

Part Two
only

Building Communities of Practice for Educators

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Educators and industry in innovation partnerships

So why am I here?



1950s my father was the first Data Processing Manager at Citibank using IBMs, eventually to become a Vice President of Citibank

1960s The first English, Drama and Telematics degree in the UK

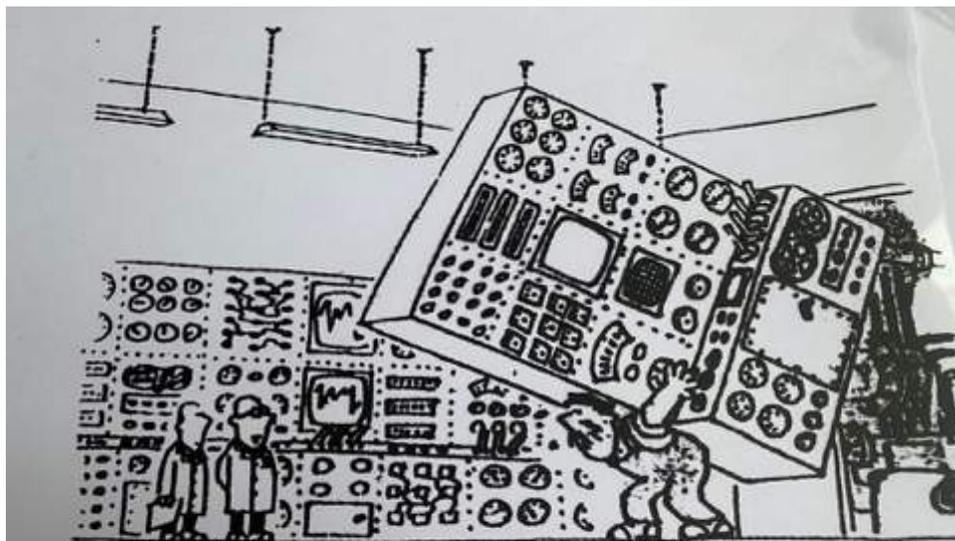
1770s English and Drama teacher in a school in Croydon. Our son had a Sinclair device

1980s Asked to teach Information Technology- a new curriculum subject

1985 – 1986 Invited, as an author, to design the first adventure game for schools funded by British Telecom at Kings College, London

Two international best selling titles: **Scoop and Newsnet**

Don't underestimate childhood experience!



"Yes, in the old days it took ten men to shift one of those things."



"Sorry about this UNAC but you've been replaced by a small machine."

At the cutting edge: Scoop and Newsnet on an 8 bit computer Funded by British Telecom



The first
adventure game
for schools with
pictures!



What is a fax?



Teaching teachers about computers

- ▶ **1986 – 1991** Teaching teachers at Inner London Education Computing Centre who had often never seen a computer
- ▶ **1991 – 2012** Institute of Education, University of London, Training teachers in Information and Communications Technology (ICT) and conducting research in this field. By this time the three compulsory subjects in the National Curriculum were Literacy, Numeracy and ICT

Teaching teachers about computers

1991 Institute of Education, University of London, teaching teachers about computers in education and researching the topic

1992 founded the MirandaNet Fellowship

1994 MirandaNet Fellowship moved tentatively online with 15 members:

- ▶ a website,
- ▶ an email listserv
- ▶ forums for themed discussions
- ▶ a Knowledge Hub to store member's contributions



**The demise
of the book
is imminent**

**Douglas Adams
and Christina
Preston versus
representatives
from Routledge
and Oxford
University Press**

'Miranda does not believe in one day computer courses' – John Potter



What's a fax

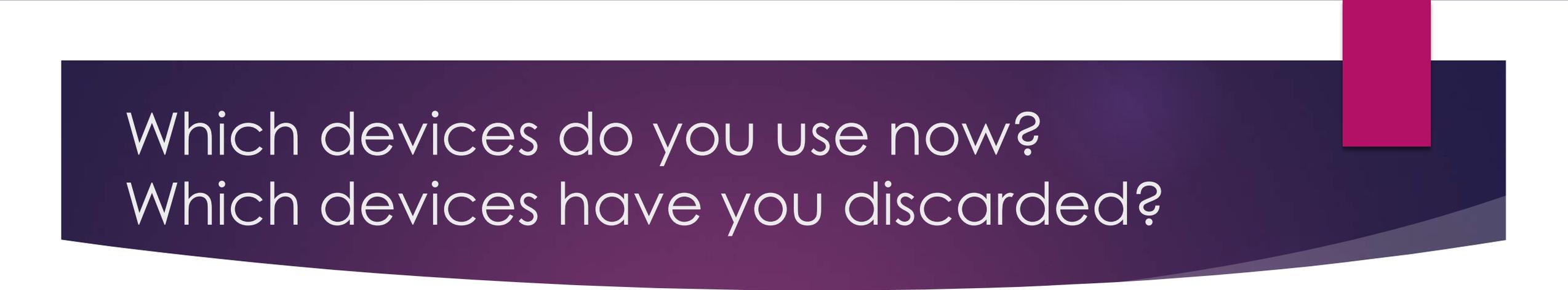
What's a mouse?

