

Teacher Training Assessment

Future-proof your classroom – teaching skills 2030

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Introduction	3
1. Description of a lesson	5
1.1. The spirit of Teaching2030	5
1.2. Starting the lesson	5
1.3. Implementing the lesson	6
1.4. Ending the lesson	7
2. Lesson plan	8
2.1. Elements of the lesson plan	8
2.2. Lesson plan template	9
3. Lesson plan delivery	10
3.1. Paper format	10
3.2. Website/blog	10
3.3. Podcast	10
3.4. Video	11
4. Assessment criteria	12
Assessment sheet	12
5. Profile of the assessor	13
5.1. Mandatory criteria	13
5.2. Selective criteria	13

Introduction

Professional support and institutional recognition are a precondition to foster the technological advancement of teachers. The course Teaching2030 can be implemented officially within teacher training programs at universities, worth 16 ECTS (two ECTS per module). For those who wish to complete the course with a diploma, the participants can award four additional ECTS for a final assessment at the end of the course. During this assessment, each participating teacher must conduct a 90-minute lesson, incorporating e-learning materials and innovative teaching skills. The teacher has to deliver a lesson plan thereof in a written form, in a video, in a podcast or in a blog at his/her website. This assessment manual provides information regarding the assessment, like the description of the lesson, the description and specification of the lesson plan, the assessment criteria and the profile of the assessors, which all have to be closely interlinked.

Primarily, the lesson should reflect the spirit of Teaching2030. Hence, the **description of the lesson** in this manual incorporates the main principles the teacher adopts in the lesson, like the new roles of educators, the creation of holistic learning environments, the use of technology in class and virtually, student centred teaching approaches or storytelling.

The teacher has to deliver a **lesson plan** to put into practice the spirit of Teaching2030 mentioned in the description of the lesson. The lesson has to be composed of certain elements and arranged in a creative, but comprehensible way. The description of the lesson plan therefore incorporates:

- the target audience (e.g. tourism students – 1st year)
- the lesson topic (e.g. travelling) and duration (90 minutes)
- the adopted role of the teacher (guide, coach, moderator, presenter)
- the stories to be told in class (max. 2 stories)
- the lesson's learning outcomes (At the end of the lesson, the student is able to ...)
- the description of methods, activities and exercises (e.g. PBL)
- the description of resources (e-learning materials)
- the description of environmental issues (arrangement of learning spaces)
- a justification of these options, based on the principles of Teaching2030

When delivering the lesson plan the teacher is free to choose the media. The presentation on the lesson plan can be done in various ways, in a written paper, a video, a podcast or on a website in a personal blog. For each medium, the assessment manual describes the **specifications of the lesson plan** in order to make them comparable. This means that the length of the written lesson plan, for instance, has to correspond with the length of the video/podcast or the efforts in a blog.

The **assessment criteria** match the lesson plan and the description of the lesson as well. This assessment manual defines the criteria, described and specified regarding the learning outcomes and according to their percentage related to the final 100%. The manual also defines which criteria contribute to which extent to the result. The assessor of the lesson can be a Teaching2030 developer, an instructional designer or a teacher with experience in online and distance teaching. This manual also describes in short the **profile of the assessor**.



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1. Description of a lesson

1.1. The spirit of Teaching2030

The course "Future-proof your classroom - teaching skills 2030" (Teaching2030) is aimed at teachers in the tertiary education sector with the purpose of systematically and holistically imparting digital core competences. Teaching2030 addresses the challenges of the digital transformation in teaching and strengthens teachers' competences in this area. The course provides generic methods, tools and competencies and strives for a broad interdisciplinary



application. At the same time, students in all study cycles as well as learners in continuing education represent an important target group. They benefit directly from the skills of the teachers acquired in this course. Teaching2030 renews and redefines the commitment and passion for teaching in a technology based environment.

Digital transformation means more than the use of individual digital tools in the classroom. Rather, the course Teaching2030 represents a holistic training that encompasses both online and on-campus teaching within the entire university institution. This requires a well thought-out concept of a teacher-training course to develop, strengthen and implement digital competences by means of carefully coordinated methods, tools and materials. Conventional digital training courses usually focus on certain areas of e-learning only and neglect the embedding of technological tools in the teaching context.

Supporting teachers in these efforts, Teaching2030 was developed from September 2017 to February 2020 via the EU funded programme Erasmus+/Strategic Partnerships. The course provides a holistic digital training for teachers at different levels. In terms of content, it combines the application of digital skills with the changing communication structures, roles of teachers and requirements for innovative teaching; didactically, Teaching2030 is implemented using storytelling. Two characters talk about their experiences in dealing with digital teaching methods, their scepticism and successes. They give the eight modules of Teaching2030 both structure and overview.

