

STRATEGIC PARTNERSHIP ANGE

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

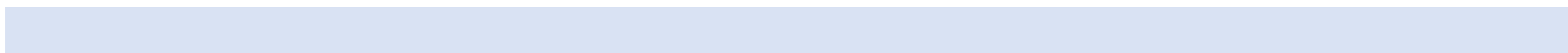
MOOC ANGE Architecture

Sequence	Modules	Pages	Video title	Intervener	Duration	
		Introducing Sequence 1	<a href="#">Introducing Sequence 1</a>	Jean Duchaine	2 minutes, 24 seconds	
Sequence 1 - General Presentation	1-1-: MOOC ANGE, instructions and resources	1-1-1: MOOC, instructions				
		1-1-2: You and others in this MOOC				
		1-1-3: The detailed architecture of MOOC				
		1-1-4: The Biography of The Speakers				
		1-1-5: MOOC's bibliography				
		1-1-6: the collective adventure of design				
	1-2: The European ANGE project	1-2-1: ANGE, issues and problems		<a href="#">ANGE Clip</a>		3 minutes, 25 seconds
				<a href="#">Introducing the sequence</a>	Marie-Jeanne Spiteri	3 minutes, 27 seconds

Sequence	Modules	Pages	Video title	Intervener	Duration
		Introducing Sequence 2	<a href="#">Introducing Sequence 2</a>	Darina Kostova	3 minutes, 34 seconds
Sequence 2: From the project to the reality of transformations, live the experiments	2-1: Using distance via digital at the service of educational innovation - Rakovski High School in Burgas (Bulgaria)	Introducing the module			
		2-1-1: The story of an ongoing innovation, the eye of Sébastien"	<a href="#">The story of an ongoing innovation, the eye of Sebastian"</a>	Rakovski High School in Burgas (Bulgaria)	15 minutes, 48 seconds
		2-1-2: A a word from the actors	<a href="#">Departure intentions</a>	Darina Kostova	4 minutes, 15 seconds
			<a href="#">The effects</a>	Radostina Kostadinova Darina Kostova	8 minutes, 8 seconds
			<a href="#">The role of management</a>	Radostina Kostadinova Darina Kostova	4 minutes, 34 seconds
		2-1-3: COVID and the evolution of the initial project	<a href="#">COVID and ANGE project</a>	Radostina Kostadinova	9 minutes, 10 seconds
	<a href="#">Project evolution</a>	Radostina Kostadinova Darina Kostova	9 minutes, 42 seconds		

<b>2-2: Inventing evaluation methods with digital technology - Novida High School in Loimaa (Finland)</b>	Introducing the module			
	2-2-1: The story of an ongoing innovation, the eye of Sebastian"	<a href="#">The story of an ongoing innovation, the eye of Sebastian"</a>	Novida High School in Loimaa (Finland)	14 minutes, 20 seconds
	2-2-2: Talking to actors	<a href="#">Departure intentions</a>	Hannu Lathi Leena Hirvonen	4 minutes, 17 seconds
		<a href="#">The effects</a>	Hannu Lathi Leena Hirvonen	5 minutes, 59 seconds
		<a href="#">The role of management</a>	Hannu Lathi Leena Hirvonen	1 minute, 52 seconds
2-2-3: COVID and the evolution of the initial project	<a href="#">COVID and ANGE project</a> <a href="#">Project evolution</a>	Leena Hirvonen Leena Hirvonen	6 minutes, 47 seconds 2 minutes, 21 seconds	
<b>2-3: Fabort the emergence of a teaching collective that brings about educational transformations - Paul Claudel d'Hulst High School of Paris (France)</b>	Introducing the module			
	2-3-1: The story of an ongoing innovation, the eye of Sebastian"	<a href="#">The story of an ongoing innovation, the eye of Sebastian"</a>	Paul Claudel d'Hulst High School in Paris (France)	14 minutes
	2-3-2: Talking to actors	<a href="#">Departure intentions</a>	Alexandrine Lionnet Alix de la Fayette	6 minutes, 28 seconds
		<a href="#">The effects</a>	Alexandrine Lionnet Alix de la Fayette	4 minutes, 9 seconds
		<a href="#">The role of management</a>	Alexandrine Lionnet Alix de la Fayette	1 minute, 51 seconds
2-3-3: COVID and the evolution of the initial project	<a href="#">COVID and ANGE project</a> <a href="#">Project evolution</a>	Alexandrine Lionnet Alexandrine Lionnet	4 minutes, 27 seconds 6 minutes, 55 seconds	
<b>2-4: Encouraging the professional integration of apprentices - ZAWM of St Vith (Belgium)</b>	Introducing the module			
	2-4-1: The story of an ongoing innovation, the eye of Sebastian"	<a href="#">The story of an ongoing innovation, the eye of Sebastian"</a>	ZAWM Centre in St Vith (Belgium)	13 minutes, 35 seconds
	2-4-2: Talking to actors	<a href="#">Departure intentions</a>	Erich Hilger Martina Theisen	4 minutes, 47 seconds
		<a href="#">The effects</a>	Erich Hilger Martina Theisen	2 minutes, 35 seconds
	2-4-3: COVID and the evolution of the initial project	<a href="#">COVID and ANGE project</a> <a href="#">Project evolution</a>	Martina Theisen Erich Hilger Martina Theisen	5 minutes, 59 seconds 4 minutes, 28 seconds
<b>2-5: Understanding the issues and scope of these transformation projects</b>	Introducing the module			7 minutes, 5 seconds
	2-5-1: The strength of European projects	<a href="#">The impact of ANGE on leaders</a>	Erich Hilger Alexandrine Lionnet Hannu Lathi Radostina Kostadinova	7 minutes, 5 seconds
		<a href="#">The impact of ANGE on teachers</a>	Martina Theisen Alix de la Fayette Leena Hirvonen Darina Kostova	6 minutes, 40 seconds
		<a href="#">The contributions of the ANGE project for the ZAWM St Vith</a>	Erich Hilger Martina Theisen	2 minutes, 50 seconds

