The impact of participation in Teacher Academy online courses on the practice and identity of teachers

A research study

November 2020
The impact of participation in Teacher Academy online courses on the practice and identity of teachers: a research study

This research study was undertaken by Majella O'Shea on behalf of Ecorys for the European Commission.

Majella O'Shea is an Education Policy Consultant and an Associate Expert with the European Institute of Education and Social Policy. She conducted this research on behalf DG EAC of the European Commission.

Ionela Bulceag (Ecorys) provided support with the questionnaire design and analysis.
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Executive summary

Introduction

The Teacher Academy was launched in 2016 by the European Commission as part of the School Education Gateway platform (www.schooleducationgateway.eu), offering Massive Open Online Courses (MOOCs) developed by the Teacher Academy team with the support of a Pedagogical Advisory Board. This report examines the impact that participation in Teacher Academy online courses, and associated in-school activity, has on the practice and identity of the participant teachers. Cognisant that no objective research had yet been undertaken, the European Commission decided to commission this research which is intended to inform the future development of the Teacher Academy and the design and offering of its courses.

The study builds on the pre- and post-course surveys gathered by the Teacher Academy for all courses between 2016 and 2019 and analysed in the desk-based research phase. A new survey completed by three hundred and twenty-six respondents and interviews with six teachers provide rich data about satisfaction rates of participants, impacts on pedagogical practice and professional identity and recommendations to improve the impact of future courses.

Key findings

Positivity towards the overall value of the courses is very high. Questionnaire respondents and interviewees highlight several positive aspects of the courses including that they learn new ideas that can be applied back in the classroom and shared with colleagues; they learn from others, especially from other countries; they gain new knowledge and skills on particular topics; their confidence to try new things increases; the courses are organised exceptionally well; there is a good balance between theory and practice; and they find the tools and resources very useful.

Teachers are very positive about the impact that taking a TA course has on their teaching, with many reporting that they feel more knowledgeable and confident and, in some cases, a significant impact on their overall approach to teaching was reported. It is clear that this impact is quite often immediate with some teachers making changes during the courses or immediately after. Changes to practice include the incorporation of new methodologies into their teaching, modelling how they structured their classes on the approaches that were used on the courses, using digital and collaborative approaches to introduce more creativity into their teaching and introducing more learner-centred approaches to their teaching and how they structured their classrooms.

Changes to pedagogical practice also has an impact on student outcomes which has more to do with improved motivation, enthusiasm and creativity than with improvement of grades. Teachers reported improved relationships with students, increase in ability to think critically and that students have become more involved in their learning. Teachers’ improved confidence in using digital tools also had a positive impact on students during the COVID-19 arrangements.

As well as the impact on teaching and learning in classrooms, there is also an impact at school level. Teachers reported involvement of the whole school or project groups in areas such as eTwinning or Erasmus+ projects. It appears that the greatest impact comes from the variety of creative approaches used to share the learning with school colleagues. These range from basic awareness
raising techniques, sharing tools and resources through a variety of channels including email, learning platforms and schools websites to setting up supportive structures for staff, communities of practice and collaborative activities with colleagues.

There was some evidence of impact beyond the participants’ own schools, for example in teacher education, with other organisations, etc. This was most significant with two of the interviewees who are also participating in a further project with Teacher Academy as coordinators of Case Study schools. Because of this, they had become involved in supporting teachers from other schools in taking TA courses.

The evidence points to a gradual improvement in teachers’ self-efficacy. Participants reported a high impact on their sense of themselves as teachers. This could be observed particularly in the interviews where teachers became quite passionate when describing the changes that they had experienced. Increased levels of confidence and self-esteem were most evident in the descriptions of teachers who had taken a number of courses.

There was a strong theme of satisfaction among the participants about how engaging with TA courses and having access to the many resources, as well as the impact of the practice of doing a course online, helped to prepare them for working online with their students. Teachers were clearly delighted that their experience of doing an online course gave them a structure to set up online learning for their students and the confidence to engage with their students in this way. As most of the teachers interviewed found themselves in the position of having to turn to online methods during COVID-19, they had very real practical experience of working in this way.

**Implications for future development**

Implications for the future development of the Teacher Academy and its courses are organised around the pedagogical principles on which the courses are based and designed. The report recommends that consideration should be given to how to improve access to the peer-exchange activities, both during and after the courses, finding this beyond the tools currently used. Other approaches might be considered to improve community building such as interaction through online meeting platforms with breakout rooms; more involvement of participants working together on activities earlier in courses, for example pairing or small group work to design scenarios; and finding ways for participants to match with those working in areas of similar interest. Further guidance and oversight of the peer review activities should encourage more concrete and constructive feedback on tasks. More specific guidance on how to assess the work of others may also be required. While participants were generally very happy with the content, finding it well organised and clear, there were some suggestions for access to more knowledge and expertise on topics. This could be done in a flexible way, still maintaining the *content as trigger* principle, but providing links to academic articles and papers. Flexibility of course duration and timing of course activities should be further considered. Offering more opportunities for people to work together on scenarios and lesson plans was suggested as a means of improving collaboration and facilitating transfer to practice.

In addition to the recommendations around aspects of the pedagogical model, the findings also highlight the need for additional focus on two other areas: encouraging more formal recognition of courses and extending the reach of the courses to more countries in Europe.
1. Introduction and context

1.1 Introduction

The Teacher Academy (TA) recognises that teachers have been facing significant changes in education policy and societal trends which require them to innovate and adapt their practices (OECD, 2019). If teachers are to address these changes effectively, they require training and support. It is generally agreed that continuous professional development (CPD), along the whole continuum of one’s teaching career, is crucial in addressing these changes.

The Teacher Academy was launched in 2016 by the European Commission as part of the School Education Gateway platform (www.schooleducationgateway.eu), offering Massive Open Online Courses (MOOCs) developed by the Teacher Academy team with the support of a Pedagogical Advisory Board. To date, the TA has offered 31 MOOCs following this design, with more than 50,000 enrolments. A number of the courses have been offered more than once. Its unique pedagogical approach has been created and improved with the input of a number of experts, based on facilitated peer interaction, peer learning and peer review, rather than a typical individualistic approach to MOOCs. The online courses are designed around six pedagogical principles: facilitating peer exchange; community building; peer review; content as trigger; flexibility; facilitating transfer of practice.

The online courses regularly achieve an average of more than 40% completion (out of those who started). Short pre- and post-course questionnaires circulated at the beginning and end of the courses and answered by a volunteer proportion of participants (with an average response rate of 21.5%), reveal high levels of satisfaction (95%), increased confidence in the course topic and a belief that the work has or will have a positive impact on in-school practice.

Despite these notable achievements and the regular developments made to the Teacher Academy in the context of the annual Work Programme, no objective research has yet been undertaken to explore the impact of participation on teachers’ in-school practice. And so, the European Commission decided to commission this research which was conducted in 2020. The research is intended to inform the future development of the Teacher Academy and the design and offering of its courses.

1.2 Scope of this study

This study examines the impact that participation in Teacher Academy online courses, and associated in-school activity, has on the practice and identity of teachers. The research question is:

What is the impact of participation in Teacher Academy online courses, and associated in-school activity, on the practice and identity of teachers?

1 A full list of Teacher Academy courses is available at:

More specifically, this report presents evidence on:

1. The profile of course participants
2. Engagement and completion patterns since the launch of the Teacher Academy courses
3. Satisfaction rates and aspects of the courses that participants been most and least satisfied with and why
4. The shifts in professional identity during and after engagement in courses
5. The adaptation of pedagogical practice following participation in courses
6. Recommendations to improve the impact of future Teacher Academy online courses.

1.3 Research design and methodology

This study followed a mixed methods design, combining qualitative and quantitative approaches to collect and analyse data (Creswell & Tashakkori, 2007). The mixed methods design provides an important means of triangulation, to confirm and verify the quantitative results (from the desk-based research and the survey) with the qualitative findings (from the interviews) (Creswell, 2003). This approach also provides a holistic perspective by combining the findings from the different methods (Bryman, 2007). In this study the desk research and survey provided quantitative data from hundreds of respondents whereas the interviews provided more in-depth qualitative data from involvement in the actual experiences (Williams 2011).

The study began with a desk-based research and this was followed by the two main strands to the research (i) a new survey of people who had taken Teacher Academy courses from 2016 to 2019 and (ii) interviews with a purposive sample.

1.3.1 Desk-based research

The desk-based research conducted as part of this study focused on data already collected for all courses since the launch of Teacher Academy courses in 2016 and incorporated an analysis of previous questionnaire data and content supplied by the Teacher Academy, including aggregated platform data regarding Teacher Academy courses’ enrolment and participation rates. Quantitative data cleaning and analysis involved a number of stages. First, the pre-course survey data for all courses across the four years was cleaned and merged to provide a summary on the profile of respondents and activity patterns. Similarly, post-course survey data was merged where possible to provide a description of the level of confidence in the course topic and the users’ experience of the impact of the course on in-school practice. All other data was analysed separately. Analysis was undertaken in Excel or SPSS depending on the nature of the data and the type of analysis, with more complex analysis being undertaken in SPSS.

The desk-based research provided a cumulative picture of participation levels, participant profiles, engagement and completion patterns, activity patterns across courses and initial insights into satisfaction levels and self-reported impact on practice. These findings informed the development of the survey and the topic guide for the semi-structured interviews. Where appropriate, relevant findings from the desk-based research are referred to in the main analysis in Chapter 3.
1.3.2 Survey

The objective of the new survey, undertaken as part of this research study, was to collect information on satisfaction with and impact of the courses on pedagogical practice and on teacher identity, allowing a sufficient period of time to elapse between completing the course/s and taking the survey. Previous questionnaires had been completed immediately after the course was taken. A questionnaire (Annex F) was developed and tested focusing on more targeted questions on satisfaction and impact, than in the previous questionnaires.

Five thousand, three hundred and eighty-seven (5,387) invitations to complete the survey were sent by individual email to all those who participated in courses during 2019. Contacting participants from previous years would have been problematic due to General Data Protection Regulations (GDPR) restrictions. However, many of the respondents had also taken courses in previous years. The survey was conducted concurrently with the interviews and was made available online for completion between April 1 and July 22, 2020.

Following data cleansing, 326 questionnaires were analysed. The completion rate of the survey was 43.7%. Four hundred and twenty incomplete responses were not included in the analysis.

Analysis of the survey data was undertaken at two levels.

Descriptive analysis: summary descriptive statistics provide a general ‘picture’ of the number of respondents and their characteristics. Frequency distributions of quantitative data are depicted as tables and graphs as applicable.

Analysis of open questions: Open questions were analysed by means of text mining techniques in order to analyse complex concepts as well as to substantiate and interpret the quantitative data with relevant insights.

1.3.3 Interviews

The final qualitative phase of the study focused on a number of interviews in order “to develop an in-depth exploration of a central phenomenon” (Creswell, 2005, p203). The purpose of the interviews was to learn from people who had an in-depth experience of one or more of the courses and had already shown evidence of impact on their own practice and/or on school practices. The interviews provide a rich source of information that helps to improve understanding of the specific interest of this research.

A purposeful sampling strategy was used. Six interviewees were selected to reflect geographic representation, school type (primary and secondary) and level of experience with TA courses. The target group included teachers who previously completed at least one Teacher Academy course and are currently participating in Case Study schools with the Teacher Academy (two), teachers who had completed courses in 2019 (two), and teachers who completed a course in 2020 (two).

The teachers were interviewed using online video-based, semi-structured interviews as the data collection method. Semi-structured interviews allow not only for assessing the participants’ opinions, statements and convictions, they also allow them to provide narratives about their personal experiences (Nohl 2010). A semi-structured interview topic guide was developed and piloted. The topic guide concentrated on parallel themes to the survey questionnaire, with a greater focus on narratives and open-ended questions.
Interviews were audio recorded and transcribed verbatim. Emergent themes and highlighted responses were combined with themes from the questionnaire analysis.

Interviewees are not identified, and generic identifiers are used to indicate the role of the participant and type of school, for example (Teacher, small primary).

Two of the interviewees in the study are from Case Study schools and as a result reference is made to the Case Study Schools where appropriate. The Case Study schools are part of a Teacher Academy school pilot which was launched in 2019 to shed light on how online courses can be used more systematically at school level to support teachers’ professional development. The Teacher Academy set out to work with teachers and schools to develop actions which can facilitate the integration and effective use of MOOCs at school level. Ten pilot teachers from across Europe trialled a number of actions to:

- support school colleagues to use MOOCs for their professional learning,
- develop mechanisms for transfer of learning on MOOCs into practice at school,
- offer formal or informal recognition of learning happening on MOOCs.

The pilot with these ten Case Study schools continues in 2020 to consolidate what was achieved in 2019 but also to pilot new actions focussed on local and regional initiatives. While it is not within the scope of this study to evaluate the impact of this school pilot, the context is important here to understand references to interviewees from these schools.

### 1.3.4 Limitations and ethical considerations

Participation in the historical surveys and the main survey was optional for the participants. The survey respondents and interviewees have completed courses and are consequently more likely to be satisfied with them. Therefore, they may not fully represent the entire course participant cohorts.

While the data from the interviews were very rich and the interviewees made every effort to provide accurate information, it is noted that the data are self-reported data and therefore difficult to verify and may be biased towards social desirability, where interviewees sometimes provide responses that they think are the correct responses, rather than what they truly feel. Every effort was made by the interviewer to eliminate this potential bias.

Ethical principles were followed at all stages of the research. The research was conducted with integrity and transparency. Invitation emails for the survey and interview outlined the process that participants were being invited to engage with, why their participation was required and how the research findings will be used and reported. Informed consent was obtained from interviewees and confidentiality and anonymity was ensured. There are no conflicts of interest between the researcher and the research study.

### 1.3.5 COVID-19

The study was planned and designed prior to the onset of COVID-19 restrictions in schools and other settings across Europe. As a result, questions relating to the new arrangements were not included in the survey or interview topic guide. Nonetheless, the fact that most schools had moved to remote
learning during the period that the interviews were being conducted, understandably there was commentary on this new reality for schools and teachers.

1.4 Structure of this report

The report takes the following structure.

Chapter 2: looks at existing evidence based on literature considered by the Pedagogical Advisory Board of the Teacher Academy regarding the development of courses and desk-based research, conducted as part of this study, on data gathered from pre- and post-questionnaires of all TA courses gathered between 2016 and the end of 2019.

Chapter 3: presents the analysis of the survey and interviews.

Chapter 4: provides a summary of the research findings, conclusions and recommendations for future development.
2. Existing evidence

2.1 Introduction

This chapter draws on two areas of work that provide the background to the current research. The Teacher Academy team and Pedagogical Advisory Board had already designed the courses around six pedagogical principles based on the literature available on effective CPD and MOOCs. They also conducted a further review of the relevant literature in 2020. A summary of the observations of the Pedagogical Advisory Board is presented in 2.2. In addition, the first phase of this research study involved a desk-based research of all the existing evidence gathered by the Teacher Academy before and after each course between 2016 and 2019. A summary of the desk-based research is presented in 2.3.

