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Léargas Research Forum 2020

The Impact & Experience
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READY, STEADY, BAKE!

eTwinning, Transition and Initial Teacher Education

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Aim today:

- Overview of the research
- Why bake and not buy? My rationale
- How the ingredients mix together
- Irish eTwinners – Buyers, testers or cooks?
(Insight into the profile of eTwinners in Ireland)
- The next steps

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My research: The Key Ingredients

- Transition
- Initial Teacher Education

My equipment?

eTwinning

RQ1. How are these perceived in terms of policy and practice?



Why bake and not buy?

- Rooted in experience
- Previous research did not look at the transition from student teachers' perspectives
- eTwinning is relatively new in ITE
- Proven benefits of the use of eTwinning on teaching practices
- Potential for this model to be used by other TTIs who share a common single core curriculum worldwide



Why eTwinning?

What does the 'e' in eTwinning stand for?

- **Electronic**
- **European**
- **Education**



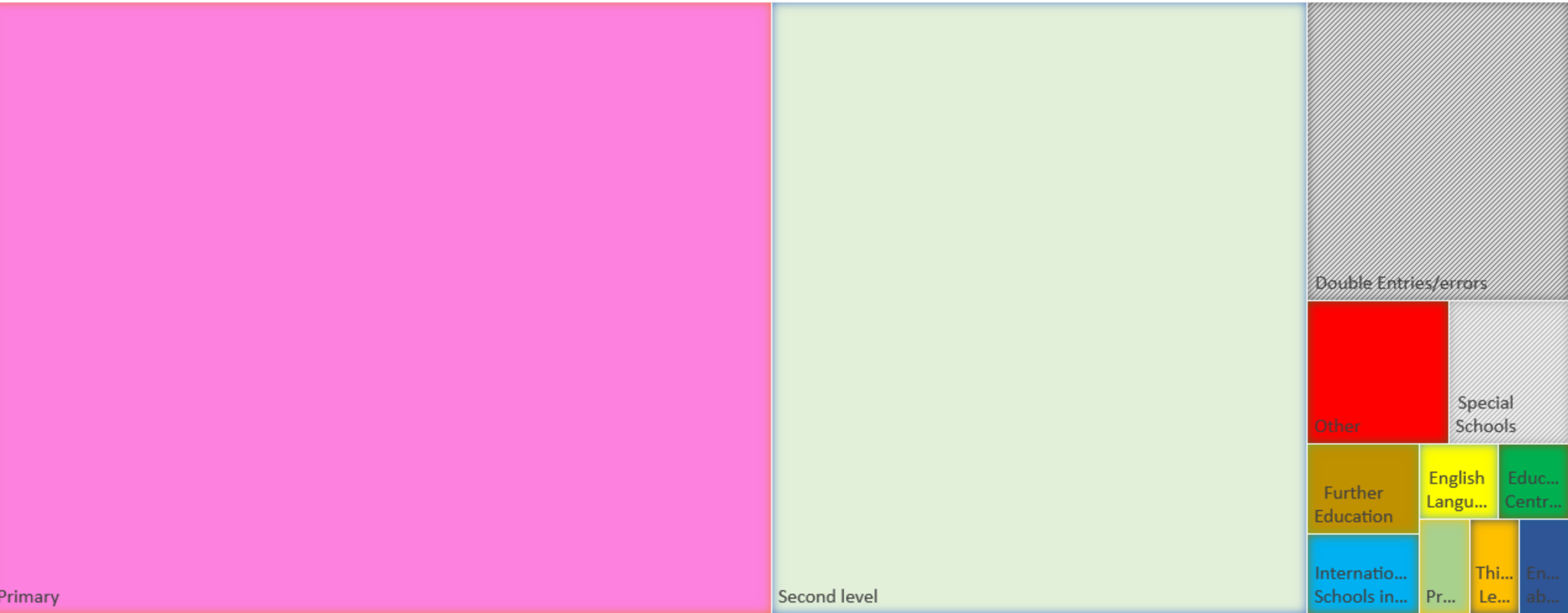


Irish eTwinners: Buyers, tasters or cooks?

- Who are they?
- What's the split between primary, post primary and third level involvement?
- How is this distributed nationally?
- How active are Irish eTwinners?
- What subjects do eTwinners represent?

