ACTION RESEARCH Protocol

AS PART OF THE ANGE CLASSLAB

Preamble

Action research represents a growing field of educational research. Action research is a process designed to equip all participants in the educational scene, whether students, teachers or other stakeholders, with ways to improve their practices through their enlightened experiences and knowledge-based ongoing theory. All participants become willing players in the research process.

- **Reminders of the definition of the classlab ANGE:**
- The classlab ANGE is a laboratory to support change in education in relation to digital technologies and governance in education.
- Its objective is to be a lever for the transformation of the establishment.
- It organizes itself into a learning community made up of complementary stakeholders: researchers, trainers, school leaders, teachers, parents, students,teachers, local partners..., mixing experimental team and support team
- These learning communities allow for the accompaniment of experiments as close as possible to the field, thus becoming the continuous training of teams, teachers and school leaders. The concept of classlab is based on a conception of the development of 21st century skills of education actors and learners in the educational institution.

- The approach of classlabs ANGE communities is that of action research. It is based on methodological protocols: identification of the object of study, analysis and theoretical inputs from research and experimentation, formulation of scenarios enriched bythe advancement of research andanalysis of data from evaluations carried out during and after the implementation of the various stages of experimentation.
- As part of the ANGE project, classlabs are organized into pan-European and international networks and work in the present or distance.

1. Principles

- <u>A multifaceted and multi-actor support context</u>

The experimental approach of accompaniment proposed by the classlab ANGE is based on :

- multi-actor support: teachers, leaders, trainers, researchers, different nationalities represented in the ANGE project. The classlab team that is created thus consists of the experimenters themselves, or some of their representatives and accompanists: this team should be appointed, it is necessary to appoint a coordinator to assume the affimation throughout the process, to ensure the quality of theorganization, the progress of the work, the drafting of the deliverables expected and the participation of each member.
- multifaceted accompaniment: in presentation and distance, through various modalities: observations, questioning, common analysis, formalization, synthesis, theoretical contributions and/or expert contributions on the field of study objects...

- <u>Clarification of concepts</u>

The classlab team takes the time to share a common sense of the main concepts from the field concerned by the subject of study, in order to build a common culture base that will grow as the process progresses.

This time of sharing does not exclude the confrontation of points of view but nevertheless aims at the emergence of an explicit and shared consensus.

- <u>A clarification of the process</u>

The team co-constructed the object of study and shares the approach of research action that will combine knowledge of experience and theoretical knowledge, in the service of the implementation of experimentation and the development of skills of the involved.

This is a looping process, during which an iterative experimental process is set up:

- The experimental team determines its purpose of work, describes the context of the project's emergence, the objectives targeted, the expected effects, the necessary resources and those at its disposal, performs a SWOT-type analysis (strengths/weaknesses; opportunities/threats)

- The classlab team co-analyzes the purpose of the experiment and the data provided by the experimenters, and stabilizes a first scenario, including on the basis of expert inputs (theoretical and/or empirical frameworks of the field concerned, reports, international studies...); co-construction of evaluation elements, with the choice of a few shared indicators

- Implementation of the original scenario, with, if possible, in situ observation times by the chaperones (or some of them)

- Collective regulation by the classlab team: time to review implementation, analysis of objectives, first perceived effects (by supplementing the data provided by the experimenters with data collected from other stakeholders of the project: students, parents, leaders ...) and possible proposals for evolution towards a scenario 2

- Implementation of Scenario 2

- ....

The team develops procedures for collecting, storing and analysing data, sharing resources, formalizing traces of the progress of the work (in particular, reports of meetings, interviews, interviews, etc.).

• A clarification of postures

Within the classlab team, all members are of equal value, each; brings its expertise and sharing, whether experiential or more scientific. The richness and strength of the team lies in the diversity of the profiles and their complementarity. The principle that guides the exchanges and that of the reciprocal exchange of knowledge and the purpose, the development of collective and individual skills.

