

# What works where? ICT CPD programmes as a focus for changes in policy and practice: the view from the UK, the US and Eastern Europe



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## Key Words

pedagogy; ICT CPD policy and  
practice; work based practice;  
communities of practice;  
innovative assessment



## Description

An international policy-orientated symposium is proposed which brings together three experts in the research, implementation and accreditation of ICT CPD programmes for the work force from Eastern Europe, the US and the UK. They will be in partnership with colleagues in schools who have been working in work-based projects or running school based ICT CPD programmes.

Because the range of the topic is

wide and multifaceted the overarching themes of the project are four-fold:

- the relationship between theory, pedagogy and learning;
- the relationship between work, learning and professional practice;
- the relationship between pedagogy, assessment and learning;
- cultural, national and professional diversity in ICT CPD programmes

The invited audience of about twenty will include policy makers, lecturers and students at the IOE and key commercial and university ICT training and CPD providers. This audience will be invited to engage in the thinking and contribute to the collaborative insights that emerge from a discussion of the evidence.

Each partnership of expert researchers and practitioners will prepare a 1.5 hours interactive presentation for the first day of the two day workshop in Spring 2008. These presentations, which will also be videoed, will reassess their local findings under three of the theme headings:

- the relationship between theory, pedagogy and learning;
- the relationship between work, learning and professional practice;

- the relationship between pedagogy, assessment and learning.

On the morning of the second day the other delegates will be invited to express their responses to what they have heard, based on pre-prepared prompt sheets focused on the themes. This means of commenting will ensure that the comments can be compared and contrasted on the same principles. A new theme will also be introduced: the cultural, national and professional diversity in ICT CPD programmes that they perceive.

On the afternoon of the second day each of the four lead partnerships will work with four groups of delegates on suggestions for ways of overcoming barriers to systemic change. These lists will be discussed in the final session to discover the synergies, comparisons and contrasts in the perspectives of the delegates and the leaders. This is in preparation for a WLE report on potential strategies for promoting work-based ICT CPD programmes that will underpin systemic change in teaching,



learning and assessment.

All the leaders and delegates will also be invited to contribute to a post workshop forum and a web resource that will include recommendations of research literature, key work-based case studies and potential mentors to support those designing ICT CPD programmes.

A WLE report will be prepared for ICT CPD programme designers and policy makers that will outline the strategies that have emerged from the workshop.

### **Methodology**

The experimental qualitative methodology is an extension of focus group approaches. This collaborative approach to data collection is based on providing significant input about the topic under discussion before the group make expert judgements based on a combination of knowledge and experience. This methodology has already been piloted in the WLE report on ICT CPD in which this kind of group judgement process was set up at the Naace conference in February 2007.

The method is intended to counteract the results that are achieved from surveys in which the respondents have not been given enough information or intellectual space to make a useful judgement about the topic in hand. Another problem that emerges from quantitative surveys is that they are answered on an individual basis. This methodology offers an opportunity to analyse data that has been submitted to group consensus already. The international dimension adds

another layer of richness to the strategies that emerge.

### **Dimensions covered**

- the use of new technologies;
- interdisciplinarity;
- an emphasis on the workplace as a site for learning;
- collaboration, partnership and innovation.

### **Outcomes and deliverables**

- an expert resource bank
- a WLE report written as a strategy document to influence policy
- video evidence
- potential building of an international WLE e-community of practice in ICT CPD

### **Detailed workplan**

The symposium will be organised before Christmas 2007, dates agreed and templates for the lead partnerships distributed. Invitations to delegates will be issued. Conference calls and emails will be the mode of communication between all the leaders.

The conference will be held in the spring term and the resources bank and the report will be prepared for the summer term.



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