REGISTRATION BREAKDOWN

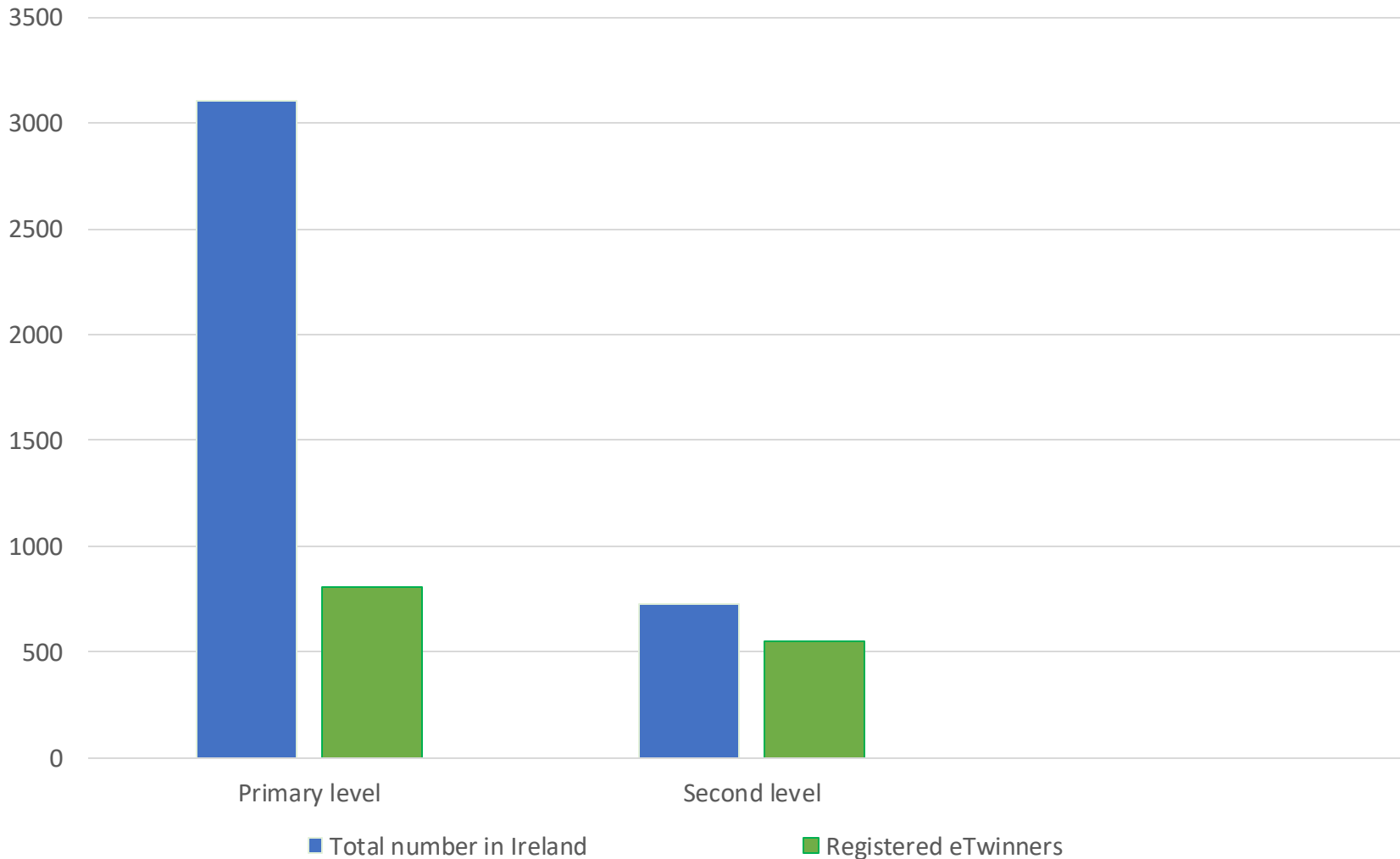
- Second level
- English Language Schools
- Double Entries/errors
- Primary
- Further Education
- International Schools in Ireland
- Special Schools
- Third Level
- Entries abroad
- Preschool
- Education Centres
- Other