• Organizational clarification

Under the impetus of the facilitator, the classlab team has a shared organization:

- A digital environment for document sharing and resource capitalization
- A virtual meeting tool available to all
- Shared procedures: communication management, document management, meeting animation, traces to be kept, data collection, etc.
- Planning for the progress of experimentation and at the same time, the progress of the classlab team's work, with the identification of the expected deliverables
- A breakdown of each person's roles and expectations

• A common ethical and legal framework

Actors who submit materials for study and carry out experiments are assured of respect for their professional practice. The proposals for analysis and experimentation that will be made can only be constructive proposals without undermining the skills of people. They are not set in a relationship of verticality and exclusiveity but on the contrary in the interest of "shared governance" of experimentation. The anonymity of the persons is assured in any written production.

Data collection, resource sharing, production and dissemination of resources meet ongoing legal expectations:

- Compliance with the Framework of the General Data Protection Regulation (GDPR)

Analysis of processes for collecting, storing and securing data collected with a designated DPD (data protection delegate)

Information made to people whose data is collected, must access and change through a contact address

- Respect for the right to image and voice (privacy)

Making available a form of transfer of rights to the image and/or voice, for the persons concerned (or parents in the case of minor children)

- Respect for copyright

The provision of a contract for the sale of copyrights, for example for experts who would intervene in wébinaires or interviews, the words of which would then be inserted in video capsules and disseminated on the internet.

Productions made must be careful to respect these same copyrights in the case of borrowing works or excerpts from digital or digitized works.

The productions produced are broadcast under creative license commons: respect for the name, respect for the integrity of the work and use for non-commercial purposes.

2. Shared tools

- Description of the experiment sheet

- Selected Scenario Description Sheet

- Pedagogical sequences observation grid sheet

- File Contract for the transfer of image rights and the transfer of copyright

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• Description of the experiment sheet

Name of establishment	
Title of experimentation	

	EMERGENCE OF EXPERIMENTATION
External and internal context of the project	*Identifying the context of emergence: what has generally led you to these intentions of improvement and/or transformation? you make a form of diagnosis that explains your choice of experimentation* *__EXTERNAL__ CONTEXT* • *Institutional texts and studies that feed the reflection on the theme chosen for experimentation and its (or its) scenarios and the intentions of the experimenters (quote the texts)* *Official texts* *Reports* *International studies (PISA, TALIS, others) that outline trends in teaching and learning* *Other (trends identified by teachers or students)* • *Potential emerging technologies (Precise technological innovations in the world of education and business and related to the field of experimentation)* *__CONTEXT INTERNE: description of the situation of the institution at the starting point of the experiment__*

	- *Specify the type and modalities of the organization of* the institution *(howto describe the management, the distribution of responsibilities, the organization of decision-making circuits, the commitment of the various stakeholders; appoint the consultation bodies, the decision-making, their mode of animation; describe the internal communication channels)* - an attempt to describe a form of *"governance" of the institution* - *Make the current state of affairs (teacher training, coaching, evaluation, recognition...)* - *Describe the support that the actors of the «governance" of the experimental project, pilots or other* members of the project *team...* (Trainings, seminars, conferences, bibliography, networks, etc.); specify the modalities of this accompaniment (periodicity, synchronous or asynchronous meetings, nature of the themes...) - *To indicate the maturity* of *the institution* in the digital field *(use tools* or self-*positioning ; questionnaire, online tool SELFIE, TETSAT, SDE, ITEC...)* - *To carry out a map of the actors of experimentation and their* interrelationships *: school leaders, teachers, coordinators, pupils, parents but also, depending on the contexts,* employers*, politicians, higher education providers or vocationaleducation...* - *To indicate what, in the establishment's own departure situation, led to the choice of the experimental scenario*
	INTENTIONS OF EXPERIMENTATION
Quick presentation of the project	- *Present the general intentions of* the *experiment* *How should experimentation in a digital context change pedagogy,* create an innovative teaching *that* would build *on the tools used?* *How could this digital experiment be able to convince school leaders to engage in the digital transition and encourage teachers to introduce more digital technology into their classrooms?*
Target audience	- *Identify target audiences* - *Identifythe direct actors who carry the experimentation and the tasks they take over* - *Specify the main activities that will be carried out* by *students* - *To indicate how learning achievements* are *considered, if they are not only academic*

Objectives	*Describe by action verbs what is targeted for students, teachers, leaders*
Expected effects Impacts	*Name the expected **effects** of the experiment on :* *- participants (heads of schools, teachers, learners, possibly parents, entrepreneurs...)* *- the institution itself, including in its governance* *- the different levels of education management outside: local, regional, national*