2.2 Observations from the Pedagogical Advisory Board

A review of the literature, conducted by the Pedagogical Advisory Board (PAB) in 2020, presented evidence from the OECD Teaching and Learning International Survey - TALIS (OECD, 2019) that shows that many teachers in OECD countries struggle to access and benefit from CPD, with very few, if any, improvements registered over the last decade (OECD, 2009, 2014). Many teachers in OECD countries report facing barriers to access CPD due to conflicts with their work schedule. In 14 OECD countries the percentage of teachers reporting such barriers increased since 2013, while only six countries registered a decrease (OECD, 2019). Figures are particularly high in some European countries with 75% of Portuguese teachers and 60% of Italian and Spanish teachers reporting a conflict with their work schedule as a reason for not attending CPD (OECD, 2014). Other barriers reported by teachers also impact a substantial proportion of the teacher population: 48% of teachers highlight a lack of incentives to participate in CPD, and 45% identify financial costs as a reason for not accessing CPD. Furthermore, 38% of teachers simply do not have access to a relevant CPD offer (OECD, 2019). With little improvements of these indicators over the last decade, the PAB asked what needs to change in order for teachers to access the CPD they require to address the increasingly complex and urgent challenges they face in their classrooms.

A journal article (awaiting publication), "A Pedagogical Model for Effective Online Teacher Professional Development: Findings from the Teacher Academy Initiative of the European Commission" written by the members of the PAB presents a review of the relevant literature in the areas of online CPD and teacher CPD MOOCs.

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2 The Teacher Academy Pedagogical Advisory Board guides and supports the Teacher Academy’s online course programme. Each year it recommend which online courses will be offered via the Teacher Academy and supports the development of courses with quality assurance and guidance on e-learning practices, instructional design and state-of-the-art teaching methods. The Pedagogical Advisory Board is made up of experts in the field of e-learning and professional development of teachers. They are appointed by the European Commission annually, based on nominations by Ministries of Education and European Schoolnet.

3 Benjamin Hertz, Hannah Grainger Clemson, Daniella Tasic Hansen, Diana Laurillard, Madeleine Murray, Luis Fernandes, Anne Gilleran, Diego Rojas Ruiz, Danguole Rutkauskiene
Key findings from the literature indicate that:

- There is general agreement that effective teacher CPD should cover specific subject matter, allow engagement over time, and offer interactive experiences (Parsons et al., 2019a).
- The development of teachers’ learning communities, where they can share their expertise and experience systematically is important for successful CPD programmes (Schleicher, 2016; Laurillard, 2016).
- Following a review of 35 methodologically rigorous studies by Darling-Hammond et al. (Darling-Hammond, Hyler, & Gardner, 2017), the researchers identified seven elements of effective CPD, none of which are restricted to face-to-face methods. In addition, the literature also identifies particular elements relevant for online CPD contexts to be effective for teachers, drawing in part from the literature about online adult learning more generally. Powell and Bodur (Powell & Bodur, 2019) identify seven design and implementation features which online teacher CPD should integrate. Based on this review they identify the following seven elements of effective CPD: content-focused; incorporates active learning; supports teacher collaboration; offers models of effective practice; provides coaching and expert support; provides time for reflection and feedback; sustained duration. Effective CPD according to Darling-Hammond et al. should incorporate most of these 7 elements.
- While the literature around Teacher CPD MOOCs is quite limited, there are some interesting findings around MOOCs generally; MOOCs can only be an appropriate format for certain types of teacher education and are more useful for experienced teachers than those at the start of their career (Fyle 2013); MOOC designs suitable for teacher CPD would have to incorporate “sophisticated online forums and other technology-oriented social structures and features that would support effective forms of social-constructivist learning” (Fyle, 2013, p. 6); that there is great potential for MOOCs as teacher CPD as long as MOOCs are recognised, validated, and accredited by teacher professional development providers and that they are designed with a focus on collaboration and connections between peers (Jobe, Östlund, & Svensson, 2014); that a balance between structure (following the xMOOC approach) and openness (following the cMOOC approach) is required to enhance the outcomes of MOOCs for teacher CPD (Koutsodimou & Jimoyiannis, 2015); that the MOOC format “fits well with the objective of supporting effective co-learning for professionals, who appreciate this form of high-quality learning, value each other’s experience and knowledge and are willing to share their experiences to learn together” (Laurillard, 2016, pg13); and that there is substantial untapped potential for using MOOCs as teacher CPD (Misra, 2018).

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4 Connectivist MOOCs, usually referred to as cMOOCs, are based on the Connectivist Learning Theory proposed by Siemens (Siemens, 2005) and Downes (Downes, 2010). These MOOCs emphasise the building of connections (networks) amongst participants with most of the course content being contributed by the participants themselves. Transmissive MOOCs, usually referred to as xMOOCs, are more based on cognitivist and behaviourist learning theories, using a more traditional lecture format where knowledge is “transmitted” from a teacher to a student.
The Teacher Academy online CPD offers MOOCs for teachers that are designed around specific pedagogical principles which strongly correlate with the features identified in the literature about effective online teacher CPD and in particular teacher CPD MOOCs:

1. **Facilitating peer exchange**: a sense of European co-design is cultivated in the courses which supports teachers to respect ownership and expertise of participants and facilitates innovation from a process of mutual curiosity and collective reflections.

2. **Community building**: TA courses purposefully integrate activities which do not necessarily focus on the course topic but only on developing a trusting and supportive environment – similar to icebreakers or the opportunity for informal exchanges during a coffee break as part of an onsite workshop.

3. **Peer review**: assessment and validation of learning on TA courses are provided in the context of peer review activities between teachers. Teachers engage in a process of peer review for their main course work that supports learning about learning, learning about assessment, builds community, and validates and assesses their course work.

4. **Content as trigger**: TA courses contain varied content such as project and lesson observation videos, and teacher and expert interviews, as well as contributions from participants. Content is not primarily used as a tool of knowledge transmission, as would be the case in a more traditional MOOC, but rather as a trigger for reflection, sharing and exchange by participants.

5. **Flexibility**: TA courses try to minimise the restrictions set on course participants in regard to a course schedule. There is only one deadline, allowing teachers to move through the course to a certain degree at their own pace. All obligatory course activities are asynchronous, and teachers are free to drop-in and -out of the courses, just focussing on specific modules.

6. **Facilitating transfer to practice**: A core feature of all TA courses is that they require participants to transfer their learning into a concrete course output, such as a lesson plan, that allows for easy implementation in their own classroom or school. Through the creation of context specific course outputs participants have the opportunity to reflect on what they have learnt, and to consider it and adapt as necessary for use in their own setting.

After reviewing the limited available literature, the Pedagogical Advisory Board concluded that MOOCs have significant potential as an effective CPD format that allows for a degree of scalability. The instructional design of the TA courses shows that MOOCs can function along the principles of effective online CPD as defined in the literature and feedback data from participants suggests that the instructional design is highly appreciated by teachers and leads to changes in teachers’ practice.

However, the board noted that scalability, while possible, remains limited when using the instructional design presented. Teachers’ need for digital competence and self-regulated learning competence, as well as English language competence were identified as limiting factors. There are limitations to the available literature in this area and it is recognised that more systematic research into the effectiveness of CPD MOOCs is required. After several years of development of this particular pedagogical model, and this reflective analysis, the PAB welcomed the opportunity to

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For an overview of the literature that addresses effective online teacher CPD and teacher CPD MOOCs see the article at
investigate the experiences of participants in more depth to better understand the future possibilities for the TA and online CPD in general.

2.3 Evidence from the desk-based research

A desk-based research study was conducted as part of this study to analyse and consolidate data collected as part of pre- and post-course surveys conducted over the four years since the launch of Teacher Academy courses in 2016 and aggregated platform data regarding Teacher Academy courses’ enrolment and participation rates. Post-course questionnaires were completed by a volunteer proportion of participants (with an average response rate of 21.5%). The full provision of courses over that period can be accessed in Annex A (Table A1). Data gathered as part of these questionnaires provide a broad overview of the views of participants who started and completed all courses, whereas the new survey targets a subset of the overall audience. Pre-course survey data for all courses across the four years provided a summary on the profile of respondents and on activity patterns. Post-course survey data provided information on the level of confidence in the course topics and the users’ experience of the impact of the course on in-school practice. Analysis of this data is useful in providing an overview of all the courses over time. The main findings of the desk-based research conducted on this data are summarised here.

Profile of participants

Teacher Academy courses have had a broad reach over the four years since the first course was launched in 2016. There have been 42,925 enrolments from 56 countries (to end of 2019), including representation from all EU Member States. However, the vast majority are from only six countries: Italy, Greece, Romania, Portugal, Spain and Croatia, with the combined number of participants from these six countries outnumbering participants from the rest of Europe five-fold. While the TA participant numbers represent a very small percentage of the six million teachers in Europe, nonetheless the Teacher Academy is meeting a need for the teachers accessing their courses. Teachers are the primary cohort making up 92.22% of the total, with the majority coming from a post-primary background (59%) and the rest made up of primary (28%), Pre-primary (4.5%) and others (8.4%). The vast majority of participants are women (85.9%) with 14% male participants and 0.1% unspecified gender. Further information is available on participant profiles in Annex B.

Engagement and completion rates

Average engagement rates (the percentage of those enrolled for a course who actually started) over the four years varied between 56% and 67%. While the engagement rate dropped in 2017 to 56% from an average of 67% in 2016, the narrowing of the difference between the engagement and completion rates in 2016 and 2017 can be somewhat explained by the change in the way in which participants were marked as having “started” a course. Engagement rates in 2018 (56%) and 2019 (57%) are consistent with the 2017 figures.

Some courses have a higher engagement rate than others, with the range from 42% (Cultural Diversity, 2017) to 82% (Moving to Maths 2.0).

Average completion rates (the percentage of those starting a course who actually completed) for TA courses each year varies between 41% and 54% of those starting a course, with an average over the four years of 46%. 
Some courses have better completion rates than others. The average is 46% with the range from 36% (Introducing Project-Based Learning, 2016 and Embracing Language Diversity, 2018) to 67% (Raising Awareness about the Situation of Newly Arrived Migrants, 2017 and Integrating Newly Arrived Migrants in Schools, 2017). Smaller courses on specific topics tend to have the higher completion rates.

Consult Annex C for further information on engagement and completion rates.

**Activity patterns**

Nine of the 18 courses each attracted over 1000 participants starting the course. Five of these were run more than once. The most popular courses tended to be topics of broad appeal such as Introducing Project-Based Learning in your Classroom, Competences for 21st Century Schools, Erasmus+ Funding Opportunities for Schools and Cultural Diversity in your Classroom. Courses with under 1000 starters tend to be those that are more targeted towards specialist topics or particular groups, for example, School Leadership, Effective Parental Engagement, Learning in a Museum or Surviving your First Years of Teaching. Re-runs of courses also tended to have lower numbers.

**Satisfaction levels**

Respondents to the surveys were remarkably positive about the overall value of the course to them, with 98% stating that they would rate the course good or very good. This was further supported by the analysis of the qualitative data which showed that respondents were very positive about a range of aspects of the courses including course content and structure, opportunities for peer exchange, community building, transfer of practice, improved confidence, flexibility, gaining specialised knowledge and access to resources. While this evidence of high satisfaction levels with the courses is valuable, it should be noted that the data collected is from participants who completed courses and does not reflect the attitudes of non-completers.

When asked about aspects of the courses that they liked least in the post-course questionnaires, some respondents referred to challenges with the technical aspects of the courses, handling the time pressures and workload, the extensive use of social media and various platforms, the peer assessment process, course content and structure, difficulties in adapting learning to school and national contexts, language issues, course completion and the large number of participants. It should be noted that these comments were made by small numbers of participants and do not reflect an overall dissatisfaction with these elements of the courses.

Respondents made a number of suggestions for improvement, particularly around time for completion, the peer review process, communication between participants, ways of sharing tools and good practices and support with technical issues and for non-English native speakers.

**Impact on practice**

While there are limitations around the data relating to evidence of impact on professional practice across courses, an overview of the data from each course shows that again respondents were very positive about their experience of the courses and the impact that taking the course had on their practice. Participants reported high levels of confidence in the topic after taking the course. They were also positive about knowledge gained, adaptation of teaching methods, abilities to use relevant tools, improved professional practice and sharing practice with colleagues.
Conclusions from the desk-based research

The desk-based research provided an overview of the implementation of the courses and some indicators of satisfaction and impact. The evidence pointed to a number of key strengths of the TA courses, as well as some challenges.

Key strengths of Teacher Academy courses are:

- Their ability to attract numbers with 42,925 people enrolling for just 19 courses over the first four years. More traditional forms of CPD would have to provide multiple numbers of courses to achieve the same reach.
- The high level of interest of the main target group – teachers – who represent over 90% of the total cohort.
- The range of career stages represented, albeit more weighted towards mid- to late-career.
- High engagement and completion rates.
- Very high levels of satisfaction with courses.
- Some evidence of positive impact on practice.

Some challenges to consider include:

- Establishing a sound evidence base on satisfaction and on impact on professional practice.
- Addressing some of the challenges and recommendations for improvement identified by the teachers.
- How to reach a wider audience, perhaps through further promotion of the courses.

The available data and observations from the TA courses are in line with the tentative findings of the existing literature that indicate a potential for teacher CPD MOOCs suggesting that there is an increasing amount of evidence to suggest that teacher CPD MOOCs can be an effective teacher CPD format.

2.4 Conclusion

Based on the review of the literature and the evidence gathered as part of the desk research phase of this study, it can be concluded that MOOCs have significant potential as an effective CPD format that allows for a degree of scalability. The instructional design of the TA courses shows that MOOCs can function along the principles of effective online CPD as defined in the literature and initial analysis of the feedback data from participants suggests that the instructional design is highly appreciated by the teachers that have taken these courses to date.
3. Analysis of survey and interviews

3.1 Introduction

This chapter presents an analysis of the survey (Annex F) and the interviews. What was learned from the desk-based research provided the background for many of the areas explored here and the new questionnaire and interviews were designed to build on that knowledge and to gather further information on participant profiles; levels of satisfaction with courses; impact on practice; impact on teacher identity; challenges with courses and recommendations for changes, including suggestions for new courses. Invitations to complete the survey were sent to all those who participated in courses during 2019 (5,387). Following data cleansing, 326 questionnaires were analysed. The completion rate of the survey was 43.7%. Four hundred and twenty incomplete responses were not included in the analysis. All of the quantitative analysis for the new survey is available in Annex D. Research topics were further probed through interviews with six teachers.

3.2 Overview of users of Teacher Academy courses

3.2.1 Participant profile

The profile of the 326 participants responding to the new survey is similar to that of the existing evidence, with some small variations. Teachers and school leaders made up the largest category of respondents to the questionnaire (85%). Other participants included student teachers (5%), teacher educators (4%) and others (6%) included school counsellors or psychologists, Special needs teachers, university lecturer and a librarian. Most respondents are working in the secondary (50%) and primary (33%) school sectors. The rest work in the Vocational Education and Training (8%), Higher Education (5%) and Early Years (4%) sectors.