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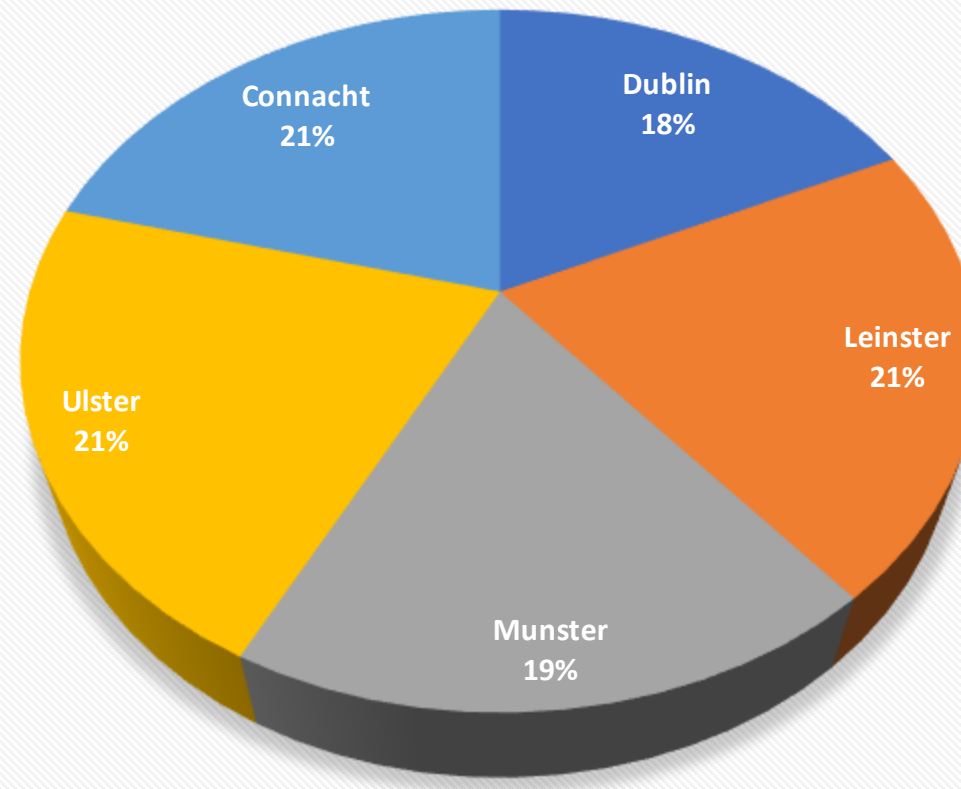
Uptake in eTwinning registration at primary and second level



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% of total number of schools registered as eTwinners nationally