How do you copy a floppy disc?

How does learning work in an informal community of practice in contrast to a formal course ?



Helping others to learn



Which devices do you use now?
Which devices have you discarded?

- ▶ Desktops?
- ▶ Tablets?
- ▶ Other devices?

Toshiba, Times Higher Education Supplement

Why would a teacher need a lap top?

This small project with 15 MirandaNetters influenced the Department for Education to set up the laptop for teachers project



June 1995

https://www.mirandanet.org.uk/associates/toshiba_old.htm

What does online technology bring to the mix?

In groups

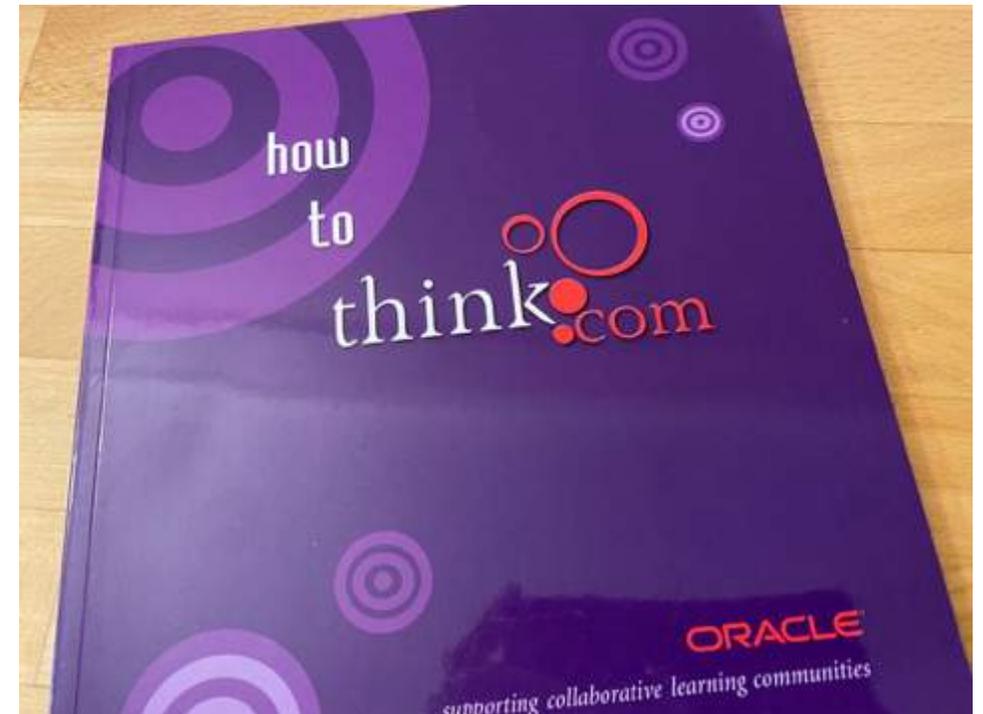
- ▶ List the social media platforms you belong to and who they are for
- ▶ List any other social platforms you know about and who they are for
- ▶ Do you know about any new social platforms that are being planned and the community they are expected to attract?
- ▶ List social media platforms that are dedicated to education

Oracle Think.com A \$14 million investment

Think.com

A protected online environment for schools worldwide, hosted and managed by Oracle. It provides a suite of tools for messaging, website publishing, research, discussion, and project collaboration. The school needs only an Internet connection and computers with a browser. It's 100% free and contains no advertising. The web based online community facilitates project learning and students' use of technology. In this teacher-mediated environment students and teachers are granted space to design and implement learning projects within their class, or with other schools globally. It promotes creativity, teamwork, communication, and cross-cultural understanding. It's available in nine languages, including Chinese, English, French, German, Italian, Dutch, Portuguese, Spanish, Thai and Turkish. www.think.com

https://www.mirandanet.org.uk/associates/oracle_think.htm



Designing and using VLEs



A means of promoting informal professional learning online
<http://www.handsonict.eu/about-handson/>

The EU LLL funded HANDSON ICT MOOC ended in April 2015 with a final product. The Catalanian Open University ran an evaluation of platforms whilst they designed on Moodle. Product of choice in the future was expected to be Canvas.