The vast majority of respondents were women (82.7%), with 17% male participants and 0.3% other gender. As was the case with the existing data, most of the respondents to this survey were mid-career with 80% between the ages of 36 and 55. Sixty percent have been working in school education for between 16 and 30 years. Only 2% had been working in school education for more than 35 years, while 15% were less than 10 years working in education.

The countries most represented in this new survey are Romania (19%), Greece (17%), Croatia (16%), Italy (15%), Portugal (12%) and Spain (9%). Participants from other countries made up the remaining 12% of respondents from within the European union. There were small numbers of respondents from countries outside the EU: Albania (3), Armenia (1), Azerbaijan (1) Bosnia and Herzegovina (1), Egypt (1), Jordan (3), Kenya (1), North Macedonia (3), Republic of Moldova (1), Serbia (6), Tunisia (3), Turkey (30) and Ukraine (2).

Further details on participant profiles from the new survey are available in Annex D, Figures D1 to D6.
3.2.2 Enrolment and completion of courses

The data from the desk-based research provides comprehensive information on the engagement and enrolment patterns of courses (Annex C). The new survey, conducted as part of this research study, provided the opportunity to look more closely at the reasons for non-completion and the number of courses taken by individuals.

Engagement and completion rates provide information on how far course participants progressed with their courses (Table 3.1). The engagement rate is calculated on the number of participants who started the course and completion rates are based on the number of participants who passed the course in the final module, compared to the numbers that started.

The 326 respondents to the questionnaire between them account for 674 enrolments across the seven courses provided in 2016, 625 enrolments across the nine courses in 2017, 446 enrolments across the six courses in 2018 and 512 enrolments across the four courses in 2019. On average, 35% of courses enrolled for were not started by those who enrolled for them. The low number for 2019 (19%) is likely to be explained by the fact that this was the target group for the survey, and it is likely that those who had actually participated in courses were more inclined to respond. The average engagement rate (courses started but not completed) was 65% and the completion rate was 45%. There is quite a variation across courses with some courses seeing a completion rate as high as 69% (Learning with Creativity, 2019) and some as low as 24% (Moving to Maths (2016 and 2017)). It is noteworthy that the completion rate for 2019 is considerably higher than the previous three years (63%). This is also likely to relate to the fact that the target population for the new questionnaire were those who had enrolled for 2019. The average non-completion rate for the cohort represented by this survey was 16.5%. The engagement rate is slightly higher than that found in previous surveys where the average was 59%, but the completion rate is similar at 46%.

<table>
<thead>
<tr>
<th>Table 3.1 Enrolment and completion patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Total enrolled but did not start</strong></td>
</tr>
<tr>
<td>2016</td>
</tr>
<tr>
<td>262 (39%)</td>
</tr>
<tr>
<td><strong>Total started but did not complete</strong></td>
</tr>
<tr>
<td>2016</td>
</tr>
<tr>
<td>122 (18%)</td>
</tr>
<tr>
<td><strong>Total completed</strong></td>
</tr>
<tr>
<td>2016</td>
</tr>
<tr>
<td>290 (43%)</td>
</tr>
<tr>
<td><strong>Total enrolment on courses</strong></td>
</tr>
<tr>
<td>2016</td>
</tr>
<tr>
<td>674 (100%)</td>
</tr>
</tbody>
</table>

It is interesting to note that many of the respondents had completed multiple courses over the four years (Table 3.2). There are some minor discrepancies in the responses here as it seems that some respondents ticked repeat courses where they could not remember which year they had completed the course. Nonetheless, the overall pattern is interesting showing that a significant proportion of the respondents took more than one course, with 47% taking between two and five courses, 16%
taking between six and ten courses and approximately 12% taking more than ten courses. A more
detailed breakdown of the numbers of courses taken can be found in Annex D, Figures D7 to D10).

<table>
<thead>
<tr>
<th>Number of courses started/completed</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only one course</td>
<td>75</td>
<td>25%</td>
</tr>
<tr>
<td>2-5 courses</td>
<td>140</td>
<td>47%</td>
</tr>
<tr>
<td>6-10 courses</td>
<td>46</td>
<td>16%</td>
</tr>
<tr>
<td>11-15 courses</td>
<td>16</td>
<td>5%</td>
</tr>
<tr>
<td>16-20 courses</td>
<td>11</td>
<td>4%</td>
</tr>
<tr>
<td>&gt; 20 courses</td>
<td>9</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>297</td>
<td>100%</td>
</tr>
</tbody>
</table>

An open-ended question on the survey asked respondents who had not completed one or more
courses to give reasons why. Among the reasons given were lack of time to complete the activities,
teaching workload, personal commitments and the language barrier. Some other comments
referred mentioned that the felt the course activities were not relevant, that they had already
completed on site courses on similar topics, the courses did not meet their expectations, or that they
lost motivation to complete the assignments.

3.2.3 Motivation for participation in courses

The main motivation for participating in TA courses, reported by questionnaire respondents, is to improve their teaching skills followed closely by innovating their classroom practice (Table 3.3). This was also supported by the responses of the interviewees.

“Another reason is that it will improve my teaching skills and improve my classroom practices. (Teacher, small primary)
Table 3. Main motivation for participating in a TA course (participants were asked to rank these in order of preference)

<table>
<thead>
<tr>
<th>Item</th>
<th>Overall Rank</th>
<th>Score</th>
<th>Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wanted to improve my teaching skills</td>
<td>1</td>
<td>1,850</td>
<td>236</td>
</tr>
<tr>
<td>I wanted to innovate my classroom practice</td>
<td>2</td>
<td>1,528</td>
<td>216</td>
</tr>
<tr>
<td>I wanted to find useful resources</td>
<td>3</td>
<td>1,150</td>
<td>203</td>
</tr>
<tr>
<td>I wanted to gain specialist knowledge about the topic</td>
<td>4</td>
<td>1,149</td>
<td>188</td>
</tr>
<tr>
<td>I was curious about the topic</td>
<td>5</td>
<td>1,139</td>
<td>175</td>
</tr>
<tr>
<td>I wanted to collaborate with other teachers</td>
<td>6</td>
<td>1,058</td>
<td>191</td>
</tr>
<tr>
<td>I wanted to innovate in my school</td>
<td>7</td>
<td>1,012</td>
<td>181</td>
</tr>
<tr>
<td>I needed to get a certificate for taking Continuous</td>
<td>8</td>
<td>659</td>
<td>163</td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
<td>59</td>
<td>32</td>
</tr>
</tbody>
</table>

**Finding useful resources** and a desire to **gain specialist knowledge** about the topic were also ranked highly by interviewees.

“Usually, it is the kind of the topic and yes, first of all, I am curious about the topic. And then I examine the topic to see if it is related to the project [that I am working on]. So, for example, last year when I was developing an eTwinning project about bullying, I thought that it would be useful for me to attend the related course in the Teacher Academy. That was Bullying, not in my class. (Teacher, small primary)

“If a course appeared, and I had some time, I would do it because I really liked the topic. The formative assessment was one because I really liked the topic. It’s something that we really need to use in our classes right now. Especially when we’re talking about online teaching. So, I wanted to check what they had, if I could use some more methodologies, and some more techniques with my students. (Teacher, large secondary 2)

As already reported in 3.2.2 many questionnaire respondents reported taking multiple courses and building on their knowledge and skills each year (Table 3.3). This was also a strong feature of the interviews where a number of teachers referred to themselves as lifelong learners and as a result they seek out good courses to do each year. Most of them reported checking out the School Education Gateway website for TA courses as a first stop because they find them to be of high quality and well suited to their needs. They also spoke about the reasons that the TA courses suit
them: they are practical, they have a strong theoretical basis, they encourage teachers to implement what they have learned. Teachers like this approach.

“...I usually define myself as a lifelong learning teacher, because I’m passionate about learning and about improving my teaching and so on. And I found that European Schoolnet courses and Teacher Academy courses are the best courses for me because they have a similar approach to my way of thinking about my teaching practice. What I find particularly interesting in Teacher Academy courses is they’re very practical. They have a strong theoretical basis, but... they push you to put in practice when you go back to school and when you enter your classroom. So, it’s a good mix. (Teacher, large secondary 1)

When teachers are looking for something new and different they reported turning to the Teacher Academy courses.

“...I do love to learn from other countries. Not because I think that my own country isn’t good enough. But you need to open your mind, you need to learn from others who are doing the same thing in a different way. When I need something new and innovative, I look to the Teacher Academy, like when I learned about the key competences for example. (Teacher, medium secondary)

When a particular course was a success for a participant, they were then committed to trying other courses.

“...And this was the first day of the first course [PBL] in 2016. From then I kept on attending... I have taken useful resources, useful techniques, useful things to implement in my classroom (Teacher, small primary)

So, while the main sources of motivation for taking TA courses are to improve teaching skills and innovate their classroom practice, teachers are also motivated by improving their knowledge about particular topics, learning from colleagues from other countries, and when they are looking for something new and innovative they tend to turn to TA courses. This motivation becomes self-perpetuating when people find that participating in particular courses works well for them.
3.3 Satisfaction with courses

3.3.1 Overall value of the courses

Overall, teachers were very positive about the added value of the Teacher Academy courses. Questionnaire respondents reported that they learned new ideas that they can apply in their teaching and that they have benefited from exploring the opinions of teachers from other countries and the exchange of experience through peer learning. Some interviewees went so far as to say that there are no negatives to the courses. They also liked how well the courses were organised.

“I have to say that there are no negatives, if I keep on taking courses with the Teacher Academy it’s because I find them really, really useful.” (Teacher, large secondary 1)

“Really, I’m satisfied with the course. Everything was so well organized, well planned. Deadlines were not too short. There was enough time given for all activities and the mentors were answering on questions really quickly.” (Teacher, medium primary)

The overall satisfaction rates (Figure 3.1) from the survey align with the existing evidence from the desk-based research with 73% rating the courses taken as very good and 26% good. Only 1% gave a poor rating.

Figure 3.1 Overall satisfaction with the course/s taken

This was further supported by high levels of agreement on new knowledge and skills gained, on confidence to use what was learned on the course, on learning from other teachers and on the ability to share what was learned with colleagues (Figure 3.2).
Participants also liked the Teacher Academy courses because they are seen to have a **good combination of theory and practice** and align well with their own views of good teaching. They also like that **there are plenty of examples** and that they **get the chance to see what other teachers have done**.

"There were lots of materials, lots of examples that I could use to help me make creative lessons and that’s great. In other courses, there is a lot of theory but there is a lack of examples, here there are many examples. And it was great to have chance to see what other teachers have done." (Teacher, medium primary)

They were able to learn from the feedback they received from other participants and reported having increased confidence to try out innovative methods and being better equipped to understand new concepts and to search for more information.

"Well, doing the TA course made me feel a little stronger. I feel that it’s not only my idea. I know that when I enter my classroom, I’ve got something settled in my teaching practice that allows me to experiment. So, these courses give me the opportunity to take a step further with my teaching." (Teacher, large secondary 1)

Some respondents mentioned that they feel more motivated by being able to interact with colleagues from different countries and cultural backgrounds. While there was some criticism of the opportunities for collaboration (see 3.3.2), this is an aspect of the course that people value. Courses
cited by interviewees in this respect tended to be smaller courses such as such as Learning About the Museum and Climate Change.

“\n\nI was most satisfied with communicating with other teachers from all over Europe and the rest of the world. (School head, specialist centre)\n\n”

They also reported that they feel they could introduce the ideas learned on the courses to their colleagues. They explained that they were able to disseminate new practices and information to their respective schools.

“You could introduce the ideas learned on the courses to their colleagues. They explained that they were able to disseminate new practices and information to their respective schools. (Questionnaire respondent)\n\n”

However, some questionnaire respondents reported a lack of interest from other colleagues and a lack of willingness to adopt new practices in their school.

“\n\nThe other thing that I think worked very good for all of us was the Padlet. We had to write our own ideas. And you could find many ideas from other teachers, and many other tools. The Padlet gathered all this information, because it allows you to gather information and get it as a PDF... then I had the PDF, there was my note and all the links... They gave us some tools that we can use... like the footprint, calculator and things like that. (School head, specialist centre)\n\n”

Positivity towards the overall value of the courses was reiterated by both the respondents to the questionnaire and the interviewees. The areas that were referred to most positively were: learning new ideas that can be applied back in the classroom and shared with colleagues; learning from others, especially from other countries; gaining new knowledge and skills on particular topics; increased confidence to try new things; excellent organisation of the courses; a good balance between theory and practice; and useful tools and resources.

3.3.2 Dissatisfaction

Without doubt, levels of dissatisfaction with TA courses were low, with only 1% of questionnaire respondents giving a poor rating. It was useful to explore a little more about potential sources of dissatisfaction in the interviews. The main source of criticism focused on opportunities for interactivity and collaboration during the courses. Participants reported that it can be difficult to
really interact in a meaningful way, with some teachers citing the inadequacy of the tools used for collaboration.

“I completed the activities, but I was not so active in the forums. For example, I participated in the interaction in the Padlet and I completed my learning diaries in order to have a source to remember things when I had to write my learning scenario. But I never had the chance to collaborate with a deeper collaboration. I mean, with any other colleagues. (Teacher, small primary)

“Maybe too much Padlet. Because in those Padlets everything is mixed up. It would be great if we had a chance for some chat room forum, not just forum for asking questions if we have technical problems. (Teacher, medium primary)

Teachers also acknowledged that it is difficult to have meaningful interaction with such large groups of participants and recognised that the issues with interactivity were as a result of lack of time on their own part.

“I’m not satisfied about my contribution to the collaboration with other colleagues. That is, I don’t have enough time to start that kind of collaboration that I wanted to have. I think for me, at least it is a lack of time to start finding, who is the possible partner for a future collaboration? (Teacher, small primary)

There was an awareness among participants that online training is not for everyone and that for some teachers training means taking courses in a physical, rather than a virtual, setting. However, there was a sense that this has changed as a result of the recent ‘lockdown’.

“So, training is considered as physical training... I go to a course, which is good because I get in touch with other colleagues from other schools... I think that thanks to these periods of lockdown a lot of teachers have started to realize that there are other ways of learning both for us and for our students. And online training could be one of the opportunities that they can envisage now. (Teacher, large secondary 1)

While the level of dissatisfaction with courses is remarkably low, nonetheless there are some areas that people felt did not work as well as they might. These included challenges with interactivity and collaboration, particularly the use of tools such as Padlet and in some cases the quality of peer feedback. People acknowledged that collaboration is difficult with such large numbers of participants, but we will see later in the report that it is considered a very important aspect.
3.3.3 Interest in taking courses in the future

There is a high level of interest in taking further Teacher Academy courses with 91.7% of respondents to the questionnaire saying that they would take a course in the future (Figure 3.3) and 92% reporting that they have already recommended a course to a colleague or friend (Figure 3.4). All of the interviewees were high in their praise for TA courses saying that they would take more courses in the future, and had already recommended them to others, using many different platforms to promote the courses.