			<a href="#">The contributions of the ANGE project for the Paul Claudel High School in Hulst</a>	Alexandrine Lionnet	4 minutes, 8 seconds
			<a href="#">The contributions of the ANGE project for Rakovski High School in Burgas</a>	Radostina Kostadinova Darina Kostova	5 minutes, 57 seconds
			<a href="#">The contributions of the ANGE project for The Novida High School in Loïmaa</a>	Leena Hirvonen	1 minute, 10 seconds
		2-5-2: The view of the pan-European and international team of accompanying researchers	<a href="#">Analysis of the experimentation of the Paul Claudel high school in Hulst</a>	Gabriela Motoï	12 minutes, 10 seconds
			<a href="#">Analysis of the experimentation of the ZAWM centre in St Vith</a>	Michael Bourgatte	10 minutes, 7 seconds
			<a href="#">Analysis of the experimentation of The Novida High School in Loïmaa</a>	Azucena Hernandez Martin	8 minutes, 3 seconds
			<a href="#">Analysis of the experimentation of the GS Rakovski High School in Burgas</a>	Yolanda Martin Gonzales	7 minutes, 24 seconds
		2-5-3: The driving angle of change	<a href="#">Analysis of driving and support for change at the 4 experimental sites</a>	Hervé Chomienne	10 minutes, 9 seconds
			<a href="#">What effects of the angel project for leaders?</a>	Hervé Chomienne	5 minutes
			<a href="#">What skills seem to have been worked on by the leaders during the project?</a>	Hervé Chomienne	4 minutes, 36 seconds

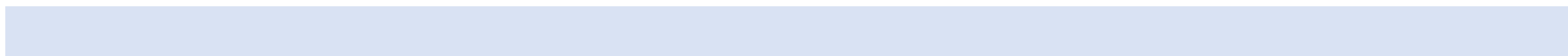


Sequence	Modules	Pages	Video title	Intervener	Duration
<b>Sequence 3 - Innovation and Digital for Another Governance in Schools</b>	<i>3-1- Innovate, change, transform, for which school?</i>	Introducing sequence 3	<a href="#">Introducing sequence 3</a>	Martina Theisen	2 minutes, 17 seconds
		Introducing the module			
		Page 3-1-1: Reform, innovation, change, ...: see clearly with words	<a href="#">Change, reform and transformation</a>	Hervé Chomienne	5 minutes, 44 seconds
			<a href="#">Innovation</a>	Hervé Chomienne	1 minute, 56 seconds
			<a href="#">Reform versus innovation</a>	Vincent Dupriez	1 minute, 52 seconds
			<a href="#">Innovation versus change</a>	Françoise Cros	4 minutes, 49 seconds
			<a href="#">Innovation to change the school</a>	Françoise Cros	2 minutes, 55 seconds
		<a href="#">The limits of the reform process</a>	Hervé Chomienne	5 minutes, 53 seconds	
<a href="#">How can educational reform be achieved? (1)</a>	Vincent Dupriez	11 minutes, 21 seconds			