1.2. Starting the lesson (phase 1)

The teacher should start the lesson in the role of a **presenter**, giving a short lecture for capturing immediate attention from the students. While the lecture has certain elements in common with a formal speech, a classroom lecture places greater emphasis on the importance of the presenter – audience (instructor-student) interaction. The teacher should plan carefully the introduction of the lesson in order to catch the student's interest. Teachers may achieve this goal by

- telling a historical or current story related to the contents of the lecture
- showing a video/instructional video, a TED talk, a commercial
- using a virtual classroom to invite an expert/celebrity on a topic related to the lesson
- combining theoretical concepts with practical exercises and professional career interests of students.

As the teacher acquires the new role in the interactive classroom, he/she should firstly provide a brief general overview on the lessons' content. By changing the role from the presenter to the **moderator**, he/she should provide students with information about the setting of the lesson. The teacher should introduce the materials and methods as well. In the inverted classroom, for instance, there may be diverse types of how to instruct students in dealing with content activities: teamwork, self-study, peer learning, and fieldwork. Teachers may also refer to social networking as an innovative teaching instrument that contributes towards connecting, sharing and collaborating in class. The teacher should also define or explain unfamiliar terminology. The introduction should present a clear and engaging agenda.

1.3. Implementing the lesson (phase 2)

The lesson delivered should be **student-centered**. Students can learn at their own pace through online activities, but they can also take a much deeper dive into subjects that interest them. Thorough preparation of a lesson will increase the teachers' confidence, improve their teaching style, and enhance the effectiveness of his/her presentation.

Knowledge is easily accessible to students. Teachers must now change their approach in contrast to what they were taught when they became educators. Thus, the teacher's role changes from the lecturer to a **presenter, coach, moderator** and guide. As described in the

lesson plan, the teacher should define their diverse roles according to the specific phases in the lesson: Which role is advisable in which phase of the lesson? Moreover, the teacher should have at hand **two short stories** related to the contents of the lesson and make clear where they fit best. The stories support the teaching material in the sense that students may overcome some (emotional) hurdles by identifying with the “hero” of a story. (see Module 2, Chapter 2 of the cBook).

The teacher should pay attention to the organization of the content. The **materials, activities and exercises**, a part of the lesson plan as well, should be organized in some logical order, but allowing for some flexibility in order to respond to student issues, questions and comments. **E-learning materials** should support the teaching process in the lesson, so it is advisable that the teacher uses one or two electronic resources (e.g. video clips, Kahoot) for enriching the learning environment. Both, the electronic tools as well as a well thought-out **learning environment** are part of the lesson plan. The teacher should also determine which key topics the students should work on and which **learning outcomes** they should achieve. It is necessary to have a balance between in-depth and general issues. When every detail or example of a topic is discussed, students can often lose sight of the main ideas. In addition, when too many ideas are presented without being developed, students may not understand. The teacher should dedicate some time within the lesson to summarizing the key ideas. Throughout the lesson the teacher should check students’ understanding as well by asking for feedback.

1.4. Ending the lesson (phase 3)

The teacher should close the lesson by answering any questions related to the contents. He/she can briefly summarize the insights and give a preview what lies ahead. The teacher may relate the materials, exercises and activities to past or future presentations, or he/she can ask students to summarize the lesson’s key ideas. The teacher can close the lesson by restating what he/she expects the students to gain from the materials and exercises. The teacher may also end the lesson as a **presenter** again by telling a story or a quote.

2. Lesson plan

2.1. Elements of the lesson plan

1. Identify the **target audience** (e.g. tourism students – 1st year)
2. Identify the lesson **topic** (e.g. travelling)
3. State the lesson's **duration** (90 minutes)
4. Define the lesson's **learning outcomes** (At the end of the lesson, the student should be able to:...)
5. Adopt diverse **roles of the teacher** (Which role in which phase of the lesson?)
6. Describe in short two **stories** told in class (2 to 3 sentences each)
7. Describe the **activities**

Activity	Resources	Space	Duration
1. The teacher introduces the lesson topic and learning outcomes	computer, tablet or smartphone, short video	adequate light and furniture for work group that will follow	10 min.
2.			
3			
4...			

8. **Justify your options** grounded in what you have learned within the cBook and the iLab.

[e.g. According to Module 3, Chapter 3 of the cBook, working in groups can be very advantageous to identify and solve problems, while engaging with colleagues, the community. I have therefore chosen this option in my lesson for.....)

[e.g. Besides, the teacher also performs the role of a guide, as discussed in Module 1, Chapter 3 of the cBook, empowering students through the use of active and collaborative learning. I have therefore chosen this option in my lesson for.....)

2.2. Lesson plan template

1. **Target audience:** _____

2. **Topic:** _____

3. **Duration** _____ minutes

4. Learning Outcomes

At the end of the lesson, the student should be able to:

- _____
- _____
- _____

5. **Adopted role in class:** _____

6. Two stories to be told:

1. _____

2. _____

7. Activities

Activity	Resources	Space	Duration
1.			
2.			
3.			
4.			