“I always recommend TA courses. They are the best courses for digital tools and material especially. Governments should realise how important these courses are and recognise them more formally.” (School head, specialist centre)

“Every time that I train the trainers [teacher training], I always visit the Teacher Academy website and I always guide them on what to do there. How to find opportunities in online training, how to apply for the courses, to see that as an opportunity.” (Teacher, small primary)

Figure 3.3 Number interested in taking other Teacher Academy online courses in the future
The evidence strongly suggests that the level of repeat demand for TA courses is high and this is borne out by the number of people who have reported going back to do a number of courses. Course users are good ambassadors for the courses (Table 3.2).

3.4 Impact on teaching/classroom practice

3.4.1 Impact on pedagogical practice

There is no doubt that for those who participated in this research, TA courses have impacted on teaching and classroom practices to a greater or lesser extent, with 29% of survey respondents reporting significant change, 56% reporting some change, 14% little change and 2% reporting no change (Figure 3.5).

Overall, survey respondents feel more knowledgeable and confident to introduce new methods in their classrooms. For example, some mentioned specific methodologies such as developing learning outcomes based on Bloom’s taxonomy or activities based on Laurillard’s Conversational Framework.
when designing their lessons and also introducing formative assessments. During the interviews, teachers reported that they had changed their practice and designed more creative lessons after participating in the courses.

“Before this course I usually stood in front of the board, telling students - now we are going to do this, this and this. Then I showed them, and they just simply followed my steps. And I don’t think they really understood everything. There was no development of creativity and they could not work by themselves. So, I changed my practice. I’m not standing in front of boards anymore.” (Teacher, medium primary)

Modelling their teaching practice on methodologies and activities used as part of the courses had an immediate impact on how some teachers planned their classes.

“In general, the structure of a module and the theory of the activity helped me to think and to structure, more or less in the same way, my activities with my students. I mean to give them a little bit of theory than to put in practice. And then to summarize the module and then to go further, on to step two, and so on. So, I think that the structure itself helped me in my teaching.” (Teacher, large secondary 1)

One teacher also reported on specific changes that she made as a result of one of the courses, Bullying: not in my classroom.

“I tried to engage my students in activities in order to tackle the problems with diversity and minorities because we’ve had one or two students that are not from Greece... and to do activities in order to accept the diversity. I planned some activities in order to help them embrace all the students and to accept diversities that we have to face when we collaborate with other students from abroad because there are different cultures, different languages, different point of views, different level of education.” (Bullying: Not in My Classroom) (Teacher, small primary)

The use of digital and collaborative techniques was cited by questionnaire respondents as being useful to make their classes more creative. They also reported using online tools, games, scenarios or integrating apps into their teaching methods. They adapted the content to their students’ needs, making lessons more collaborative and interesting. This was further supported by reports from the interviews.

“I tried to make more creative lessons, more gaming lessons because students were really interested in this kind of work. Now, after doing this course it is much, much easier to make interactive and interesting lessons. So, I can say that this course helped me a lot.” (Teacher, medium primary)
However, making changes to practices was not without its challenges as parents are not always enthusiastic or supportive about the changes.

“Parents can be strict on what to do related to the curriculum.” (Teacher, small primary)

On the other hand, this tends to be balanced by other parents who were quite happy with the changes being made, even within the same school.

“There are also a lot of parents that... have more open minds. And they, they want their students to have this kind of training - I mean, not only the book, not only the curriculum.” (Teacher, small primary)

Teachers were very positive about the impact that taking a TA course has on their teaching, with many reporting that they felt more knowledgeable and confident. It is clear that this impact is quite often immediate with teachers reporting that they have made changes during the courses or immediately after. In some cases, teachers reported significant impact on their overall approach to teaching. Sometimes teachers had to work at making sure that their new approaches met with parental approval.

### 3.4.2 Classroom structures and resources

Survey respondents reported using a combination of their own class resources developed during the course/s (88%) along with resources shared by other course participants (73%). Many respondents also adapted materials from the course/s for their own use (79%) (Figure 3.6).

**Figure 3.6 Use of course resources**

![Bar chart showing use of course resources](chart.png)
The materials received during the courses were met with a positive response by respondents to the questionnaire. Specific examples of resources that teachers found particularly useful in their classrooms include learning scenarios from the courses; evaluation rubrics, using digital tools in their pedagogical practice, the materials from the ‘Bullying, not in my class’ and ‘Let the game begin’ courses; digital tools (e.g., Padlet, Tricider, Answer Garden) to include more games in the lessons; new speaking and writing strategies etc. Respondents also pointed out that they learned from reading the resources shared by other teachers and that they use ideas from peer reviews and adapt them to their specific situation and class.

There were, however, teachers who indicated (in the survey responses) that they do not have the opportunity to use the resources shared during the course as they found that it is not always easy to introduce changes in a school or classroom. Others mentioned that they were not currently teaching but would use the insights gained into their training work.

While participants use resources and ideas from the courses, both from the course materials and from other participants, they like to adapt them to suit their classes and to add to and modify them over time. In some cases, this was necessary due to the need for translation from English into other languages, but it was also necessary to adapt to the classroom context.

“So, I like to create my own materials and resources, but taking inspiration from that materials and resources [from the course]. Yes, definitely. And also, sometimes it has happened from the peer assessment activity, when I had to evaluate to assess three works from three teachers taking the course... Well, I used some of the ideas. (Teacher, large secondary 1)

Overall, there was a very positive welcome for the resources that teachers took back to their classrooms from TA courses, whether these were resources that they developed themselves during the courses, or those provided as part of the course or shared by other participants. Digital resources and those that support collaboration were particularly welcome and these became particularly useful when much of their teaching moved online during the COVID-19 crisis of 2020. A wide variety of resources were mentioned as being useful and, in some cases, these were used as designed but quite often they are adapted to suit the teachers’ own contexts. A number of the interviewees reported changing how they arranged their classrooms to accommodate new approaches.

3.4.3 Impact on online learning

Because the survey and interviews were conducted during a time when teachers and students had moved to remote and online teaching due to COVID-19 restrictions, there was quite a lot of commentary about this new situation. Most of the interviewees spoke about how what they had learned from the courses that they attended impacted on their online teaching. In some cases, this related to how they plan and structure their classes.

“Now I have a clear plan in my mind when I plan an activity with my students. We plan for that before the Zoom, during the Zoom and after the Zoom activity, so it is a point of education knowledge that I gained from the course. (Teacher, small primary)
They are enthusiastic about the value of the tools and resources that they had gathered from the courses for their remote online learning with their students, feel more confident in their technical ability and are happy to experiment and use the technology to a greater extent.

“This is one more thing that made me more capable to teach remotely and to use this kind of distance learning. Because of the courses that I attended, I knew how to use platforms. I knew how to handle the material, where to upload, what to upload, what to use. For example, I recorded videos. I said to myself that since the experts in Teacher Academy can record videos and feel confident to say what they want to say, I can do the same. So, I prepared the things and I recorded myself on video. (Teacher, small primary)

“I always say put the new resources into practice with the students. At this current time with this pandemic, and everything is online, it’s a must to use technology, and the new resources are very useful for me... now more than ever. (Teacher, medium secondary)

“We have the used the Padlet for [setting up] an online activity centre in June. And we plan to keep using such tools for lessons and especially now that we’re trying to deal with the current situation using digital tools like this as we’re trying to create online lessons about climate and the environment. I will use both the digital tools that we learned about on the course, and also ideas from other course participants or even videos. (School head, specialist centre)

This same teacher also spoke about how he is using what he has learned from the courses to provide materials for the teachers in his country.

“We have created online lessons about the environment and also to offer free digital material for teachers in order to be able to teach about the environment. We now have around the 75 such pieces of material online lately teaching about the environment including PowerPoints, video clips, and online lessons using many different tools. Due to COVID, all our programs are now in an online version. And we have also outdoor programmes. We try to avoid using classrooms inside. (School head, specialist centre)

Teachers reported feeling much more confident in supporting their students to work safely with online tools and platforms.
I told them that they had to respect some rules while they are online... what to do while they are online and what to avoid, so we keep our data private. I think that they are now more confident on how to use these platforms. (Teacher, small primary)

There was a strong theme of satisfaction among the participants about how engaging with TA courses and having access to the many resources, as well as the impact of the practice of doing a course online, had helped prepare them for working with their students online. This was particularly evident during the interviews where people were clearly delighted that their experience of doing a course gave them a structure to set up online learning for their students and the confidence to engage with their students in that way.

3.4.4 How soon do teachers implement the changes?

When asked how soon they made these changes, almost 60% of the questionnaire respondents said they had made changes while still doing the course or straight after, with 32% saying they made them sometime after (Figure 3.7). Some waited until the beginning of a new school year or semester depending on the new practices that were being introduced. One teacher mentioned they applied the ideas learned about special needs education very soon as one of their students needed that support. A small percentage (9%) had not yet made changes but intended to do so.

![Figure 3.7 Survey responses on how soon changes were made to practice](image)

This variation in timing was also evident among the interviewees. Often, teachers try out new practices immediately while they are still doing the course and where the topic is relevant to the curriculum. However, the timing may not always support that.
“Sometimes, when the project is during the course, or when the topic is relevant, I try to apply it, but sometimes this is not a very easy to do it, because either the course is either before or after the school topics. (Teacher, small primary)

One of the interviewees was quite excited about how useful the Climate Change course was to his planning for a similar course for his centre and therefore he put this into practice immediately.

“We have already used the materials from the course, immediately after the course. We used Padlet for gathering information from students and helping them to interact with each other. We have also used the digital tools in planning our Climate Change programme for schools. We will keep using these tools now for our program about climate change. (School head, specialist centre)

Teachers sometimes find that as they implement aspects of the courses, for example, scenarios that they have developed as part of a course they can see quite quickly that they need to make changes. There was also evidence that teachers adapt their new approaches for different groups of students.

“Because when you implement it and you can see the problems that arise within the development, students are not very eager to do it in the way that you planned. So, I can see if there are difficulties and I can make some changes. Also, of course, students have different levels of knowledge, so I have to make changes year on year. Maybe you come across some other resources and that you have to add them. (Teacher, small primary)

It is evident that how soon teachers implement the changes in their classrooms is related to the context within which they are working. Sometimes it is appropriate to make changes immediately, whereas in other circumstances it makes sense to wait for the start of a new school year. This can also depend on the topic studied and whether the opportunity is there to implement sooner rather than later.

3.4.5 Sources of support for making changes

While the majority of survey respondents (72%) reported that the main factor in making changes to practice (Figure 3.8) was their own confidence and experience, other sources of support included colleagues (22%), part of a project (20%), other course participants (19%), the school head (15%).
Figure 3. 8 Who or what helped respondents to make the changes?

I relied on my own confidence and experience: 72%
Other colleagues encouraged and supported me: 22%
It was part of a school or other project to explore these new approaches: 20%
Other course colleagues encouraged and helped me: 19%
The school head encouraged me: 15%
Other: 3%
It was a new requirement by local or national reform: 3%

* Note: multiple responses permitted. Percentages sum to greater than 100%.

Figure 3. 9 The extent to which identified factors contributed to the changes made

The course content – it helped me reflect on my professional identity as well as my individual practice (n=270): 53%
Interactions with my course colleagues (n=268): 44%
School colleagues – they were open to discussing the ideas (n=270): 41%
School head/leaders – they support me in developing my professional identity (n=266): 34%
School head/leaders – they support me in developing my professional identity (n=266): 25%
Professional review / staff evaluation – I discuss my professional development as part of this process (n=267): 25%
Official recognition – the course was recognised as part of career progression (n=267): 26%
Course content and interaction with course colleagues are most likely to contribute to the changes made (Table 3.9), with school heads and colleagues, professional reviews and official recognition also being cited as contributing factors, but to a somewhat lesser extent. Interviewees were, for the most part, very positive about the support for change in their schools.

“I have no problems with the management team, on the contrary, they always encourage these kinds of initiatives. I also have a team of teachers who collaborate very closely with me... And they are very, very keen to get involved in this kind of initiative. (Teacher, medium secondary)

The support has quite an impact on how confident teachers feel about implementing the changes. The level of support from school heads often depends on the context and culture of the school or system. In some cases, there is a sense that changing practices are very actively encouraged.

“Yes, my principal supports me. She’s a really great person. She supports all teachers in progress. And changing practices in classes. So, I can say I have great support from my head teacher. (Teacher, medium primary)

This support from management was particularly evident in the two Case Study schools involved in the Teacher Academy Pilot Project.

“This pilot has been the opportunity for her [principal] to know more about how professional development helps our school... I’ve never seen her so enthusiastic about training opportunities. And so, I can say without any doubt that for my school, it has represented a great approach. It has been really, really fundamental for our school and for the support from our head teacher and for our teachers too. (Teacher, large secondary 1)

In other situations, teachers feel that they need permission to change their practice.

“It is the kind of support from my head teacher here in order to implement it or not to implement. So, when I ask, am I free to use the resources and not only the book that they have from the Minister of Education? Am I free to use the resources of the Teacher Academy? I will do the same content more or less, but not from the book. And then when I get the support that I want, I go on. And when I see some barriers, I do some of the things not all. (Teacher, small primary)

A number of the interviewees also reported that they receive support from other colleagues, or that they support colleagues to implement new ideas and strategies.
I have 15 teachers [in the school] and we are friends we have the same frame of mind. We think that teaching process requires time. So, although we don’t work with the same group of pupils, we know that we can work this way. So, we support each other. We took the PBL course together last year, and I was the trainer and we met at school to take the course. (Teacher, large secondary 1)

Interviewees tended to be critical of the lack of official support from ministries.

“It’s free for everyone [TA courses], but the Ministry does not support it, as it should. For example, the certificates we get from these courses do not count for our Ministry, so there is no recognition. (School head, specialist centre)

The teachers interviewed felt very comfortable that their own abilities and experience are the most important factors in implementing change. Nonetheless, they also appreciated the support that they received from school management in particular, indicating that this support is affirming and motivating. Some colleagues also provide support and encouragement, while others are less interested in the learning that colleagues bring back to the school. It is noteworthy that the consensus on official support, for example from ministries, was deemed to be less than satisfactory.

3.4.6 Barriers to making changes

When asked about any barriers to making changes to practice, 78% of the questionnaire respondents reported no barriers while 22% reported that they had encountered some barriers.

Questionnaire respondents who reported not making any classroom changes following the completion of the courses, explained that it was difficult implementing new practices in crowded classes or that they did not have the available technology or devices (e.g., computers) in their school to use the competences learned from the course.

Lack of time often prevents teachers from making additional changes to their practice and respondents to the questionnaire reported that implementing new ideas successfully takes a lot of time. In addition, in some cases the rigid curriculum creates difficulties when adopting new innovative methods of teaching. These issues were also identified as problematic by the interviewees.

“The problem is sometimes, not all the time, that you have to stick to the syllabus. You want to do different things, but you can’t... so you have to teach them certain contents. Of course, you can teach these contents, for example through PBL. (Teacher, large secondary 2)

“And the other fact is that that we have a strict curriculum with books with specific content that we have to work along with them until the end of the year. And this is a barrier for me, because although I have to implement the kind of scenario that I have
in my mind after attending a course in the Teacher Academy, I have also to follow the curriculum and the book. (Teacher, small primary)

Interviewees also identified the culture of the country/region and the expectation of parents as a barrier to implementing some changes.