		<a href="#">How to achieve educational reform (2)</a>	Vincent Dupriez	13 minutes, 39 seconds	
		<a href="#">A grid for analyzing the vectors of change</a>	Monica Gather Thurler	9 minutes, 28 seconds	
	3-1-2: Is it so difficult to change the school?	<a href="#">The tension between the desire for transformation and the weight of school culture</a>	Monica Gather Thurler	4 minutes, 50 seconds	
		<a href="#">Is there still a national education?</a>	François Muller	6 minutes, 39 seconds	
		<a href="#">Transforming an education system is a challenge, educational change is a challenge</a>	Vincent Dupriez	3 minutes, 46 seconds	
		<a href="#">What young person do we want to grow? In which society?</a>	François Muller	4 minutes, 40 seconds	
		<a href="#">Innovation is a symbol of the porosity between school and society</a>	Françoise Cros	1 minute, 18 seconds	
		<a href="#">The façade adaptation gives an appearance of reform</a>	Vincent Dupriez	4 minutes, 14 seconds	
		<a href="#">Uncertainty and complexity of the teaching profession</a>	Vincent Dupriez	5 minutes, 28 seconds	
	3-1-3: Change, for which school?	<a href="#">From the young to the social project</a>	Monica Gather Thurler	2 minutes, 11 seconds	
		<a href="#">What school do we want?</a>	François Muller	7 minutes, 42 seconds	
		<a href="#">The specific role of the school</a>	Jean-Marie de Keteme	1 minute, 28 seconds	
		<a href="#">To get the school moving: changing the curriculum, space and time</a>	Jean-Marie de Ketele	6 minutes, 20 seconds	
		<a href="#">For a School of Partnerships</a>	Jean-Marie de Ketele	4 minutes, 59 seconds	
		<a href="#">The triangulation of actors to promote school transformations</a>	Jean-Marie de Ketele	2 minutes, 40 seconds	
		<a href="#">A School of Partnerships</a>	François Taddéi	3 minutes, 26 seconds	
		<a href="#">The school of tomorrow</a>	Alain Bouvier	5 minutes, 53 seconds	
		<a href="#">The basic skills approach and the impact on systems</a>	Romuald Normand	4 minutes, 19 seconds	
		<a href="#">What do the experts at the "reform education" symposium say?</a>	Jean-Marie de Ketele	6 minutes, 46 seconds	
	<b>3-2: For shared governance?</b>	Introducing the module			
		3-2-1: Leadership, governance, leadership, seeing clearly with words	<a href="#">What is the definition of governance and management of the institution</a>	Olivier Perrenoud	4 minutes, 14 seconds
			<a href="#">Governance versus piloting</a>	Monica Gather Thurler	7 minutes, 18 seconds
			<a href="#">Governance versus piloting</a>	François Muller	3 minutes, 50 seconds
			<a href="#">Governance, management and executive leadership</a>	Romuald Normand	3 minutes, 54 seconds