Needs to carry out the project	*ETABLISSEMENT TO foster experimentation and innovation (Precisely analyze the needs in quantitative and qualitative terms).*
	  • *Nature of needs (human, financial, materials), need training for teachers to acquire the necessary skills ...*
	  • *How were these needs collected? To whom and when were they collected? ...*
	  • *How do these needs question the usual organization, the "governance" of the institution?*

Resources available	*Identify the human, material and financial resources available.* *Identify the institutional resources available* *Identify scientific resources (official texts, study reports, videos, etc.)*

- ## **Selected Scenario Description Sheet**

Title of experimentation	
Scenario title	

	EMERGENCE OF THE SCENARIO

Diagnostic and evaluation elements	*Present the elements that led the experimental team to evolve its original scenario* ***Elements of external and/or internal context*** ***Elements to assess the implementation of the start-up scenario*** • *Based on data collected during and after the implementation of the original scenario* • *Based on the exchanges of the classlabteam, in particular the contributions of the support team*
	INTENTIONS OF THE SCENARIO
Quick presentation of the project	• *Quick description of the general intentions of this new scenario* • *Specify the students involved (number, level, characteristics if this information is relevant...)* • *Identify the direct actors who carry the experimentation and the tasks they take over* • *Specify the main activities that will be carried out* by *students* • *To indicate how learning achievements* are *considered, including* if *they* are not only *academic*
Objectives	*Describe by action verbs what is aimed at students, but also* for *teachers and even leaders*
Expected effects Impacts	*Name the* expected ***effects*** *of the scenario on :* *- participants (heads of schools, teachers, learners, possibly parents, entrepreneurs...)* *- the institution itself, including in its governance* *- the different levels of education management outside: local, regional, national*

Needs to make the script	*TO promote the implementation of the* scenario *(precisely analyze the needs in quantitative and qualitative terms).* • *Nature of needs (human, financial, materials), need training for teachers to acquire the necessary skills ...*
Resources available	*Identify the human, material and financial resources available.* *Identify the institutional resources available* *Identify scientific resources (official texts, study reports, videos, etc.)*
Expected evaluation terms	*Identify the* intended *method of assessment (s):* *diagnosis, formative, summative, certificate, satisfaction* *Identify quantitative and/or qualitative measurement criteria that will enable evaluation throughout the project* *Identify evaluation materials (questionnaires, testimonials, written/oral production...)*
	EVOLUTION OF THE SCENARIO
Evaluation conducted	*Describe the evaluation actually in place, when the project and the results it produced*
Changes envisaged	*Based on the initial intentions and objectives and considering the evaluation carried out, what changesare made to the scenario implemented?*
Supporting documents	*Identify the deliverables you will produce throughout the implementation of your scenario (innovative project management documents).*

• Fact sheet observation of a pedagogical sequence

Experimentation	*Quick reminder of the experiment concerned*
Scenario	*Quick reminder of the scenario to which this sequence belongs*
Precise title of the sequence	

1. SITUATION (to trigger the activity) - brief description of the project - the objectives and duration of the lesson, conditions of realization...	
Date and duration of the sequence	
Context of the observation sequence	□Demonstration sequence created specifically for the observation of ANGE participants during short-term training □ Sequence conducted as part of a scenario within the institution
Goals of the sequence	*For example: objectives for acquiring knowledge (disciplinary, technological, cross-cutting), know-how, know-how* - -
Composition of the sequence implementation team	First and last name........ Function.................................... First and last name........ Function.................................... First and last name........ Function....................................
Target audience	*Ex: 15 students in the class of..... of the industry......*
Disciplines involved	- -
Digital tools used	- -
Targeted skills	*Ex: disciplinary, professional, social skills; to be listed with action verbs* - -
Pre-requisite	*Ex: preliminary knowledge or skills needed to create the sequence (disciplinary, digital, others...)*
Resources needed to conduct the business	*Material resources*
	Financial resources
	Material resources