“Project-Based Learning is not so common in [my country] and less common in my school. I work at a top-ranking school... and teaching methods are the same methods when I went to school and when my mother went to school. The teacher teaches and students take notes. Changing these habits is very difficult. And students find it difficult. Some students don’t want to change because their families say if the teaching isn’t hard, it doesn’t count. It’s not important. (Teacher, large secondary 1)

A common barrier identified in the survey was the lack of technological devices and high-speed internet to support teachers in implementing the new teaching methods learned during the course. It was noted that schools often lack the financial resources and ICT infrastructure for the implementation of new tools. This issue was supported in the qualitative analysis with interviewees reporting issues with internet connections, access to computers, etc.

“And then of course, there are technical issues, although you want to use the web, and maybe when you intend to do it, so the internet connection does not work very well.

“We have a computer lab, but it’s not always free... and I have one computer and the projector in my classroom... and we have four tablets that we can use. (Teacher, small primary)

It is important to reiterate that the majority of teachers do not encounter any barriers to implementing changes to their practice. But of the 22% that reported that they do experience such barriers, those cited were lack of time, rigid curricula, lack of the required technology, crowded classes, unsupportive school management or colleagues, local culture and parental expectations.

3.4.7 Sustainability of changes made

Overall, questionnaire respondents reported that what they learned from the courses will have a long-term impact on their practice, indicating that they have gained new skills and knowledge and have changed the way they see the teaching process. Although, the impact will be permanent, teachers also mentioned that they will still look for other opportunities to improve their methods as well as adapt their approach to the needs of each student.
“The impact stays because I changed the way I look at students and the teaching process as a learning process. The thing is that I see myself as a learner as the students and we work together to achieve our goals.” (Questionnaire respondent)

**Figure 3.10 Respondents’ views on the sustainability of the impact on their practice**

When asked if the changes they had made in their classrooms were for the longer term, most interviewees agreed that they are very much a part of their teaching now (Figure 3.10).

“Yes. Because I know that it works. If I know that it’s worthwhile, that it works and it leads to acquiring higher competencies, not only contents, but real competencies, then I go that way.” (Teacher, large secondary 1)

In one of the Case Study schools, the co-ordinator’s approach to sustainability is to try to build interest in the courses among her school colleagues and with other schools.

“So, this means what I’m trying to achieve is the sustainability of the project. Because if people from other school clusters also understand that Teacher Academy courses are good, they are practical, perhaps they can share it with their colleagues in their school clusters.” (Teacher, large secondary 2)

Sometimes, it takes a lot of effort to make changes. One of the teachers interviewed reported that she advised her colleagues to stick with the changes.
You need to survive two or three months... the first two or three months are the most difficult in change. If you make it through these two, three months, it will be much easier. (Teacher, medium primary)

It is clear from the reports from participants that they are confident that what they have learned from the courses and the changes that they have made will have a long-term impact on their practice. The majority of teachers reported that they had made permanent changes to their practice.

3.4.8 Impact on student outcomes

The impact on student outcomes, as outlined by the interviewees, relates mainly to improvement in motivation, enthusiasm and creativity, rather than improvements in grades or results. As teachers built their confidence through the courses it helps them to trust their students more to take on responsibility for their own learning.

“Maybe grades didn’t change. But what I noticed is that my students can do things by themselves. They’re not so dependent on me. They can also do the work faster. They create better files and documents. They can even choose to make something really creative. (Teacher, medium primary)

“The theoretical basis of project-based learning helps me to have more confidence and to trust my students more. (Teacher, large secondary 1)

“So, I think that it has a great impact on my thinking because everything that I started planning from that time, it was based on project-based learning. I tried to implement more projects in my classroom as I found that my students enjoy it, and they work better in this way. (Teacher, small primary)

Students enjoy the new approaches that teachers are bringing back to the classroom. Teachers reported working more creatively with their students, resulting in greater motivation, and more enthusiasm, creativity and confidence in the students themselves. These courses, along with others, are helping teachers to open up collaborative opportunities for their students, especially using digital tools for communication and they believe that this is of great benefit to the students.

“Some years ago, I couldn’t imagine that I would use web resources like all this digital material that exists in order to teach geography apart from the book that we have, or being involved in an award winning project and I have to say that I’m very proud because we have gotten an award in English... and now, even though they [students] are in primary education, they can engage with the digital materials and how to use the free from copyright material that exists in Europe and how to be more careful on what to use and what not to use because they are not safe. (Teacher, small primary)
“When you innovate you’re teaching and give them aspects that they didn’t expect in the traditional handbook, they become creative too. (Teacher, small primary)

“I think they [students] get great benefit from it, especially when they see some of the resources, like the videos and webinars - because we are working in a very rural area, so for some of them, this is the only way to get in touch people from abroad, with other cultures and with other opportunities. So, I usually use what I learn on these courses and put it into practice through projects. And when we finished the projects, students say that this has been amazing because they learned new ways to communicate with people from abroad. (Teacher, medium secondary)

Teachers also noted that students were becoming more critical in their approach to their learning.

“They are now also more critical. They’re thinking - if I choose to do this will it be okay or maybe I can do it better. They’re skipping activities because the first activities may not be so interesting for them... they’re thinking how to make it better, than the way I suggested to them. (Teacher, medium primary)

A number of the teachers interviewed mentioned that the new approaches that they are using with their students, and their confidence with the use of digital tools, were very beneficial during the situation resulting from COVID-19 when they had to teach and support their students remotely.

“I noticed this change mostly in online lessons. My students have done all activities with no problem. I just said to them... think of one online tool and make a website on whatever you want to do... and they have done everything. I have received beautiful websites. This course helped me for this situation. (Teacher, medium primary)

The evidence shows that the impact on student outcomes had much more to do with improved motivation, enthusiasm and creativity than it had to do with improvement of grades. Teachers reported improved relationships with students, increase in ability to think critically and that students became more involved in their learning. Teachers improved confidence in using digital tools also had a positive impact on students during the COVID-19 arrangements.
3.5 Impact on broader school practice

3.5.1 Impact at school level

Survey respondents reported that the knowledge gained through the courses had a positive impact at the school level. It was noted that the new practices improved collaboration in classrooms and between teachers, parents, and children. One teacher used the information from the course to help their school receive their first KA 1 project and become involved in eTwinning projects. Other respondents indicated that they used the information from the mentoring course to support new colleagues. Another respondent mentioned that following the ‘Erasmus opportunities’ course they applied for an Erasmus+ call and coordinated the project once the grant was received, while after the ‘Learning in a museum’ course they implemented new methods and introduced games in their lessons. Another respondent emphasized that the ‘Learning with Creativity’ course also provided them with a lot of digital tools which they were not aware of. This impact was further emphasised during the interviews.

Two of the interviewees were participating in the Pilot Project with Teacher Academy as coordinators of Case Study schools and this has had a positive effect on the impact they had in their schools. This is referred to where relevant.

Some participants reported using the learning from a course they had taken to collaborate with colleagues on other projects.

“After the Project-Based Learning course there was a link to a project about entrepreneurship. I not only discussed the topic with some of my colleagues, but we implemented an Erasmus project within entrepreneurship and project-based learning. [We found that] when you innovate your teaching and give students aspects that they didn’t expect in the traditional handbook, there is an audience to hear you. (Teacher, small primary)

Another good example of impact at school level came from a very interesting account by one of the interviewees of her experience of taking a course on Mentoring in Schools. As a result of this course, she built up the confidence to become very involved in mentoring newly appointed teachers in her school.

“It [mentoring course] helped me a lot because I learned a lot of strategies, and it helped me to confirm to myself that I was on the right way with my newly appointed teachers or newcomers to my school. I’ve been teaching there for twenty-two years now so I’m quite experienced about that this school, but I’m not sure if I do things well or not. So, taking this course helps me in that way. (Teacher, large secondary 1)

She went on to highlight some of the aspects of the course that she found most useful, such as strategies for working with mentees “you have to build a positive relationship with your mentee there are strategies for doing that.” She also found some of the tools that she accessed through the
course very useful – “the sheets to helped me to observe … the rubrics in the observation documents helped me to observe colleagues while they are teaching and so on”. (Teacher, large secondary 1)

3.5.2 Shared learning with colleagues

Most participants (89%) shared what they had learned on their courses with school colleagues, to varying extents (Figure 3.11) with 64% reporting that they had shared to a moderate or great extent.

Figure 3. 11 Extent to which participants shared their learning with other professionals in their school or setting

Respondents to the questionnaire shared mixed views on the extent to which they were able to share what they have learned with other professionals. Some teachers indicated that they have shared their work with colleagues either during eTwinning events, teacher meetings, through informal meetings and open classes, teacher council, organising lectures and workshops for colleagues after a course, national and international conferences, learning communities at school etc.

However, there was also a common view among respondents to the questionnaire that some of their colleagues are less receptive to new ideas and practices. When teachers offer to share the knowledge gained during the Teacher Academy courses, they find that their colleagues are not as interested in new pedagogical approaches and innovation or motivated to change their pedagogical practices. This was also the experience of some of the interviewees who found that efforts to involve staff in new methodologies learned from the courses are sometimes met with mixed responses.

“Many of them change their practice, but some told me, it’s too difficult. It’s difficult to plan everything. So, some of them could not continue. I try to tell them that yes, at the beginning, it is difficult, but in time it becomes easier. (Teacher, medium primary)
“I have a backpack of knowledge from the courses. I try to share them at school, but sometimes they say, and I don’t have time to do it, so my class wouldn’t work with this. A lot. They don’t even have the open mind to it.” (Teacher, small primary)

There is also a recognition that changing teachers’ practices takes time and that more teachers are now curious about the new things that they can learn from such courses.

“So, it’s a long process. And we need more time to change our routines and to change our ways of thinking, because we’ve always done it like that. Why should I change? How to learn how teaching processes work is fundamental, but it’s slow.” (Teacher, large secondary 1)

“A few years ago, it was very static, with a lot [of teachers] not taking part in projects because the projects take lot of time from our ordinary lessons, and we don’t want to lose time. Yeah. Nowadays, they are thinking a bit more. There are some teachers that aren’t comfortable in this different kind of learning and teaching. But more and more teachers have a sense of curiosity to learn things, new things.” (Teacher, medium secondary)

All of the interviewees had applied some method of sharing the learning with colleagues in their school and a number of methods were used for this.

**Awareness raising**

People who had taken TA courses are very good advocates for them and are positive in trying to spread the message that these courses are worthwhile. The level of awareness in the interviewees’ schools is quite high.

“The majority of them know that there is a Teacher Academy and that they can attend the courses there, but some feel that they don’t have time.” (Teacher, small primary)

More organised approaches were employed in the two Case Study schools. In one of these information sessions were set up to encourage shared learning from the courses.

“So, we had a short session for teachers in my school, showing them the pilot, and what we have learned in the course, we showed the Teacher Academy course on the platform and everything. And then we showed what we did with our students in terms of PBL.” (Teacher, large secondary 2)
Following this meeting with staff, there were a variety of actions: discussions about approaches taken, sharing of lesson plans, class observation, etc. There were also examples of sharing the learning beyond the school.

“Another way of disseminating and sharing the work was the fact that the magazine was shared by the Directorate General for school administration.” (Teacher, large secondary 2)

And a number of the participants try to support TA courses on other platforms outside their own schools.

“I suggest the Teacher Academy to other teachers when I do training courses. Because as a training ambassador, I train other teachers in Greece, other trainers, and then I call them to follow the Teacher Academy... I announce it in social media... so, I try to give the opportunity to other teachers to get involved with these courses.” (Teacher, small primary)

Communities of practice

In the second Case Study school, a number of teachers took a course together, engaging in joint activities and discussions, helping each other, and sharing information. A good example of this were the fifteen teachers from one of the Case Study schools who took the Project-Based Learning course together and met regularly throughout the course. They worked together, supported each other and valued the community approach.

“All or almost all of the teachers who participated in that course, said that the added value was meeting together. They appreciated a lot of the content, the short videos, the structure of the modules, short inputs, activities, resources. But they said, without the face-to-face meetings they wouldn’t have completed the course, because it was their first online course.” (Teacher, large secondary 1)

In the other Case Study school six teachers had worked together on the PBL course and were already planning to do another course in 2020.

“Six [teachers], so five colleagues with me did the PBL course together. Now we are in the second phase, so I’m trying to get more colleagues to do the formative assessment. All together. We have colleagues from other schools as well to enter the project.” (Teacher, large secondary 2)
Putting supportive structures in place

Interviewees from both Case Study schools reported putting some structures in place to help scaffold the learning for the participants. In some cases, because of the situation with COVID-19 and schools being closed this was done online.

“We met once a week during the PBL course. I prepared a PowerPoint summarising the key points. The majority of teachers don’t know English, so English is a problem and technology is a problem. So, I tried to facilitate the course. At the beginning of the meeting, I summarized the basic content of the module so that they could come back and easily follow the content of the module because they already knew something. And then English wasn’t such a problem. (Teacher, large secondary 1)"

This coordinator also facilitated discussions around the content of the course and the activities. “And then the second part of the online meeting, we worked on the contents of the module itself, the activities and so on. So, each of them worked on their activities, and sometimes we discussed it together.” These weekly meetings lasted about two hours – “for 45 minutes I presented my slides to explain and to summarize the ideas and then 75/80 minutes working on the activities”. (Teacher, large secondary 1)

Another teacher put a similar structure in place but approached it slightly differently.

“So, on the Teacher Academy platform, I showed them how to do a Padlet because they had to do their learning diaries. And from then on, we started doing the course. So, for the first module, I worked with them, and I helped them. And then I tried to make them work for themselves. My purpose was to tell to show them the platform. And although they didn’t understand English, they could still do the course. And I proved that to them, and they did the course. (Teacher, large secondary 2)"

This particular participant understood that while this practice did not impact on the whole school, it was a good start and it started to build relationships among teachers in the school. Having sent out a call to the whole staff, fifteen teachers participated with her in the PBL course and they held meetings and discussions throughout the course.

“It might be not enough to change the whole school. But it’s a good beginning… So, out of the 170 teachers in my schools, those 15 said yes, I want to participate. I think that it’s crucial also to have personal relationships… it’s not only doing something or teaching something it’s creating bonds and relationships between people. (Teacher, large secondary 1)"

Other staff in the same school expressed an interest and some even started the course but didn’t complete. However, this started an interest among these teachers and created collegial support.
“They [others] didn’t complete the course. But they remained in the mood, and they registered... And participated in another course this year. So, as I said, it’s a long process.” (Teacher, large secondary 1)

Workshops or meetings were organised as a method for sharing learning in many of the schools, especially in smaller schools.

“The staff in our centre share a lot. So, I brought back ideas from this course and then we would have talked about them and included them in our own courses – both the content and how we teach the material.” (School head, specialist centre)

Sharing tools and resources
In many instances, it was simply about sharing tools and resources that they learned from the course, but this was often accompanied by an enthusiastic desire to motivate other teachers and to encourage them to make changes for the benefit of their students.

