



WP4: Field trials

D4.1: Standardized Announcement of the online platform



Information about the report (deliverable/milestone)/WP

WP N° 4

Publication date: [28.1

Report/WP title: Field of



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



Project Information

Agreement no. 626139-EPP-1-2020-2-DE-EPPKA3-PI-POLICY

Project title: Perspectives for Lifelong STEM Teaching - Career Guidance, Collaborative Practice and Competence Development

Project acronym: 3C4Life

Start date of project: 28/02/2021

Duration: 36 months

Program: ERASMUS+ Key Action 3: Support to policy reform-European Policy Experimentations

Contact Information

Coordinating Institution: University of Education Freiburg

Coordinator: Prof. Dr. Katja Maaß

Project Manager: Esra Mandaci

Authors: Anita Juškevičienė, Albertas Lakštauskas, Stanislav Sabaliauskas, Lina Vinikienė

Lead partner for this report/WP: Vilnius University, Lithuania

Website: www.icse.eu/3c4life

© 3C4Life project (grant no. 626139-EPP-1-2020-2-DE-EPPKA3-PI-POLICY) 2021-2024, lead contributions by University of Education Freiburg, Prof. Dr. Katja Maaß, University of Education Freiburg. BY-CC-NC-SA 4.0 license granted.



This document is based on the work within the project Perspectives for Lifelong STEM Teaching - Career Guidance, Collaborative Practice and Competence Development (3C4Life). Coordination: Prof. Dr. Katja Maaß, International Centre for STEM Education (ICSE) at the University of Education, Freiburg. Partners:

- University of Education Freiburg, Germany
- Vilnius University, Lithuania
- Utrecht University, The Netherlands
- University of Lisbon, Portugal
- University of Jaen, Spain
- Hacettepe University, Turkey
- Zentrum für Schulqualität und Lehrerbildung, a Landesoberbehörde of the Ministry of Culture, Youth and Sports, Germany
- National Ministry of Education, Science and Sport of the Republic of Lithuania, Lithuania
- Directorate-General for Education (DGE) of the National Ministry of Education, Portugal
- VOHO Netwerken, a network funded and trusted by the Ministry of Education, The Netherlands
- Conselleria d' Educació, Investigació, Cultura i Esport, Spain
- Ministry of National Education, Turkey.

Perspectives for Lifelong STEM Teaching - Career Guidance, Collaborative Practice and Competence Development (3C4Life) has received co-funding by the ERASMUS+ grant program of the European Union.

The creation of these resources has been co-funded by the ERASMUS+ grant program of the European Union under grant no. 626139-EPP-1-2020-2-DE-EPPKA3-PI-POLICY. The project's funding body, the European Commission, is not responsible for the content or liable for any losses or damage resulting of the use of these resources.

Executive Summary

The important deliverable of WP4 (Field trials) is writing a standardised announcement for advertising the online platform. The standardised announcement is based on the purpose of the policy measure, the platform concept and content, policy priorities, and teachers' needs. It is used to inform teachers about the policy experimentation, the data collection, and its evaluation and purposes. The announcement can be adapted nationally by each partner to country needs. Each partner will advertise the online platform in their area of legislation so as to reach the needed number of participants.

Summary of 3C4Life project

3C4Life (2021-2024) stands for “Perspectives for Lifelong STEM Teaching – Career Guidance, Collaborative Practice and Competence Development”. Europe is facing teachers in STEM field shortages. STEM education systems lack the capacity to support teachers to make the best of their life as teachers. Our objective is to change that. This EU-funded project aims to raise the attractiveness and motivation of the teacher profession.

Our measure is an all-digital STEM teacher platform with an innovative occupational advancement concept. Its key innovative features are the following:

- ✓ A sequential process of motivational triggers, from low threshold attraction to shared advancement.
- ✓ A multi-directional variety of vertical and horizontal occupational advancement perspectives unfolded at a glance.
- ✓ Enhancement-propellent collaboration through Communities of Practice.