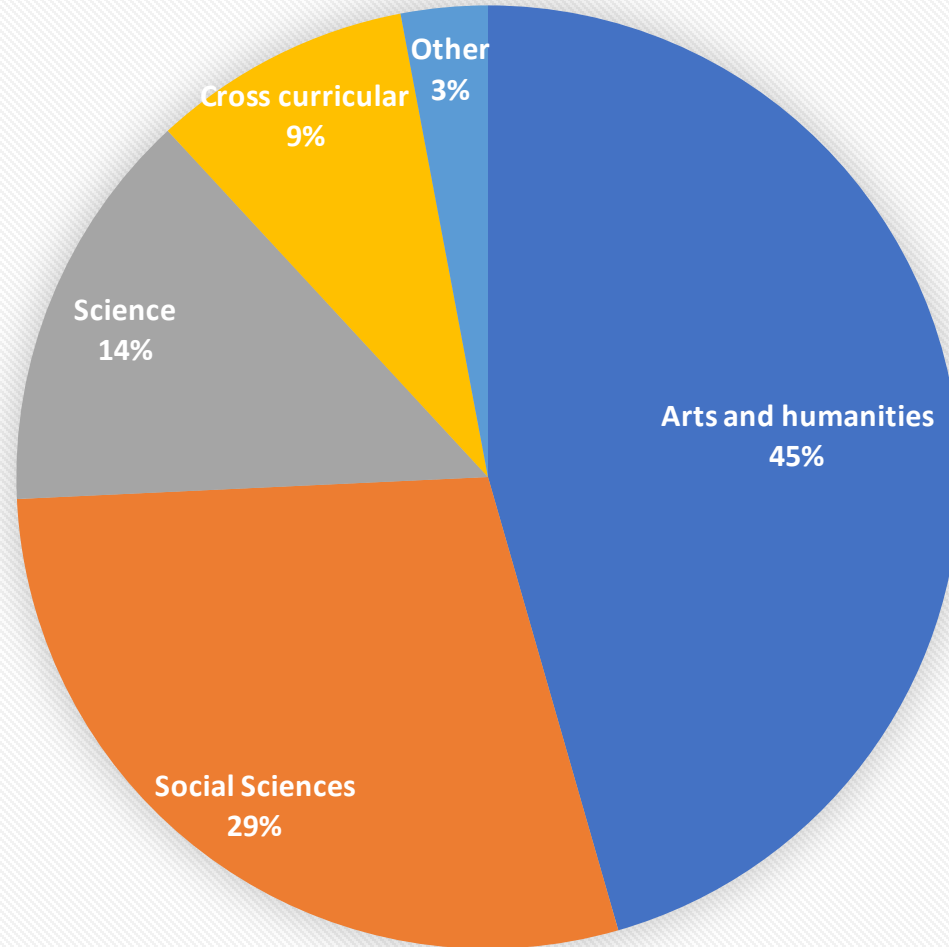


■ Dublin ■ Leinster ■ Munster ■ Ulster ■ Connacht

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What **subject** areas are Irish eTwinners coming from??



■ Arts and humanities ■ Social Sciences ■ Science ■ Cross curricular ■ Other

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eTwinning and Third level uptake

3rd Level Institutions	Preschool	Primary	Post primary	Breakdown for PP
Maynooth		6	1	(MFL)
TCD			2	(MFL/English)
Marino		8		ICT/Music in addition to PSS
Carlow IT	1			Preschool ed.
DCU			1	Chemistry/Physics
Mary Immaculate		1		Informatics
University of Limerick			3	MFL x 2 / 1 x Citizenship/Literature etc.
Galway / Mayo Institute			3	(MFL/European studies /Art)
Total: 8	1	15	10	