“My colleagues asked me, if I would give them some examples. I showed them what I have done in my lessons. I gave them some advice about how they can change their lessons to make it more interesting for students. Because times are changing and students are individuals, they need an individual approach, and they need interesting lessons. Because if they are not interested in what we are teaching there are no positive results.” (Teacher, medium primary)

A range of tools were used to facilitate the teachers across all six schools of the interviewees. These included reflection and feedback tools.

“I created feedback grids, so at the beginning of the course, they wrote what they thought about the experience and what they expected from it. And then it during the course they had to take notes, on the positive things and on the things to improve about the Teacher Academy platform and the Teacher Academy course... What did they gain? What did they learn? Would they recommend Teacher Academy courses to their colleagues? Would they use those materials? Would they use it in their future classes? And they all said yes.” (Teacher, large secondary 2)

In some cases, email was used, but there was a sense that with the forced move to online learning due to the COVID-19 pandemic, things would need to change and improved processes for sharing would be inevitable.
“I guess that next school year things are going to change due to the situation. So, I guess my school will definitely use some kind of a learning platform.” (Teacher, large secondary 2)

Some schools set up dedicated websites for uploading materials from the courses that they attend. One of the participants had responsibility in her school for what they called ‘The International Office’ which has its own website for new and interesting materials.

“When we get new information, or new skills, or we learn something new we share it with the rest of the community. I am the person in charge of the school’s International Office, which is the office to spread the learning from our projects, and courses with the rest of the school community. We have an International Office website and I usually upload there, all the new things that I learned and not just me, but other teachers also.” (Teacher, medium secondary)

Where significant change was happening in schools, staff members are quite often involved in a range of initiatives and their initial ventures into looking at new methodologies often came from participation in European projects and eTwinning. These were frequently mentioned in questionnaires and in the interviews. Involvement in a variety of initiatives is slowly changing the culture in schools and teachers are becoming more open to new ways of doing things and to other courses.

“It all started with the eTwinning projects... and an Erasmus+ project. I was the coordinator of this project and it was part of an action for teacher training. We were five teachers who went abroad to learn to new things. And from this project, we started another Erasmus+ project with the students. And at the same time, we were running an eTwinning project. It was a way to start to introduce new methodologies in the school. So, everything started there.” (Teacher, medium secondary)

Impact at school level was mainly explored through the interviews. These include involvement of whole staffs or project groups in areas such as involvement in eTwinning or Erasmus+ projects and mentoring of new teachers. Some respondents to the questionnaire experienced some resistance by colleagues to new practices, and others recognised that people accept change in different ways, with some taking more time than others. The evidence suggests that the greatest impact was made through the variety of creative approaches that were used to share the learning with school colleagues. These ranged from basic awareness raising techniques, sharing tools and resources through a variety of channels including email, learning platforms and schools websites to setting up supportive structures for staff, communities of practice and collaborative activities with colleagues.
3.6 Impact beyond the school

3.6.1. Opportunities for post-course collaboration

Respondents to the questionnaire reported relatively little ongoing contact with other participants in the Teacher Academy courses, with 32% reporting that they had maintained contact to a moderate (23%) or great (9%) extent (Figure 3.12). There was a common view among teachers that more collaboration is needed, especially after the courses have ended. Teachers recognised that the lack of communication was caused mainly by their busy schedules, but also by the lack of available ways to maintain collaboration.

Figure 3.12 Extent to which participants have maintained contact with any of their course peers since completing the course

Where respondents did stay in touch with some of their colleagues, this was done mainly on social media (through the Facebook group). Some teachers also tried to contact potential partners to work together on eTwinning and other projects which led to successful collaboration.

“I made some partnerships with partners that I met there [on the course]. For example, when I attended the course, Learning about the museum, then I had to call up the head and I was very happy to collaborate with this person and not only on this course, but we are in an Erasmus project as well. I was eager to collaborate [with this person] as I knew her as a mentor. (Teacher, small primary)

Overall, respondents emphasized the need for facilitating future collaborations after the courses have finished.
3.6.2 Regional impact

Some of the interviewees reported an impact on their work outside of their own school, for example in teacher education, with other organisations, etc. Two of the interviewees were participating in a further project with Teacher Academy as coordinators of Case Study schools. Because of this, aspects of their work were disseminated more widely through newsletters, social media and in one case a magazine that was shared widely by the Ministry of Education in that country.

One participant spoke about how she had organised a group of teachers from across her region to participate in a TA course. She had a group of about eighteen taking the course at the same time, there were seven or eight teachers from her own school and the rest were from other schools in the region. To support the teachers, she set up a shared folder on an online platform and the teachers involved uploaded materials so that they could share each other’s work, including their final action plans.

“Yeah, it was really interesting, they are teachers of different subjects, but they shared their plans with each other and to ask each other for advice. It was really a collaborative exercise.” (Teacher, large secondary 1)

This participant believed that this could also work for other CPD opportunities on a regional level.

“I think that on a regional level, it could be a good option to work like that, because you can replicate in a way the dynamics and the relationships that you have when teachers are present.” (Teacher, large secondary 1)

Some of the participants are already involved in teacher education and believe it is important to inform the teachers on her courses about the TA courses, feeling a debt of gratitude to TA for the knowledge she has gained over years of taking TA courses.

“I gain a lot of knowledge that I have to share with others, not only for myself, but letting others know that it (TA) exists. The Teacher Academy gives you the opportunities to attend courses and get the benefits that arise from there. And it’s like having some kind of payment back for all the things that I had the chances to do all these years, I think that I had to return in some way, to the Teacher Academy... So, I did meet some colleagues there and I keep on meeting them in the Teacher Academy courses. And I’m happy when I see them there.” (Teacher, small primary)

Another participant uploads the material to a website that she has created for that purpose. This website is available to teachers in her school but also to teachers in other schools. This resulted in an invitation from another school to present some of the material she had learned as a workshop.
“Last year, I went to another school nearby, and gave them a workshop about students with special educational needs. And I was glad to be able to share my learning with them. (Teacher, medium secondary)

It is evident that a number of the interviewees had expanded the reach of their learning beyond the parameters of their schools to a more regional level bringing more teachers into the TA loop and supporting them in doing the courses.

3.6.3 European context

Fifty-five percent of survey respondents reported that they had formed new partnerships with schools across Europe as a result of their engagement with Teacher Academy courses, with another 39% stating that they still intend to do so (Figure 3.13).

Figure 3.13 Extent to which course survey respondents have used the Teacher Academy to form new partnerships with other schools across the European Union

Respondents to the questionnaire mentioned that they were able to find partners for Erasmus+ mobilities and eTwinning projects from other countries among the colleagues taking similar courses. Some teachers also reported that they are currently looking for partner schools for international projects and they will be contacting their Teacher Academy peers.

However, there were cases where respondents were not aware that they had the possibility to form partnerships using the Teacher Academy forums or where teachers thought they did not have advanced language competences to organise an international partnership.

Respondents were quite positive about their improved awareness of Erasmus+ funding opportunities for teachers and schools with 88% stating that taking a TA course had increased their awareness to some extent (Figure 3.14).
It was clear from the survey responses and the interviews that by and large, post-course contact between participants is not strong, except in the case where there are obvious incentives to become involved, such as finding partners for Erasmus+ mobilities or eTwinning opportunities. There was a lack of awareness among teachers of the value of such collaborations, or of how they might go about setting them up. Interestingly, a number of participants reported on more local or regional collaborations to share learning or to set up support groups for teachers to participate in courses together.

### 3.7 Impact on identity as a professional

#### 3.7.1 Professional identity

It was explained to questionnaire and interview respondents that professional identity as a teacher means how one feels about oneself as a teacher; their level of confidence and self-esteem as a teacher; how they relate to their students; how they relate to others and their level of satisfaction with their roles as a teachers or other education professionals.

When asked on the questionnaire, in what way the course(s) impacted on their identity as professional in their school or setting, over 90% of respondents strongly agreed or agreed that they felt more confident as professionals; they had the opportunity to reflect on pedagogy; they had opportunities to reflect on the broader work of the school; had more ideas on how they could contribute to school development; they are now more interested in collaboration with other professionals and that they are more interested in taking part in other education projects with other schools (Figure 3.15).
While there was slightly less confidence that they could lead their colleagues better in other approaches (87%) or take on new roles in the school (83%), the impact was still incredibly high.

**Figure 3.15 Impact on professional identity**

Interviewees reported improved confidence in their self-efficacy as teachers following completion of the course/s. This resulted in more confidence in how they handled tasks and challenges in their classrooms and in broader school life. They also reported better relationships with their students and peers and improved levels of satisfaction with their role as a teacher. In some cases, this encouraged them to look outward and to consider seeking opportunities for further collaborations.

### 3.7.2 Improved confidence as teachers

It was very evident through the interviews that taking TA courses had been a motivating experience. Some expressed frustration at being quite demotivated before finding new ways of teaching through the course.

“I had a feeling like... everything was boring. I didn’t find anything to push me... no enthusiasm, nothing. But I found the opposite with this course. I noticed that I could try do it differently. And it makes me more satisfied, more and more passionate about my job.” (Teacher, medium primary)
This improved confidence impacted positively on their experience as a professional.

"I am growing all the time through these courses and projects. And also, I have to be updated with different subjects. In my career guidance role, I'm in charge of different kind of projects with different subjects and departments and, and I can't just focus on science or on history because sometimes I have to coordinate different projects from different subjects. I am happy with that. Because I love learning about lots of different things." (Teacher, medium secondary)

The impact of the course on the self-confidence of the teachers was evident in their body language when they related their experiences. One teacher spoke very animatedly about the impact that this extra confidence had on her,

"I got more self-confidence and then I even showed some examples on a country-by-country seminar in front of 1000 teachers. So, I think it helped me a lot in a self-confidence to tell teachers, you can change the way you're working. You can do this better." (Teacher, medium primary)

Some were very practical about the impact of the courses on their self-efficacy as teachers.

"Knowing that I have a big variety of tools and methods that I can apply available to me is very good for my work here at the centre and very useful for us as we create more online courses." (School head, specialist centre)

Sharing experiences with other teachers in the same school or completing the same course, provides a platform for peer observation, with interviewees reporting that more confidence in observing peers, and in being observed, is very enriching for teachers. In some cases, participants observed an improved confidence in colleagues from their schools who were also taking a course.

"The idea is that I, as a teacher go to the class of my colleague, when he or she is implementing an activity related to the course. We visit each other to see how it works, how you are doing this kind of activity. It is a mix between mentoring and supporting. And we share ideas." (Teacher, large secondary 1)

"I can give you the example of my colleagues that took the PBL course with me. They really gained more confidence after doing that course, because they were not used to the methodology. And, as part of the project, they had to use what they had learned and to transfer it into their classes. So, they felt more confident using those techniques." (Teacher, large secondary 2)
For some, this increased confidence encourages them to seek out more opportunities with other projects or initiatives.

“...And then it let me go one step beyond because after that course I attended Europeana, and I got involved with the activities and learning scenarios with Europeana. That is because I feel more confident. (Teacher, small primary)

Some of the respondents observed that taking the course has actually helped them to improve their English language competence.

“...And then I improved my English language... I think that what's in the videos is a kind of practicing [of English]... from the very first time I watched the video in the academy, I had to watch it with subtitles, or stop it and keep some notes. Now, I feel confident towards it without subtitles because I understand perfectly well what they're saying. (Teacher, small primary)

Two of the interviewees had become involved in a Teacher Academy project of ten Case Study schools in ten countries. Each of them applied to a call for interested schools in 2019 and were appointed as coordinators for their respective schools.

Participants have reported a very high impact on their sense of themselves as teachers, on completion of the courses. The figures reported in the questionnaire are high, but it was really through the interviews that the impact could be observed. Teachers not only spoke about their increased confidence in themselves as teachers but their way of describing the change and their body language as they were articulating the changes left the researcher in no doubt that teachers were very happy with their experiences.

3.7.3 Better relationships with students

A number of the teachers interviewed reported improved relationships with their students. In some cases, this resulted from improved confidence leading to involving students more in negotiating the structure and content of classes and taking more responsibility for their learning.

“...Taking these courses... I learned that students have to express themselves, they have to negotiate with you the contents of the class itself. And also, because I'm not creative... I always trust my students, and I trust their creativity. (Teacher, large secondary 1)

Using new approaches to learning and classroom organisation helps teachers to relate to their students in new ways.
I have more time than before in the classroom because most of the tasks now are done in groups. So, I have more time to give to students. additional help, additional tips, maybe some suggestions like what do you think you can do to change in this? How can you improve this? How can you do this better? I used to, like I told you stand in front. It was easier then. Yeah, now it is much better for students. (Teacher, medium primary)

And students respond well to more modern materials and methods:

If we use more modern, up-to-date materials, such as digital tools, and also, if we change our methods of teaching and change from teaching in the traditional way, we can get closer to students. This type of active participation makes children happier. (School head, specialist centre)

It is evident that teachers’ experiences around their changes to practice have also had benefits for their relationships with their students. The evidence points to more mature relationships between teachers and students and a building of trust in classrooms.

3.7.4 Further involvement with the Teacher Academy

As teachers became more confident, they expressed a desire to collaborate more and to look further afield for those collaborations.

I thought that that maybe it is time for me to start collaborating with other teachers, not only from Europe, but other teachers that exist on Teacher Academy and are from all over the world. (Teacher, small primary)

One teacher suggested that perhaps TA could facilitate that by finding ways of allowing participants to choose who they might work with on developing a learning scenario, as well as the peer reviews. Motivated by a renewed confidence and a desire to become more involved with the courses, this same participant expressed an interest in the TA Editorial Board and became involved in evaluating tasks that would be published on the TA website.

Because of the Teacher Academy, I felt confident. And I sent an application to get involved in the editorial board. I was accepted and evaluated projects to be published. (Teacher, small primary)
Another teacher was very pleased that one of her scenarios was published on the TA website.

“Yes. So, one of my scenarios is published in there [on Teacher Academy webpage]. I’m really glad that they recognised this scenario, because the students are really thrilled with the activities planned in this scenario. (Teacher, medium primary)

This further involvement with the Teacher Academy was a useful outlet for teachers’ creativity and provided them with opportunities to become more involved in activities outside their school.

3.7.5 Considerations about career path and future roles

It is difficult to make a direct link between taking TA courses and career aspirations, however they do refer to some ideas about future progression so it may be assumed that either participants in TA courses are typically aspirational or their new-found confidence has encouraged some aspiration in this direction. All have aspirations to try something different with some expressing a desire to remain in the classroom while becoming involved in some parallel activities such as teacher training.

“I will probably stay a teacher in the future. But I’m not only a teacher; I am also a teacher advisor. So, my goal in the future is to try to change more teachers. First, I will start in ICT because this is my field, to encourage ICT teachers to make this change like I made to using scenarios to plan creative interactive lessons. (Teacher, medium primary)

In some cases, teachers see the courses having an impact in how they adapt and develop their current work.

