

STRATEGIC PARTNERSHIP ANGE

2017-1-FR01-KA201-037369 – duration of the agreement from 01/09/2017 au 31/12/2020

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| SCENARIO 2 | Extending the use of the MOODLE platform to other high school students, using one of the forms of the inverted class. |
| TESTING PLACE | PGRE GS RAKOVSKI - BULGARIA |

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| SUBJECT OF THE STUDY | Study of the digital learning environment for better social inclusion |
| SUB-STUDY OBJECT | Integration of ICT in the management and training of autonomous learners with the creation of a Moodle platform |

| EMERGENCE OF THE SCENARIO | |
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| External and internal context of the project | <p>The Rakovsky high school is a bi-national grammar school specializing in Roman languages, with students from various social backgrounds. Entrance is selective and national on a competitive basis (mathematics and Bulgarian language), the school has a high success rate in the BAC (more than 95%).</p> <p>The school's European culture has been developing over the last 20 years (Erasmus projects, exchanges of best practices on learning, methodologies, digital technology, piloting, etc.) encouraging openness and questioning, information and co-training in response to the return from mobility (production of model lessons).</p> <p>The Bulgarian Ministry of Education has a strong desire to develop the use of digital technology within schools; during the implementation of the scenario, it launched a call for projects for a "digital high school" to which the school intends to respond.</p> <p>The rejuvenation of the teaching staff is significant; a large majority of these young teachers want to change their teaching to distinguish it from the too traditional one they have known. The teaching team, like all the staff, is strongly attached to the image of the school.</p> <p>In-service teacher training is often very formal and has little effect on practices. However, informal and more formal exchanges during the various meetings are numerous and seem to have a greater impact on the evolution of teaching practices.</p> <p>A headteacher who is open to change, positive, who does not hesitate to cooperate, to commit to finding solutions and means, to promote projects and teachers outside the school, both locally and nationally. It encourages the assumption of responsibilities and thus sets up a steering team for the ANGE project in 2017 in charge of experimentation and sensitization of the teaching teams.</p> |

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| | <p>Although the fixed digital equipment seems to be sufficient within the school: 5 computer rooms and 4 multimedia rooms, the infrastructure and the quality of the Internet connection leave something to be desired and hinder the ambition of the projects. On several occasions, the innovations were based on the students' own equipment.</p> <p>The experience of the first uses of the MOODLE platform, intended for "impeded" students, allowed a group of teachers to be initiated to the platform's functionalities, to develop a common culture and collaborative work habits, around one of their fellow teachers and trainers.</p> <p>Under the impulse of the head teacher, with the help of the trainer's expertise and after exchanges with the pan-European team accompanying her, the team of "pioneering" teachers decided to put MOODLE at the service of the evolution of teaching methods by experimenting a form of reverse class. This first team has already expanded to include a few additional teachers, thanks to feedback, informal exchanges and training of the teacher trainer.</p> |
| | INTENTIONS OF THE SCENARIO |
| Target audience Quick presentation of the project | <p>The target audience are students in the classes of the teachers involved in the experiment, who work on several disciplines, mainly linguistic: Spanish, French, Italian.</p> <p>The new scenario aims at modifying the pedagogical scenarios of part of the classes by including the distanced time upstream and downstream of the classroom and to make the classroom evolve by basing it more on the students' activity :</p> <ul style="list-style-type: none"> ○ Creation and provision of a scenario in the form of a path with activities both at a distance, at home or at school, and in presence, with all the students. ○ Creation and provision of digital resources, work instructions, exercises and activities, some of which are collaborative and aim to develop information and communication skills. ○ The face-to-face "course" is essentially built around the restitution of students' work, exchanges and contributions of the teacher on the topics discussed. <p>Students have the resources, exercises and tests over a longer period of time to go back over misunderstood concepts, check their level of appropriation and mastery, which also facilitates differentiation.</p> <p>The "course" ends with an evaluation using the Kahoot tool.</p> |
| Objectives | <ul style="list-style-type: none"> - Develop students' autonomy and responsibility: students take charge of managing their work, their learning time, and the use of the resources made available to them. - To develop teamwork, both face-to-face and at a distance |