The MirandaNet Fellowship was the English partner that led the investigation of similarities and differences in designs for learning in the partner countries: UK Greece, Spain, Slovenia and Holland. On the basis of evidence from MirandaNet activity using platforms since 1992, MirandaNet recommended developing a HANDSON ICT 'community of practice' during the pilots so that the users will want to use the environment in the future to develop further courses for teachers and lecturers. In this context the teachers and lecturers who become co-researchers gained valuable Edtech professional development in the uses and pedagogies associated with digital tools.

A range of other partnerships have also been set up as part of the sustainability programme that increase the dissemination of the findings through accreditation and global publication. This project won an EU award for the design and the dissemination programme.

Associate research impact:

examples of evidence from Sprint programmes for OFSTED and Pupil Premium



▶ IRIS Connect

- ▶ Research identified ways in which teachers use web-based video to improve classroom practice but also discovered technique to use this technology to improve pupil behaviour.



▶ LightSpeed Audio Systems

- ▶ Showed that about one third of mainstream children struggle to hear in the classroom at some point in their education. Recorded new practices to encourage collaborative learning that will now be measured by PISA.



▶ Groupcall

- ▶ Showed how engagement with parents using mobile technology can improve pupil achievement and how this investment can be used in evidence for claiming **pupil premium** grants.

Examples of current research projects



▶ Show my homework

- ▶ Showed how a simple and intuitive system made the setting of homework easier for teachers and improved the value of homework for pupils and parents



▶ Tablet Academy Microsoft Showcase Roadshow

- ▶ Exploring with schools the impact of professional development programmes designed to help with the introduction of tablets into schools. Reports for the media including the TES. Discussions about a series of articles about MirandaNet research in the TES



▶ BBC Bitesize

- ▶ First stage of evaluating new interactive Bitesize resources

Associate research impact: examples of evidence for OFSTED and Pupil Premium through Sprint programme 1-2 terms



The secret of the success of digital resources like games, videos and quizzes is the engagement in learning that they stimulate. Animated video showing models also enrich the exposition of complex topics: words and a flat diagram in a book cannot enliven

Eye Gaze was used as assessment tool specifically for pupils who were difficult to assess because they suffered multiple barriers to effective learning. The project targeted pupils making limited progress with respect to their ICT, speech and language targets in order to understand what these pupils are learning and processing in classrooms and beyond.



What do we need to think about in setting up a professional community?

- ▶ The software?
- ▶ The hardware?
- ▶ The aims and mission?
- ▶ the leadership qualities?
- ▶ The financing?
- ▶ The face to face meetings?
- ▶ The roles of members?
- ▶ The tasks?
- ▶ The benefits and rewards?
- ▶ Influencing policy?
- ▶ Change management?

What matters most?

P.S Remember the medieval trade guilds

Where are teachers now in terms of attitudes towards computers ?



"What a school day! The computers broke down and we had to LISTEN!"

Member publications are on the MirandaNet Knowledge Hub

Sample publications

- ▶ Davis, N., C. Preston, and I. Sahin (2009a). *ICT teacher training: evidence for multilevel evaluation from a national initiative*. British Journal of Education Technology (BJET). Volume 40. Issue 1 (January 2009) (Published Online: Feb 5 2008 12:00AM): 135–148. DOI: 10.1111/j.1467-8535.2007.00808.x Davis, N. E., C. Preston and I. Sahin (2009b). *Training teachers to use new technologies impacts multiple ecologies: Evidence from a national initiative*'. British Educational Research Journal (BJET). Volume 40. Issue 5 (September 2009).
- ▶ Pachler, N, Preston, C., Cuthell, J.P., Allen, A. and Torres, P. (2011) *The ICT CPD Landscape in England* Becta download [here](#). This report contains a section about teachers who are reluctant to use learning technologies in classrooms that you can download on the MirandaNet publications page. [here](#).
- ▶ Preston, C. (2004). *Learning to use ICT in Classrooms: teachers' and trainers' perspectives: an evaluation of the English NOF ICT teacher training programme (1999-2003): summary, full evaluation report and emergent trends for teacher educators and staff-trainers*. London, funded by the government Teacher Training Agency [here](#).
- ▶ Preston, C (2016) *Innovations in professional development: real-time, in-ear coaching* [here](#).
- ▶ Preston, C (2015) *Innovation in teaching and learning: using web-enabled video technology to build professional capital through reflective practice, coaching and collaboration*. [here](#).
- ▶ Preston, C and S.Younie (2017) 'A curriculum faux pas'. Education Executive, 2 March 2017 [here](#)
- ▶ Preston, C and S.Younie (2017) 'Don't lose the essence of what it means to teach' TES 17th March 2017 [here](#).
- ▶ All MirandaNet publications [here](#).
- ▶ Members Fellowship studies [here](#).