“Partly because of what I have learned in the TA courses and partly because of the current situation [COVID-19], we see the future in online education, as well as outdoor education. We now have many digital tools that we can use to create online courses. And this, combined with outdoor education, will be very important. (School head, specialist centre)

The feeling amongst most of the interviewees was that while they have aspirations to move into other areas of work, they all want to stay within school education in one way or another.

“Then sometime in my future life I would like to, not to teach in the classroom but do something else because I have already more than twenty-five years in the classroom. I mean, maybe it would be a teacher training. (Teacher, small primary)
However, a number expressed that they do not want leadership positions,

“But I don’t want to be a head or a deputy head. It’s not something that takes my interest.” (Teacher, small primary)

The most popular route that people are considering is in the field of teacher education or a pedagogical advisory role. There was also a sense that it is difficult to make career progress or plans in the current environment.

“I think I need to move on. I think so. Yeah, I need something new. I don’t know if I want to become Headmistress of my school. Perhaps I will go on to try to be pedagogical advisor or something like that in my region... I need to move on. It’s not the best moment because of the COVID situation.” (Teacher, medium secondary)

One of the teachers interviewed is already combining her teaching career with a teacher education role in a regional teacher education office and decided to lead two groups of colleagues through two of the TA courses, one at her school and the other at the regional level. And this is something that she would like to develop further over time.

“I decided that I would combine both aspects of my professional life – teaching at school and training at the regional office. So, I said that I would try to experiment with a training course at school about PBL and a training course at the regional office about mentoring in schools.” (Teacher, large secondary 1)

What stands out from teachers’ observations on career paths and future roles is that there is a definite desire to try something else in their careers, based on the increase in their confidence as a result of the courses they had taken. What is less clear, is what those new routes might entail. Most of them were clear that they wanted to stay in school education but that they would like to do something different. Most were also clear that they did not want to take a school leadership route.

3.7.6 Barriers to developing professional identity

Few respondents (17%) reported barriers to developing their professional identity (Figure 3.16). Barriers reported by respondents to the questionnaire included school leaders, language proficiency, lack of support from colleagues, assessment plans, lack of official recognition, changes to the classrooms not being easily accepted by professional evaluators.
In summary, the evidence, especially from the interviews, points to a gradual improvement in teachers’ self-efficacy. This was more evident in teachers who had taken a number of courses. Although interviewees reported increased levels of confidence and self-esteem, they were less clear on what impact this might have on their future roles and careers. They certainly had a sense that they would like to explore new roles and new ways of doing things but were unclear about what that might look like. Those who had become involved in other aspects of the Teacher Academy, or had become involved in teacher training, found these activities useful for determining that they liked to be involved in work outside of the school.

3.8 Challenges with the courses and recommendations for improvement

3.8.1 Challenges with the courses

The desk-based research provided a comprehensive overview of the kinds of challenges participants experienced with the courses. Some of these were further elaborated on during the interviews. However, it should be noted that levels of satisfaction with the courses are very high (3.3.1) and the numbers reporting these challenges are low. Nonetheless, it is helpful to consider these when designing future courses.

Language barriers

Analysis of previous questionnaires show that participants struggle with communicating in English as well as understanding the technical language of the course. As English is not their native language, some teachers felt limited in expressing their opinion or communicating with other colleagues. It was also mentioned that subtitles are missing from some videos and webinars which makes them harder to follow. This was also evident in the new questionnaire and was reported in the interviews.
In reality, the Teacher Academy courses are challenging for some teachers because of the English language barrier. In my school, the teachers weren’t comfortable with the English language... saying they couldn’t do this online course because it’s in English, and I can’t follow a course in English language. (Teacher, medium secondary)

Technical aspects of the courses

Analysis of the post-course questionnaires conducted as part of the desk-based research pointed to significant challenges for some respondents with the technical aspects of the courses. Participants reported not being able to join live discussions or webinars due to slow connections, poor sound quality or being excluded from the event, not being able to obtain the recordings, having difficulties in working with the learning diary and app or not understanding the procedures. Working with the Padlet, website and dotstorming also creates issues for teachers with the Padlet being too overloaded or not working on mobile devices which makes the platform difficult to use and hinders participation in the discussions. Participants indicated that they require more technical support as some have no knowledge of the tools the course proposed.

Interviewees did not report significant challenges with the technology except for some challenges with specific aspects, such as Padlet which is referred to in the next section.

Peer exchange and collaboration

While analysis of the existing evidence suggests that TA courses enable collaboration and interaction of teachers from all over the world and that the opportunity to share experiences and receive feedback from peers contributes to the effective learning of new skills and competences, there was some criticism of the opportunities for interactivity and collaboration by interviewees in this research. There were mixed opinions about the use of Padlet as a tool for interactivity. A number of interviewees found the Padlet and the forums too crowded.

“IT IS DIFFICULT TO INTERACT WITH OTHER PEOPLE. BECAUSE I DON’T BELIEVE THAT THERE IS SO MUCH INTERACTION. SO, YOU HAVE TO ANSWER SOME QUESTIONS ON A TABLET. AND THEN THEY ASK YOU TO READ TWO MORE COMMENTS, AND THEN ADD YOUR OWN IDEA. THERE ARE 300 COMMENTS. SO, WE JUST READ THE ONES THAT ARE NEXT TO THE ONE WE WROTE. THERE’S NO WAY WE CAN GO OVER THE 300 OR MORE COMMENTS. IT’S DIFFICULT, BECAUSE AT THE SAME TIME WE’RE WRITING, OTHER PEOPLE ARE ALSO WRITING. SO, MORE COMMENTS ARE COMING. (Teacher, large secondary 2)

“SOMETIMES THE FORUM BECOMES TOO CROWDED. SO, IT’S NOT EASY TO FOLLOW. SO, IF YOU’VE GOT SO MANY PEOPLE, SO MANY TEACHERS, AND THEY ARE ENTHUSIASTIC, SO WE ARE TOO MANY. (Teacher, large secondary 1)

On the other hand, this participant was enthusiastic about Padlet as a tool and had started using it back at school.
“It has been very helpful because they gave us both content, the information for climate change, but also tools like Padlet, that help students participate actively. We used Padlet for gathering information from students and helping them to interact with each other.” (School head, specialist centre)

Peer assessment process
Receiving more concrete and constructive feedback on tasks would have been beneficial. Respondents to the post-course questionnaires reported that some of the assessments were not specific enough, and while the feedback received was polite and encouraging it was not detailed or critical enough and did not propose any changes or suggestions. In some cases, the teachers’ work had not been reviewed to a high standard and participants did not take the peer assessment process seriously, sending work which was incomplete. Another aspect that participants dislike is not having the option to contact the reviewers directly to either respond to feedback, ask for clarification or even thank the other person. Teachers with less experience expressed that assessing or helping others was not easy as they were in a process of learning themselves.

“The only thing I did not like was the fact that one of the reviewers of my work did not seem to have done serious and thoughtful work, assigning contradictory scores to the various aspects of the work and not justifying what he thought was wrong or giving suggestions for improvement. From the other two reviews, I really enjoyed the feedback I received, as it helped me realize how I could improve my work.” (Participant - Bullying - NOT in my class! course)

“I had three reviews. One of them was just blank. Then I had one that didn’t give me a very good mark and another one that gave me excellent in everything.” (Teacher, large secondary 2)

Handling the time pressures and workload
There were some concerns that the courses do not offer enough time to complete all assignments, taking into account that time is limited due to the participants’ teaching responsibilities. In some cases, the timing of the courses, for example at the end of school year adds to the pressure and offers little opportunity to experiment new tools and methods as teachers are extremely busy and students on holiday. Participants reported that the lack of time prevented them from interactions with their peers or exploring all the resources, tools and related content. The first or second semesters appear to be optimum for teachers to attend courses. Although, some teachers had a preference for the summer months as it allowed them more time to interact with the materials.

“Probably the timing, it’d have been more useful for me to engage in the course at the beginning of the school year (September), so that I could directly experiment and...”
test my new competences in class. (Participant -Introducing Project-Based Learning in your classroom)

“ I think that during spring that a lot of courses take place, and it is difficult for all the teachers because spring gets a very demanding period for the schoolteachers. ......I think that the proper time for attending courses is about the end of January to March or before Christmas. (Teacher, small primary)

“It helps a lot because the first course that I attended was during summer and it was easier for me to study the resources and watch the videos. I could do everything in my own time because I was at home, and I had free time. (Teacher, small primary)

Use of social media accounts and various platforms

The diversity of social media networks and the many communications channels used throughout the course was raised as an issue by some respondents to the post-course surveys (desk-based research). Some do not like using Facebook or Twitter as they have concerns over privacy and not wanting to share personal activities with other colleagues, as well as finding it tiring to track the conversations and follow the activities. Respondents without a social media account reported feeling left out and losing the experience of interacting with other peers because they did not have an online presence. This concern was also shared by some of the interviewees.

“ Obviously, there was a parallel world of Facebook and Twitter exchanges that I could not participate in since I am critical of these very types of social networks. Occasionally I noticed that participants exchanged interesting sources, yet I would have preferred it if those references were made in the forum. (Participant -Introducing Project-Based Learning in your classroom course)

“ Whenever there are face Facebook groups related to the courses, I don’t tend to use Facebook. I follow the group, but I don’t contribute because I mistrust Facebook. (Teacher, large secondary 2)

Large number of participants

The large number of participants on some courses make it difficult for teachers to read all opinions and Padlet comments, as well as review the learning designs and learning diaries. The replies to questions or queries posted on the forum often take a long time unless questions are directed to course organisers.
Using Padlet with such a high number of participants involved did not seem very practical to me; Interaction on the forum was not that useful (though I, myself, contributed to it several times), I guess, not because people were not interested in using it, but because we had so many things to focus our attention on and to accomplish that we hardly had the time to actually profit from it. (Participant- Supporting special educational needs in every classroom)

Course completion process

Not receiving a course badge or certificate at the end of the course despite the hard work was one of the aspects disliked by the participants (desk-based research). Some also reported that they would have liked the chance to modify work that had been already submitted until the course deadline.

In discussing the challenges experienced with courses, participants agreed that the positives of the TA courses far outweigh the challenges. Most of the issues, including language and technical issues, peer assessment, time and workload pressures, extensive use of social media and the course completion process had already been raised in post-course evaluation surveys analysed as part of the desk-based research. Although the issue around interactivity and collaboration was not a strong feature of the existing evidence from previous questionnaires, it was particularly strong in discussions with interviewees, whereas issues with the technical aspects of the course did not pose a problem for them.

3.8.2 Recommended changes to Teacher Academy courses

While respondents to the questionnaire and interviewees were very positive about the courses overall and did not suggest many changes, there were a number of areas that people suggested could be considered for improvement.

Building in more opportunities for collaboration

There were some suggestions as to how collaboration during the courses might be improved, with one teacher suggesting a change to the design of the learning scenarios where instead of designing individual learning scenarios for review, participants would collaborate on developing scenarios.

“It could be an idea to develop a new scenario [with course colleagues], develop a project or a project idea, or a learning scenario in collaboration with two or three other participants. (Teacher, small primary)

There were also some suggestions for building in opportunities for participants to interact through more interactive formats like Teams meeting or Zoom as well as the webinars. People appreciate the need for the webinars and agreed that they work well, but they don’t allow for any interactivity with other participants.
“I think in an online course that sometimes you miss something. I enrol in this kind of activity, not only for the contents to learn, but also for meeting other teachers, you know, to make my network bigger. I feel that sometimes in the webinars there are not enough opportunities to get to know other colleagues and the teachers of the course. So maybe, perhaps this kind of format [Zoom] or other formats [could be used]. Because the webinar is like a teacher talking about something and you can ‘chat’ your questions, but it is not the same. (Teacher, medium secondary)

“Maybe it could be just an idea that we would not only write a personal learning scenario, but also to find a partner that fits our ideas. And that would be the possible project within the course…… We will learn from the course and then apply them to a future partnership. I think that it could be interesting for me to find a partner that that fits my interests and then start the discussion and my brainstorm ideas to develop it. (Teacher, small primary)

Another interviewee suggested putting teachers into groups to work on these activities.

“Make random groups of teachers and those groups would develop something together, some learning scenario, for example. (Teacher, medium primary)

There was a suggestion that this might be done through the use of breakout rooms.

“It was another MOOC, but they divided the people into separate rooms. So, you were going to work with those people that you had in that room. You had to… present some kind of lesson plan or read an article and write a summary. And then you were going to discuss only with those people. (Teacher, large secondary 2)

Support post-course communication

Enabling better communication channels between participants during and after the course is also seen as desirable, as well as facilitating collaboration between teachers specialising on the same subject. It was suggested that post-course peer interaction could be facilitated by providing a site, blog or some other opportunity where interested participants could keep on communicating.

“I think maybe if there is a community of peers set up after each course, that would be very, very good. If we kept on communicating and exchanging ideas in a community… establishing a community of practice. It would also promote cooperation for research programs and for international co-operations. (School head, specialist centre)
There was a lot of interest in the scenarios produced by course participants, but people feel it would be valuable to be able to access more of these and to have some way of categorizing them.

“Somehow, I expected at the end of this course, that all scenarios will be available for all participants to see. I only saw three scenarios… they were not my field. If you see all scenarios, you can get more ideas, to learn more from other peers. I saw three scenarios, which were given to me to grade, let’s say. And it was, let’s say maybe 10 scenarios published. It’s good to have some great scenarios to publish, but maybe on the end of this course and other future courses there could be one page with all links to scenarios. (Teacher, medium primary)

Translate some aspects of the courses into other languages

As already reported, issues with communicating in English can be a barrier to some people taking courses. While it was understood that it would be impossible to translate all courses into a number of languages, it was suggested that if aspects of the courses like explanatory material, main content etc could be translated into some of the most used languages, it would be helpful.

“There is a big problem for teachers because they are not understanding the language… not all aspects, you don’t need to translate the video for example, you don’t need to translate the messages on Padlets but where the task is explained… it would be great if this could be available in other languages also. (Teacher, medium primary)

Provide more courses in the digital space and in STEM subjects

Not surprisingly, following the experience of remote working and online learning due to the pandemic, there was a strong emphasis on courses in the online space with course suggestions including remote teaching; blended learning; digital competences and tools; online learning platforms; web tools. There were also suggestions for more courses in the STEM area.

“STEM courses are very important… this is very much promoted in my country because we are suffering a lack of professional mathematic teachers and science teachers. It’s something that needs to be promoted. (Teacher, medium secondary)

Broaden the focus of courses

In some instances, participants pointed out the focus of some courses is too narrow or apply too much to a particular sector of education.

“I found that it was (PBL course) was a little bit too focused on primary school or lower secondary school, more than on upper secondary. So, the majority of the examples were about children or 11/12 years old students. (Teacher, large secondary)
Consider more flexibility in course duration

There were mixed views on the duration of the courses. Some teachers feel that they would have liked more time to engage with the activities and try them out in class, whereas others are happy with the length of the courses as they are. Perhaps some more flexibility on when courses are required to be completed might be considered.