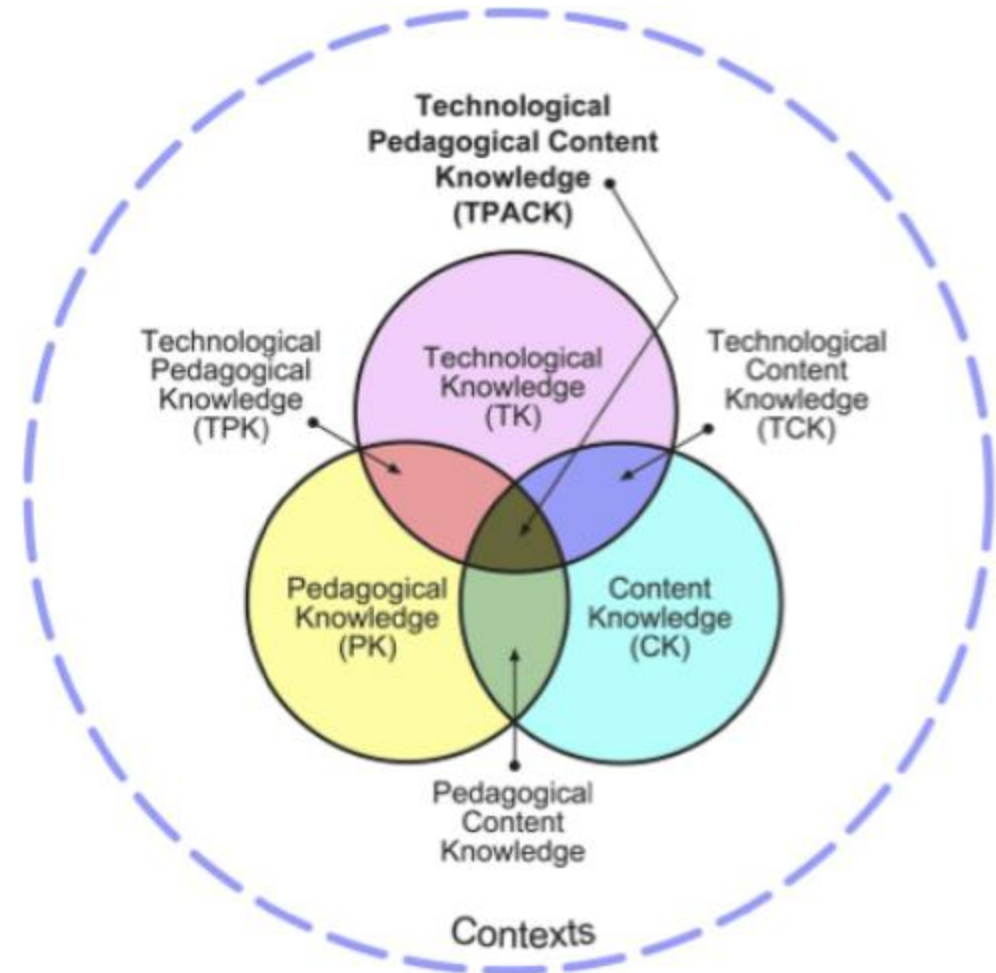


Overcoming barriers

First order barriers

Second order barriers

TPACK

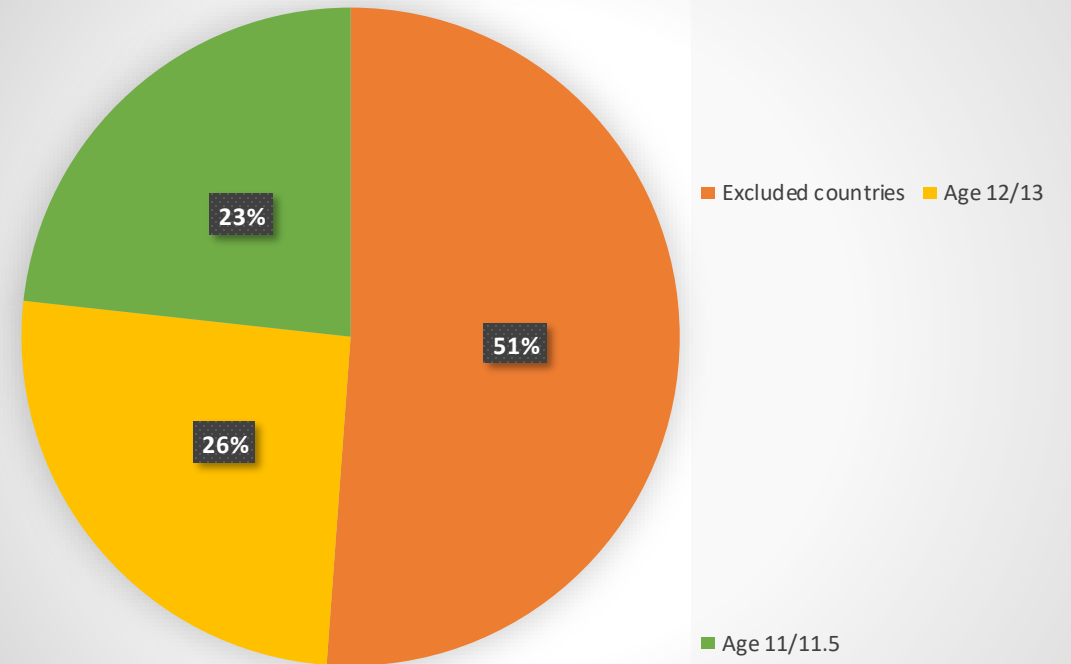


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Inclusion	Exclusion
Countries identified as belonging to the Common core curriculum (ISCED 2)	Countries with single structure and/or differentiated branches tracks
Educational systems where the transition happens at age 11 to 13	Educational systems where the transition happens pre age 11 or post age 13
<p>Countries included: Belgium, Ireland, Greece, Spain, France, Italy, Cyprus, Lithuania, Luxembourg, Malta, Netherlands, Portugal, Romania, UK-England, Wales, Northern Ireland, Scotland, Switzerland, Liechtenstein.</p> <p>Blue = 11-11.5 Pink = age 12</p>	<p>Bulgaria, Czechia, Denmark, Germany, Estonia, Croatia, Latvia, Hungary, Austria, Poland, Slovenia, Slovakia, Finland, Sweden, Albania, Bosnia and Herzegovina, Iceland, Montenegro, North Macedonia, Norway, Serbia, Turkey.</p>

Breakdown of countries according to 'transition'





The next steps: Data Collection (mixed methods)

- **Interviews** with eTwinners, ambassadors, teacher educators
- Needs analysis **Expert Group** to inform a questionnaire for PME students
- **Intervention strategy** to be created and rolled out

NOTE: Research is conducted under the supervision of Dr. Ann Devitt, TCD with the approval of TCD Ethics committee.



And finally...

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