			<a href="#">School leadership of the head of school</a>	François Muller	4 minutes, 15 seconds
			<a href="#">Pedagogical leadership and the 12 habits of the leader</a>	Jacques Cool	2 minutes, 32 seconds
			<a href="#">Digital and teaching leadership</a>	François Muller	2 minutes, 24 seconds
			<a href="#">The leader faces conflicting logics</a>	Hervé Chomienne	6 minutes, 55 seconds
			<a href="#">Governance concept applied to education</a>	Bernard Hugonnier	4 minutes, 49 seconds
			<a href="#">Governance forms and effects</a>	François Muller	3 minutes
		3-2-2: Governance and Shared Responsibilities	<a href="#">Distributed leadership and shared responsibility</a>	Olivier Perrenoud	5 minutes, 26 seconds
			<a href="#">The collective to meet the challenges of school continuity</a>	François Taddéi	3 minutes
			<a href="#">For participatory governance of the school</a>	François Taddéi	6 minutes, 10 seconds
			<a href="#">Hierarchical model vs. trust model</a>	François Taddéi	4 minutes, 20 seconds
			<a href="#">Participatory governance promotes professional development</a>	Richard Wittorski	2 minutes, 43 seconds
			<a href="#">Governance, distributed leadership and systemic leadership</a>	Romuald Normand	5 minutes, 45 seconds
		3-2-3: Facilitator and value the changes and those who carry them	<a href="#">Driving a dynamic of change within the school</a>	Hervé Chomienne	2 minutes, 33 seconds
			<a href="#">The role of the head of school in fostering transformation</a>	Monica Gather Thurler	4 minutes, 24 seconds
			<a href="#">Management's postures and actions to foster innovation and commitment</a>	Olivier Perrenoud	7 minutes, 14 seconds
			<a href="#">For innovation-friendly governance: the central role of management</a>	Vincent Dupriez	5 minutes, 9 seconds
			<a href="#">To lead a favorable context for innovations carried out by small collectives of teachers</a>	Vincent Dupriez	7 minutes, 52 seconds
			<a href="#">Driving innovation</a>	Françoise Cros	4 minutes, 22 seconds
			<a href="#">Innovation transferability</a>	Françoise Cros	3 minutes, 17 seconds
			<a href="#">Sharing innovation, translation theory and space for interest</a>	Françoise Cros	2 minutes, 15 seconds
			<a href="#">The 7 conditions for sustaining innovation</a>	Françoise Cros	6 minutes, 38 seconds
			<a href="#">The notion of a social contract</a>	Monica Gather Thurler	4 minutes, 5 seconds
	<b>3-3: What about digital?</b>	Introducing the module			
		3-3-1: Digital at the service of ambition	<a href="#">Under what condition can digital be a lever for transformation?</a>	François Muller	3 minutes, 19 seconds

			<a href="#">Digital and educational transformation</a>	Monica Gather Thurler	3 minutes, 16 seconds
			<a href="#">What is the use of digital technology?</a>	Olivier Perrenoud	4 minutes, 13 seconds
			<a href="#">Digital for teaching leadership</a>	François Muller	3 minutes, 8 seconds
		3-3-2: Digital and Governance	<a href="#">The 23 good ideas for digital governance</a>	Thierry Karsenti	11 minutes, 54 seconds
			<a href="#">The effects of digital technology on an institution's governance</a>	François Muller	6 minutes, 52 seconds
		3-3-3: Training in and with digital	<a href="#">Digital education issues for the school system</a>	Laurent Tessier	2 minutes, 24 seconds
			<a href="#">Digital education v/s approach ed tech': 2 visions in tension</a>	Laurent Tessier	4 minutes, 4 seconds
			<a href="#">Digital Humanities: A Middle Way</a>	Laurent Tessier	8 minutes, 38 seconds
			<a href="#">Learning and teaching with digital</a>	François Muller	3 minutes, 35 seconds



Sequence	Modules	Pages	Video title	Intervener	Duration
		Introducing sequence 3	<a href="#">Introducing Sequence 4</a>	Michèle Desrochers	2 minutes, 53 seconds
		Introducing the module			
			<a href="#">Develop research for education that accompanies change</a>	Romuald Normand	8 minutes, 22 seconds
		Page 4-1-1: Education Research, a Research in Question	<a href="#">Evidence based in education, strengths and weaknesses v/s prudential practices of the teaching profession</a>	Vincent Dupriez	11 minutes, 50 seconds
			<a href="#">Contributions from the comparative study of education research around the world</a>	Romuald Normand	11 minutes
		4-1-2: Researchers and Practitioners: A Real Collaboration for Real Transformation	<a href="#">Practitioner/researchers</a>	Jean-Marie de Ketele	3 minutes, 40 seconds
			<a href="#">Establishing the framework of trust between researchers and practitioners</a>	Monica Gather Thurler	4 minutes, 42 seconds

