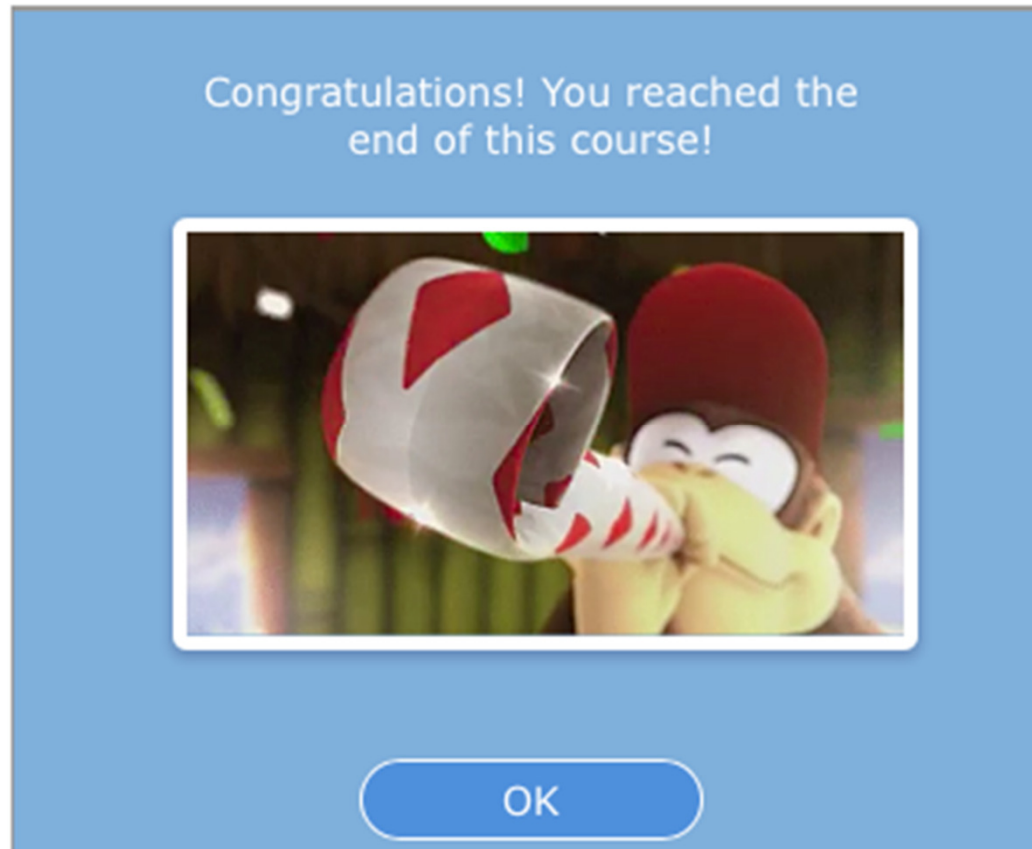
Algemene kennis

“There is much more consciousness now. I can tell based on what teachers talk about. You hear them say ‘yes, that is also part of self-regulated learning in the teaching staff room. So, I know they are working with it.” (Belgian school head)

Verantwoordelijkheidsgevoelens

“Previously, teachers said ‘the kids cannot make any connections’. And now they realize ‘ok, it is part of self-regulated learning, and we need to teach our children that this is self-regulated learning and that I as a teacher also have an important role’.”

App inhoud en structuur



> Voorbeelden en inhoud

#CONTROLMESELF



Samenwerking is cruciaal



Zelfsturing leraren(team)



Example - Kris

Kris really liked the app, but thought it was merely an introduction. He had expected some more challenge and advanced content. He also would have liked to see more examples and would love the feedback from a real expert on self-regulated learning. At the same time, Kris did not try to implement the examples that are already available. Also, he did not use the self-reflection questions provided by the app.



Example - Anna

Anna also liked the app. She recognized quite a bit of the content already, but realized she did not support students' self-regulated learning on a systematic basis. Hence, she uses the self-reflection questions offered by the app, experiments in her classroom, observes her students, shares her experiences with her colleagues, thinks about school level initiatives, and searches for more resources related to self-regulated learning.



Zelfsturing leraren(team)

“Co-creation of classroom activities and teachers taking own initiative to search for more information is much more sustainable and effective than immediately asking an expert for feedback. So, in my opinion, involving an expert should be considered a second or third step only.” (teacher educator)



Schoolontwikkeling



Overall: well received

“I was not that confident at first but it became more like a game and I could do it when I wanted, I really enjoyed it.”

“I am not really into tablets but I found the topic interesting – it was convenient for the odd 10 minutes or so.”



Flexibel leren (plaats & tijd)

- **(Tijds-) voordelen van deze vorm van professionalisering?**
 - Groter bereik mogelijk
 - Algemeen deel
 - Context specifiek deel
 - Snel aanpasbaar medium
 - Tijdswinst als leraar?
 - Flexibeler: ja!
 - Verplaatsing, vrij roosteren, 1 vs team, ...
 - Maar...

Professionalisering van de toekomst?

“I think it is the future of teacher professional development. The next generation of teachers is even more familiar with using mobile devices for all kinds of aspects in their life.”



Wat nu?



- Zelf aan de slag?
 - Download de app
 - Zoek collega's
 - Duid een 'lerarenopleider' aan
 - Co-organiseer je training



VOLUNTARY PILOTING

A professional development model in which a small group of motivated teachers VOLUNTEERS to pilot a new initiative or work together to improve an area of their practice.

No one is forced. All participants are fully committed. Results are outstanding.

You should totally try this.



CULT OF PEDAGOGY

SLIDEshow

Showca

Learning

- Zelf aan de slag?

- **SLIDEshow**

- zelf-regulerend leren & learning analytics
- Good practices
- Train the trainer
- Internationaal network zelf-regulerend leren

Collecting good practices in SRL

For Outcome 5 of the SLIDESHOW project

*Required

Email address *

Your email address



Wat nu?



- Zelf aan de slag?
- **SLIDEshow**
 - zelf-regulerend leren & learning analytics
 - Good practices
 - Train the trainer
 - Internationaal network zelf-regulerend leren
- App met andere content?
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Bedankt voor uw aandacht!

Meer info:

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- [Download the app!](#)

What's next?

- SLIDEshow project (E+ KA2)
<https://www.slideshowproject.eu/>



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