	Training resources (all audiences/all actors)
	Holdings
Methods used during the sequence	□ has theoretical contributions □ groupwork □ case studies □brainstorming □ individual work □discussion/exchange □ situation, □ other ....
2. Learning/piloting situation: description of the process to achieve the objectives: -description of the course of the activity - the terms of the activity	
Description of how the event unfolded	Specify how the sequence will unfold
3.Objectivation : raising awareness of what knowledge has been gained and how it has been acquired	
Identifying the knowledge, you have acquired	
Identification of acquisition means	
4.Evaluation : diagnostic, formative (in the process of learning) **and/or summative** (validation of learning at the end of the activity), **certificate, satisfaction**	
Evaluation method used to measure the acquisition of targeted skills	*Ex: diagnostic, formative, summative, certificate, satisfaction method* *Ex: evaluation materials (questionnaires, testimonials, written/oral production...)*
5.Reinvestment: application of acquired knowledge to other learning objects - transfer.	
Identification of acquired transferable knowledge	

• __Image and copyright transfer contract__ sheet

Operating authorization

ANGEL STRATEGIC PARTNERSHIP

2017-1-FR01-KA201-037369 - convention duration from 01/09/2017 to 31/12/2020

Enters, on the one hand,

Mr./Mrs......... ....

Domiciled.......

referred to as the *intervener,*

and,on the other hand,

xxxxxx representing the consortium of project partners, based at xxxxx,

Below referred to as *xxxx*

being previously reminded that,

in accordance with the order made between the intervener and xxxx,the ...... the intervener has committed to carry out an intervention on behalf of xxxx as part of the ANGE project.

However, as part of the ANGE project, the partners are making digital resources available to the general public for training and dissemination purposes, mainly via the internet on the ANGE website, the public pages of e-Twinning, School Education Gateway, the Erasmus Project Results Platform and in a dedicated MOOC
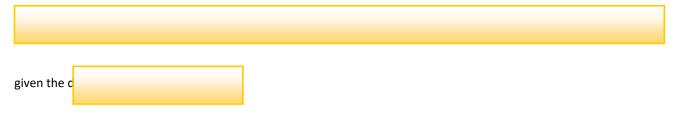
The following term "intervention" will be referred to as the set of oral presentations presented by the speaker, subsequent debates, and visual, audio and audiovisual materials and elements presented or distributed to participants.

Article 1 - Object

The purpose of this licence is to enable xxxx to exploit the intervention entitled

given the c

Article 2 - Copyright of the intervener

The speaker authorizes xxx, on a non-exclusive basis, for non-commercial purposes and in the context of teaching training and research, for a period of 5 years and for the whole world, to reproduce and disseminate his conference on the Internet

The intervener authorizes under the right of reproduction:

- fixing, editing and reproducing the intervention on all video media known to date, including CD, DVD, cassettes, DV, mini-DV, DivX or any similar storage medium using analog or digital fastening processes that allow representation on individual or collective screen, local or remote;
- fixing all or part of the intervention on paper for the production of jackets or accompanying booklets of audiovisual media and for advertising or promotional materials.

The intervener authorizes under the right of representation:

- communication to the public, intervention and adaptations on intranet, extranet, internet;
- communication to the public, the intervention of its adaptations and translations in any event, including trade shows, for demonstration, information, training or promotion.

Article 3 - Right to the image of the speaker

The speaker authorizes the fixation by any appropriate means of his image and his voice during the intervention and the debates that will follow.

The intervener authorizes the dissemination of this fixation under the operating conditions defined in Article 2 of this authorization.

Article 4 - Intervener's Obligations

The intervener guarantees xxxx against any disturbance, claim or eviction.

As such, he asserts that he is the author of the intervention, that he is not engaged, for any element relating to the intervention or its fixation, by an exclusive contract with a third party and that he respects the rights of third parties, including copyright and personality rights.

Article 5 - Bonds of xxxx

xxx undertakes to respect the copyright of the intervener and in particular to mention his name in any communication of the intervention to the public, regardless of the means of that communication.

xxx provides the intervener with a link to the fixing of the intervention or to the assembly carried out on the basis of the intervention. The speaker can request the link ahead of any broadcast in order to validate the content thus fixed.

xxx, as producer of the videogram, authorizes the intervener, free of charge and not exclusive and on the condition that his name and that of the ANGE project, are mentioned during the operation, to reproduce and communicate this videogram for his personal needs.

The intervener is not authorized to commercially exploit the videogram.

Made to......... ....

The speaker,   **xxxxxx,**