			<a href="#">Some concrete ways for researchers and practitioners to work together</a>	Françoise Cros	3 minutes, 11 seconds
			<a href="#">Research and support of practitioners</a>	Olivier Perrenoud	7 minutes, 57 seconds
			<a href="#">The link with the professional development of teachers; the place of accompanied reflexivity</a>	Vincent Dupriez	2 minutes, 42 seconds
			<a href="#">The primacy of long-term support for real transformation</a>	Romuald Normand	2 minutes, 43 seconds
			<a href="#">How can research and researchers be brought closer to teachers?</a>	Vincent Dupriez	6 minutes, 58 seconds
			<a href="#">What works in continuing teacher training</a>	Vincent Dupriez	7 minutes, 10 seconds
			<a href="#">The concept of "design based research"</a>	Laurent Tessier	7 minutes, 38 seconds
		4-1-3: The CLASSlab ANGE, a collaborative action research proposal	<a href="#">Introducing the classlab ANGE</a>	Jean Duchaine	3 minutes, 40 seconds
			<a href="#">Viewpoint on the classlab approach in ANGE</a>	Gabriela Motoi	8 minutes, 4 seconds
			<a href="#">Anointed view of the classlab approach in ANGE</a>	Yolanda Martin Gonzales	3 minutes, 11 seconds
			<a href="#">Viewpoint on the classlab approach in ANGE</a>	Michael Bourgatte	7 minutes, 58 seconds
			<a href="#">Anointed view of the classlab approach in ANGE</a>	Azucena Hernandez Martin	5 minutes, 2 seconds
	<b>4-2: From professional development to "learning" institution</b>	Introducing the module			
		4-2-1: Continuing training, professionalization, professional development, seeing clearly with the words	<a href="#">Professionalization</a>	Richard Wittorski	3 minutes, 12 seconds
			<a href="#">Professional development</a>	Richard Wittorski	1 minute, 45 seconds
			<a href="#">Continuing education</a>	Richard Wittorski	2 minutes, 16 seconds
			<a href="#">Continuous professional development</a>	François Muller	6 minutes, 22 seconds
			<a href="#">The _____ ationof _____ emerging professionalism</a>	Jean-Marie de Ketele	3 minutes, 3 seconds
		4-2-2: From skill to co-constructed repository	<a href="#">Competence</a>	Jean-Marie de Ketele	3 minutes, 27 seconds
			<a href="#">A repository for what? For whom? How?</a>	Jean-Marie de Ketele	5 minutes, 34 seconds
			<a href="#">Skills repository and skills development</a>	François Muller	4 minutes, 41 seconds
			<a href="#">The ANGE model for developing a repository</a>	François Taddéi	4 minutes, 20 seconds
	<a href="#">Participatory governance promotes professional development</a>		Jean-Marie de Ketele	11 minutes, 37 seconds	

		4-2-3: Activity and opportunities to train too	<a href="#">Make the professional activity formative</a>	Richard Wittorski	7 minutes, 32 seconds		
			<a href="#">Lhas the theory of the opportunity to learn</a>	Jean-Marie de Ketele	3 minutes		
			<a href="#">Incorporated learning and formalized learning</a>	Richard Wittorski	5 minutes, 16 seconds		
			<a href="#">Skills related to innovation: cognitive, social, emotional</a>	François Cros	6 minutes, 49 seconds		
			<a href="#">What skills do you work on in engagement and transformation?</a>	Olivier Perrenoud	4 minutes, 25 seconds		
		4-2-4: The strength of the collective to form			<a href="#">Moving from a lonely professional job to a learning organization</a>	Jean-Marie de Ketele	4 minutes, 20 seconds
					<a href="#">How can a project collective learn from what it implements?</a>	Richard Wittorski	3 minutes, 51 seconds
					<a href="#">Collaborative work as a source of collective learning</a>	Richard Wittorski	4 minutes, 57 seconds
					<a href="#">The role of peer communities in teacher professional development</a>	Olivier Perrenoud	2 minutes, 6 seconds
					<a href="#">Peer community and professional development</a>	François Muller	3 minutes, 44 seconds
					<a href="#">The place of peer-to-peer and peer-to-peer training</a>	Monica Gather Thurler	3 minutes, 6 seconds
					<a href="#">Articulation evaluation professionalization and learning institutions</a>	Monica Gather Thurler	3 minutes
					<a href="#">RESPIRE : a social network of professional development</a>	François Muller	10 minutes, 56 seconds
					<a href="#">Under what condition is digital a tool for peer communities?</a>	François Muller	4 minutes, 48 seconds