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| | <ul style="list-style-type: none"> - Develop oral communication skills - Improve results through greater student involvement in the learning process and a more flexible work rhythm |
| Expected impact Impacts | <ul style="list-style-type: none"> - Enrichment of knowledge in languages and civilization - Development of cross-disciplinary skills, known as 21st century skills - Change in students' posture, more engaged in their learning - change in the posture of the teachers, who accompany their students in their learning process - Development of new skills among the teachers involved in the project: collaboration, creativity, scriptwriting, technical mastery of the Moodle platform and its main functionalities as well as the main design tools for the necessary digital media. - Development of the skills of students engaged in experimentation: responsibility, self-confidence, autonomy, creativity... - Better image of the school with the students and parents concerned. |
| Needs to carry out the project | <ul style="list-style-type: none"> - Training/action to get to grips with the platform's functionalities, learn how to script courses and produce digital resources: courses and exercises. - Time, to train and produce scripts and resources - Time to coordinate within the project team - Sufficient infrastructure and equipment to be able to use in good conditions the digital tools necessary for the smooth running of the pedagogical scenario in its face-to-face part. - Good information for parents so that they understand the experiment and participate at their own level - Regular support from the principal, to respond to needs, reassure parents, and recognize and value the commitment of teachers. |
| Available resources | <ul style="list-style-type: none"> - A Moodle platform, a teacher administrator of the platform and who provided training and coaching to his peers. - The ANGE project for : <ul style="list-style-type: none"> ● To promote openness to other contexts, the discovery of other practices, other uses of digital tools ● To promote exchanges and meetings with other colleagues and researchers ● To propose an accompaniment of the experimentation by a small pan-European and international team within the framework of a classlab approach (exchanges and resources made available, Think Tank, webinars, training workshops) <ul style="list-style-type: none"> - The support of the first teachers who had started using the platform before the launch of the scenario. - A management team to support and facilitate the scenario. - Equipment in the high school classrooms and a wifi network that could be upgraded thanks to grants from the Ministry, following the recognition of Rakovski High School as a "digital high school" at the national level. |

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| Planned evaluation procedures | <p><u>Qualitative criteria :</u> Within the teaching team of the project: regular meetings, including with the management, which facilitates exchanges, analyses and regulations. Analysis of the questionnaires and interviews with the high school students involved in the experimentation Analysis of school results. Exchanges with the pan-European support team within the framework of the classlab</p> <p><u>Quantitative criteria :</u> Number of teachers volunteering to experiment the scenario (evolution perspective) Number of scenarios experienced by peers Students' grades throughout the process Exam success rate Number of drop-outs and dropouts Number of students in continuation of studies for graduating students</p> |
| EVOLUTION OF THE SCENARIO | |
| Evaluation conducted | <p>The students' overall commitment was high, based on the motivation generated by the new and attractive pedagogical situations. However, it is necessary to maintain interest and motivation by valuing the students' investment through a graded evaluation of their work.</p> <p>The cross-curricular skills that were targeted are actually worked on by the students: they gain in autonomy, collaboration sets in, self-evaluation and co-evaluation progress, but teachers still struggle to clearly identify situations in which these skills are evaluated and to mark them in order to valorize them. Students who are usually more discreet were able to invest themselves and participate better, especially in language classes.</p> <p>The practice of self-evaluation is taking hold and developing among students, little by little in connection with their own learning.</p> <p>Differentiation is effectively facilitated, even if it still remains to be worked on within the teaching team.</p> <p>Teachers have also gained in professional skills, both in terms of technical fluency and pedagogical diversity. Collaboration within the experimental team has been strengthened, it is almost constant, in formal and especially informal times. On the other hand, it is not sufficiently formalized and documented to share it better.</p> <p>Teacher training played its role to the full, and a real collective dynamic was thus established and made it possible to convince other teachers to join the "pioneers" and the group reached at the end of this experiment (about twenty colleagues), i.e. nearly a third of the teachers in the school.</p> <p>The health crisis linked to the COVID pandemic showed the reluctant teachers the need to master digital tools and the interest of thinking about new pedagogical scenarios. During this period, the pioneering teachers became resource persons for their colleagues and accompanied them. This recognition valued them and reassured them of the validity of their commitment.</p> <p>The management valued the scenario, both internally and externally, and encouraged the teachers involved: the school is now recognized at the national level by the ministerial institution, by the inspection bodies. It organizes "inspiring stays" for teams from other schools, during which teachers welcome their colleagues into their classes, present the approach to them and, with them, co-analyze the process, the effects and the limits to be overcome.</p> |

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| | The management values the initiative of the teachers, encourages their collaboration, and encourages pedagogical reflection, particularly on the issue of the evaluation of cross-curricular skills. |
| Planned developments | <p>Continuing the experiment :</p> <ul style="list-style-type: none"> ○ by extending it to new disciplines, essentially scientific ones. ○ by working more on pedagogical scenarios, to better perceive the training models at stake (including by questioning in greater detail the added value of this or that digital tool in different situations, by enriching the digital environment offered to students) ○ by identifying more precisely the transversal competencies to better promote and evaluate them ○ Helping students to make a better connection between autonomy, initiative development and improved learning. ○ working more closely with parents ○ by further formalizing exchanges between teachers, analyses, proposals and experiences, so that all this can feed into co-training, a powerful lever for professional development. ○ by relying on shared governance installed by the administration that promotes initiative, teacher engagement and interdisciplinary work |
| Support documents | <ul style="list-style-type: none"> - Interviews of the head teacher and the ANGE pilot within the establishment - Additional interview with the teacher trainer - Interviews of experimental teachers - More precise description of a pedagogical scenario in a language course - Analysis carried out by the accompanying researchers in the framework of output 3 |