The digital field trials follow a quasi-experimental design in all partner countries (Germany, Lithuania, Netherlands, Spain, Portugal, and Turkey). Our evaluation follows a mixed-methods approach combining quantitative before-after comparison and qualitative case studies. We will provide robust data on how to motivate STEM teachers to pursue lifelong occupational advancement from the beginning of their careers. Our measure bears a high capacity to be up-scaled and mainstreamed across Europe, as it is all-digital, research-based, system-contextualized and policy-strategized.

The target group of field trials are in-service and pre-service teachers.

The need of the online platform

To raise the attractiveness of the teacher profession, the following requirements have been identified:

- ✓ The positive image of the teaching profession must be established, among teachers as well as among society.
- ✓ The teaching profession must be perceived as a lifelong development process, including the use of innovative teaching approaches.
- ✓ Collaborative practice and professional learning communities must be promoted and anchored.

- ✓ Teachers must receive support from the beginning of and throughout their careers to allow for professional growth.

However, there are still major gaps, which we need to fill:

- ✓ Career guidance for teachers across Europe is rare.
- ✓ Teachers do not see a need to develop teamwork competencies.
- ✓ Collaborative approaches are hardly applied.
- ✓ Teachers have problems in adopting new teaching methods.
- ✓ Professional development offers do not meet their needs.

The digital platform will give the opportunity to tackle these requirements and overcome gaps mentioned above, because online teacher education supports the development of knowledge and improves teaching competences in relation to innovative teaching approaches and encourages teachers' participation in Communities of Practice. In addition, the asynchronous online communication enables participants to become more deeply involved in reflection and build their own arguments. The online platform will provide information on career options in order to encourage reflection on career development and to support the development of peer networks.

Why 3C4Life platform?

3C4Life platform aims to attract teachers in all stages of their career and spark their motivation for pro-active occupational advancement. Thus, the following innovative 'three step trigger procedure' to culturize engagement is offered:

- (1) brief inspirational teasers (contents advertising colourful career development or enticing teachers to try out new tasks);
- (2) more information and activity for learning (like short videos explaining the background of tasks tried out in step 1 or leaflets about career options);
- (3) in-depth information, activities to promote change (like workshops on innovative teaching approaches, life-streams with experts) and needs-oriented pro-active collaboration and mutual support in a Communities of Practice.

What are the benefits of 3C4Life platform?

The platform includes sections of career guidance (navigating the system), competence development, and collaborative community-building. The platform is all-digital, research-based, system-contextualized and policy-strategized. The following benefits are distinguished:

- ✓ research-backed platform
 - allows for self-directed learning as it features a variety of offers to choose between;
 - combines synchronous interaction (workshops and expert livestreams) as well as asynchronous interaction;
 - encourages participants to write reflective narratives about their experiences (in relation to teaching or career development);

- encourages other participants to give the feedback to these narratives to support collaboration;
- offers expert advice (including recommending engagement in Communities of Practice) in online courses, expert counselling or when moderating the community building space.
- ✓ in order to develop teaching, the platform
 - gives teachers the role of designers (of tasks, lesson plans) and encourage other teachers to reflect on them;
 - invites teachers to experiment with new teaching approaches in and with their classes;
 - offers resources that support the reflection of participants about their teaching habits and share them with peers.
- ✓ in order to develop career, the platform
 - offers reports on career options including challenges/advantages and invite career models to share their experiences;
 - encourages teachers to give the feedback to these reports;
 - encourages career self-assessment with specific tools.

Participants receive a step-by-step guide on how to work their way through the platform sections.

Target Audience

The target group of field trials are in-service and pre-service STEM teachers.

Project Duration

28 February 2021 – 27 February 2024

Partners

See: <https://icse.eu/international-projects/3c4life/>

Further Information

Visit: <https://icse.eu/international-projects/3c4life/>

Contact

(Name, Surname, position, institution, email)