8. **Justification** (max. 500 words)

3. Specification of the lesson plan

When delivering the **lesson plan** the teacher is free to choose the media. The presentation of the lesson plan can be done in various ways, in a written paper, a video, a podcast or on a website in a personal blog. The variety of media is essential for addressing the target audience of **readers, listeners** or **viewers**. Hence, the teacher should have the opportunity to present the lesson plan by activating the diverse senses.

For each medium, this assessment manual describes the cornerstones in order to make the lesson plan comparable. This means that the length of the written lesson plan, for instance, has to correspond with the length of the video/podcast or the efforts in a blog. Moreover, the quality of the media (e.g. layout/web layout/sound/image quality) is defined.

3.1. Paper

- The length of the paper is between two and three pages.
- The text is 1,5 spaced, 12 point Arial, left-aligned
- All elements of the lesson plan have to be included.
- The elements should be described in a short but concise way.
- The structure of the lesson has to be clearly argued.
- The language has to be plain and easily understandable.
- Specific terms of Teaching2030 have to be defined
- Visual elements may be included, but not compulsory
- Images and graphs have to be of high quality (500 dpi)
- The citation style is APA.

3.2. Website/blog

- The principles of module 6 should be applied.
- The text should start with an attractive headline and a personal introduction.
- Scrolling should be avoided by using a second page.
- All elements of the lesson plan should be mentioned and shortly argued
- The language should be easily understandable and address the reader.

- Specific terms of Teaching2030 have to be defined
- Additional information should be given via links (at least three links)
- Two visual elements have to be included, underpinning the plan.
- Three blog posts should comment on the lesson plan (feedback)

3.3. Podcast

- The principles of module 4 should be applied.
- The podcast should have a length of 2 to 3 minutes.
- It has to be recorded in simple, but good quality.
- The rate of speaking should be adequate.
- The voice should be vivid, not reading text.
- Intonation and pauses should be used to structure the contents.
- Ideally, the podcast starts with a story, a quote, or a personal comment.
- All elements of the lesson plan should be mentioned and shortly argued
- The language should be easily understandable and address the listener.

3.4. Video

- The principles of module 4 should be applied.
- The video should have a length of 2 to 3 minutes.
- It has to be recorded in simple, but good quality.
- The rate of speaking should be adequate.
- Intonation and pauses should be used to structure the contents.
- Presentational slides may be included for the same reason (not compulsory)
- All elements of the lesson plan should be mentioned and shortly argued.
- The language should be easily understandable and address the viewer.
- The presenter should look at the viewer – within a suitable environment.

4. Assessment criteria

Assessment TEACHING 2030

University: _____

Name:	
Lesson topic:	
Assessor:	

Assessment criteria	0 - 10	%	total
Topic and tools (15%) *		15,0%	0,0%
The lesson is clearly structured and the selected tools, materials and methods presented in Teaching2030 are adequate for the topic.		10%	0,0%
The tools, materials and methods enrich the topic in an appealing and interesting manner, supporting the learning outcomes		5%	0,0%
Didactics and presentation (25%) *		25,0%	0,0%
The teacher applies the diverse roles of a presenter, moderator and coach, guiding students through their learning and motivating them by telling stories.		15%	0,0%
A method presented in Teaching2030 (CoPs, inverted classroom, Socratic method) is applied in class and logically combined with digital tools.		10%	0,0%
Lesson plan (40%) *		40,0%	0,0%
The lesson plan clearly describes the tools, materials and methods applied in the lesson regarding the learning outcomes.		10%	0,0%
The selected tool for providing the lesson plan (paper, video, podcast, blog...) is adequate and applied in a professional way		20%	0,0%
The selected tool (paper, video, podcast, blog...) is of good quality and meets the required criteria.		10%	0,0%
Quality of tools and learning environment (15%) *		15,0%	0,0%

The tools and materials applied in the lesson are of good quality.		4%	0,0%
The learning environment meets the needs of students (as far as possible) and supports the execution of the lesson.		7%	0,0%
The tools and materials used are cited in a correct way.		4%	0,0%
Process (5%)		5,0%	0,0%
The collaboration within the iLab on-campus training was productive.		5%	0,0%
in total			result
		sum	

5. Profile of the assessor

Academic background: Degree + Master or PhD

Profile: Full-time teachers or part-time teachers > 5 years of experience

Language levels: English B2

5.1. Mandatory criteria

- Teaching experience using online platforms and/or virtual classrooms **>1 year** (e.g. Moodle/social media in teaching/Teams/WebEx/Adobe Connect...)
- Teaching experience **>3 years** (not required for Teaching2030 developers)

5.2. Selective criteria: 2 out of 4 criteria

1. T2030 developer
2. Experience in projects: having participated in 2 national projects in educational innovations or 1 international project related to technological education
3. International experience (one of these requirements):
 - 1 year teaching/tuition of international students
 - 3 conferences/classes abroad
 - 1 teaching stay abroad
 - coordinator of at least 1 international project
4. Management merits: coordination of student groups (e.g. mobility programs)/groups of teachers (e.g. Course coordinator, International Week Coordinator, Degree Coordinator)