“Some of my colleagues, less experienced in taking online courses, said to me that they would have preferred a longer period. I mean instead of one week for each module, they said, why couldn’t there be two weeks per module so that we can experiment in class.” (Teacher, large secondary 1)

Provide more access to theoretical articles and papers

While teachers really appreciate the practical applications and examples, others expressed a preference for access to more theoretical articles and academic papers.

“I’m a person who likes research. So, I need deep articles to read once in a while, Maybe, an expert commentary or something.” (Teacher, large secondary 2)

Improve official recognition of the courses

Several respondents mentioned that obtaining an official recognition of the courses across European countries would be beneficial to their personal and professional development and would be important for their career progression. Interviewees also voiced this concern, recognising that there are benefits to themselves, personally and professionally, but that this is usually not recognised formally in their countries.

“Yes, I’m richer as a teacher, as a person. I’ve got a broad connection network of teachers and teacher trainers, who become ambassadors for these courses... so that’s something but it’s something that is not officially recognized.” (Teacher, large secondary 1)

While the challenges that users reported encountering during the courses and recommendations for changes to courses are very useful, it is important to reiterate that these are suggestions that come from a perspective of very high levels of satisfaction with the courses. Therefore, consideration will need to be given by course planners and designers to the likely impact of the suggested changes on other aspects of the courses. Given these high levels of satisfaction consideration might be given to piloting any significant changes.

3.8.3 Recommendations for future topics
Respondents to the questionnaire and interviewees were enthusiastic in their recommendations for future courses (Annex E). The main categories of interest were STEM education; language learning; well-being for students and teachers; bullying (extensions of current courses and re-runs); special education needs; new approaches to assessment; supporting teachers to plan curricula; teaching and learning methodologies; collaboration.

3.9 Summary

This chapter explored the profile of people who participate in Teacher Academy courses, what their experience of those courses was like and the impact that these courses have had on their professional practice, in their classrooms, in the broader school and beyond the school, and on their identity as professionals.

The vast majority of the survey respondents were teachers and school leaders who are mid- to late-career. Over two-thirds are female, and half of the cohort are working in secondary schools and one-third in primary schools. Interviewees represented a mix of primary and secondary school teacher and their profiles are similar to the mix found in the respondents to the survey.

Participants are very positive about their experience of taking the courses and it is clear that there has been significant impact on pedagogical practice and on the professional identity of the teachers involved, as well as a broader impact in schools and, in some cases, even beyond the schools of the participants. Some challenges with the courses have also been reported and participants expressed ideas about how improvements could be made.

A summary of the findings is presented in 4.2.
4. Conclusions

4.1 Introduction

Many teachers in OECD countries struggle to access and benefit from CPD, as reported in the OECD Teaching and Learning International Survey - TALIS (OECD, 2019). Teachers reported facing barriers to accessing CPD due to conflicts with their work schedules, lack of incentives to participate in CPD, financial costs or not having access to a relevant CPD offer (OECD, 2019). The Teacher Academy set out to address these barriers for European teachers by providing them with online professional development courses, that are flexible enough for them to access without conflicting with their work schedules and which are provided for free. The findings of this study indicate that the Teacher Academy has been very successful at doing this for the vast majority of teachers who have completed courses since the 2016 launch.

This report examines the impact of participation in Teacher Academy online courses, and associated in-school activity, on the practice of European teachers. It builds on the observations and reflections of the Pedagogical Advisory Board, the design of the Teacher Academy pedagogical model and on the existing evidence from pre- and post-course questionnaires analysed in the desk-based research. The main research question was

What is the impact of participation in Teacher Academy online courses, and associated in-school activity, on the practice of teachers?

The research considered:

- What is the profile of participants?
- What have the engagement and completion patterns been like since the launch of the Teacher Academy courses?
- What aspects of the courses have participants been most and least satisfied with and why?
- What shifts in professional identity occurred during and after the engagement with courses?
- How was pedagogical practice adapted following participation in courses?
- What recommendations can be made to improve the impact of future Teacher Academy online courses?

Given that course participants self-selected to participate in the survey and interviews, it is not possible to conclude that they are fully representative of the broader population of Teacher Academy course participants. However, they do capture important insights into the perspectives of a diversity of course participants in terms of gender mix, career-stage, school type, geographical spread and experience of courses (number of courses taken). Furthermore, the data from the survey and interviews are highly consistent with the existing evidence available from the analysis of the pre- and post-course questionnaires conducted as part of the desk-based research.

Section 4.2 summarises the main themes from the analysis of the survey and interviews, Section 4.3 discusses the implications for future development of Teacher Academy courses and 4.4 presents the conclusion to the report.
4.2 Summary of findings

4.2.1 Profile of participants and engagement and completion patterns

Participants in Teacher Academy (TA) courses are mainly teachers and school leaders, with the majority coming from post-primary schools, but a substantial number from primary schools also. The vast majority are women and over two-thirds are mid- to late-career, which is in line with research into MOOCs for teacher CPD (Fyle, 2013, p6). The highest numbers of participants come from Italy, Greece, Romania, Portugal, Spain and Croatia and in fact the numbers coming from these six countries outweigh attendances from the rest of Europe five-fold.

Engagement and completion rates of the courses are high with smaller courses on more specific topics showing the highest rates. Where participants did not complete courses, the reasons cited were lack of time to complete activities, teaching workload, challenges with the language, courses didn’t meet with expectations or loss of motivation to complete the assignments. It is interesting to note, and indicative of the success of the courses, that many of the respondents to the questionnaire had completed multiple courses over the four years, with almost half saying they had taken between two and five courses and a sizeable group indicating that they had taken in excess of ten courses. This was also the case with all of the interviewees.

The main sources of motivation for taking TA courses are to improve teaching skills and innovate classroom practice but teachers are also motivated by improving their knowledge about particular topics. When they are looking for something new and innovative they tend to turn to TA courses. This motivation becomes self-perpetuating when people find that participating in particular courses works well for them and encourages them to re-visit TA for future CPD.

4.2.2 Satisfaction with the courses

Positivity towards the overall value of the courses was reiterated by both the respondents to the questionnaire and the interviewees and satisfaction rates are very high. Participants highlighted several positive aspects of the courses including that they learn new ideas that can be applied back in the classroom and shared with colleagues; they learn from others, especially from other countries; they gain new knowledge and skills on particular topics; their confidence to try new things increases; the courses are organised exceptionally well; there is a good balance between theory and practice; and they find the tools and resources very useful.

While the level of dissatisfaction with courses is remarkably low, nonetheless there are some areas that people suggested are not working as well as they might. These include challenges with interactivity and collaboration, particularly the use of tools such as Padlet and in some cases the quality of peer feedback. People acknowledged that collaboration is difficult with such large numbers of participants, but it is also considered a very important aspect.

The evidence strongly suggests that the level of repeat demand for TA courses is high and this is borne out by the number of people who have reported going back to do a number of courses. Course users are good ambassadors for the courses with over 90% saying that they have recommended them to others.

In discussing the challenges experienced with courses, participants agree that the positives of the TA courses far outweigh the challenges. Most of the issues raised, including language and technical...
issues, peer assessment, time and workload pressures, extensive use of social media and the course completion process had already been raised in post-course evaluation surveys analysed as part of the desk-based research. Although the issue around interactivity and collaboration was not a strong feature of the existing evidence from previous questionnaires, it was particularly strong in discussions with interviewees, whereas issues with the technical aspects of the course did not pose a problem for them. Discrepancies such as these are likely to relate to particular course attributes such as course size.

4.2.3 Impact on practice

Teachers are very positive about the impact that taking a TA course has on their teaching, with many reporting that they feel more knowledgeable and confident and, in some cases, a significant impact on their overall approach to teaching was reported. In some cases this impact is as a result of the course content and methodologies used, while in some cases teachers model the approaches taken in the course. It is clear that this impact is quite often immediate with some teachers making changes during the courses or immediately after.

Changes to practice included the incorporation of new methodologies into their teaching, modelling how they structured their classes on the approaches that were used on the courses, using digital and collaborative approaches to introduce more creativity into their teaching and introducing more learner-centred approaches to their teaching and how they structured their classrooms.

It is evident that how soon teachers implement the changes in their classrooms is related to the context within which they are working. Sometimes it is appropriate to make changes immediately, whereas in other circumstances it makes sense to wait for the start of a new school year. This can depend on the topic studied and whether the opportunity is there to implement sooner rather than later. Teachers feel confident that what they have learned from the courses and the changes that they have made will have a long-term impact on their practice.

Teachers feel very comfortable that their own abilities and experience are the most important factors in implementing change. Nonetheless, they also appreciate the support that they receive from school management in particular, indicating that this support is affirming and motivating. Colleagues also provide support and encouragement. It is noteworthy that the consensus on official support, for example from ministries was deemed to be less than satisfactory.

Teachers really welcome the tools and resources that they can take away from the courses and use in their classrooms, whether these resources are provided by the courses, ones that that they develop or adapt themselves while doing the courses, or resources developed by peers. These resources became particularly useful when much of their teaching moved online during the COVID-19 crisis of 2020. A wide variety of resources were mentioned as being useful and, in some cases, these were used as designed but quite often they are adapted to suit the teachers’ own contexts. A number of the interviewees reported changing how they arrange their classrooms to accommodate new approaches.

There was a strong theme of satisfaction among the participants about how engaging with TA courses and having access to the many resources, as well as the impact of the practice of doing a course online, helped to prepare them for working online with their students. Teachers were clearly delighted that their experience of doing an online course gave them a structure to set up online learning for their students and the confidence to engage with their students in this way. As most of
the teachers interviewed found themselves in the position of having to turn to online methods during COVID-19, they had very real practical experience of working in this way.

The majority of teachers do not encounter any barriers to implementing changes to their practice. But of those who reported that they did experience such barriers, lack of time, rigid curricula, lack of the required technology, crowded classes, unsupportive school management or colleagues, local culture and parental expectations were the areas that were most likely to present them with challenges.

Changes to pedagogical practice also has an impact on student outcomes which has much more to do with improved motivation, enthusiasm and creativity than with improvement of grades. Teachers reported improved relationships with students, increase in ability to think critically and that students have become more involved in their learning. Teachers improved confidence in using digital tools also had a positive impact on students during the COVID-19 arrangements.

As well as the impact on teaching and learning in classrooms, there is also an impact at school level. Teachers reported involvement of the whole school or project groups in areas such as eTwinning or Erasmus+ projects. It appears that the greatest impact comes from the variety of creative approaches used to share the learning with school colleagues. These range from basic awareness raising techniques, sharing tools and resources through a variety of channels including email, learning platforms and schools websites to setting up supportive structures for staff, communities of practice and collaborative activities with colleagues. Some respondents to the survey reported experiencing some resistance by colleagues to new practices, and others recognised that people accept change in different ways, with some taking more time than others.

There was some evidence of impact beyond the participants’ own schools, for example in teacher education, with other organisations, etc. Two of the interviewees were participating in a further project with Teacher Academy as coordinators of Case Study schools. Because of this, they had become involved in supporting teachers from other schools in taking TA courses. Also, aspects of their work were disseminated more widely through newsletters, social media and in one case a magazine that was shared widely by the Ministry of Education in that country. Other teachers reported activities such as setting up groups of teachers to participate in TA courses together and providing support for them as they work through the courses.

4.2.4 Impact on teacher identity

The evidence points to a gradual improvement in teachers’ self-efficacy. Participants reported a high impact on their sense of themselves as teachers. This could be observed particularly in the interviews where teachers became quite passionate when describing the changes that they had experienced. Increased levels of confidence and self-esteem were most evident in the descriptions of teachers who had taken a number of courses.

Teachers are less clear on what impact this might have on their future roles and careers. They certainly have a sense that they would like to explore new roles and new ways of doing things but are unclear about what that might look like. Those who have become involved in other aspects of the Teacher Academy, or had become involved in teacher training, found these activities useful for determining that they liked to be involved in work outside of the school. Teacher-student relationships have also benefited from the new approaches that have been introduced, leading to more mature relationships between teachers and students and a building of trust in classrooms.
4.2.5 Challenges and recommendations

When asked about recommendations for addressing the challenges and improving the courses, participants’ suggestions tended to focus on introducing more flexibility in how courses are accessed and experienced, including more opportunities for collaboration, greater flexibility in course duration, more access to knowledge in the form of theoretical articles and papers, and more opportunities for in-course and post-course peer collaboration.

While the challenges that users reported encountering during the courses and recommendations for changes to courses are very useful, it is important to note that these are suggestions that come from a perspective of very high levels of satisfaction with the courses. Therefore, consideration will need to be given by course planners and designers to the likely impact of the suggested changes on other aspects of the courses. Given these high levels of satisfaction consideration might be given to piloting any significant changes.

4.3 Implications for future development of Teacher Academy courses

Teacher Academy online professional development offers MOOCs for teachers that are designed around specific pedagogical principles which strongly correlate with the features identified in the literature about effective online teacher CPD and in particular teacher CPD MOOCs. In considering implications of the findings of this research for the future development of the Teacher Academy and its courses, it is useful to look at these through the lens of these pedagogical principles.

1. Facilitating peer exchange: co-design supports teachers to respect ownership and expertise of participants and facilitates innovation from a process of mutual curiosity and collective reflections.

**Recommendation**

Engagement over time and interactive experiences are important aspects of effective teacher CPD (Parsons, et al., 2019). Language and technical issues, including the inadequacy of some of the tools used can impede this peer exchange. Consideration should be given to how to improve access to the peer-exchange activities, both during and after the courses. Suggestions by participants include translation of some aspects of the course and finding other ways of facilitating peer exchange, beyond the tools currently used. Attention might also be given to providing structures that would enhance post-course peer exchange, for example via the eTwinning community or by providing a website, blog or some other opportunity where interested participants could keep on communicating, or at least access the resources that they and others, had produced while participating in courses, such as completed scenarios, lesson plans etc. It would also be useful if course participants could contact each other for further engagement and networking.
2. **Community building:** TA courses purposefully integrate activities which do not necessarily focus on the course topic but only on developing a trusting and supportive environment.

**Recommendation**

Large communities in some courses make this community building challenging. Tools used for community building become too busy and participants can tend to lose interest. Other approaches might be considered to improve community building such as interaction through online meeting platforms with breakout rooms; more involvement of participants working together on activities earlier in courses, for example pairing or small group work to design scenarios; and finding ways for participants to match with those working in areas of similar interest.

3. **Peer review:** assessment and validation of learning on TA courses are provided in the context of peer review activities between teachers.

**Recommendation**

While peer reviews are considered to be beneficial and valued, the reviews received are not always well thought through or of a high enough standard. Further guidance and oversight of the peer review activities should encourage more concrete and constructive feedback on tasks. It would also be useful if participants could contact the reviewers directly to respond to feedback or to seek further clarification. More specific guidance on how to assess the work of others may also be required.

4. **Content as trigger:** TA courses contain varied content such as project and lesson observation videos, and teacher and expert interviews, as well as contributions from participants. Content is not primarily used as a tool of knowledge transmission, as would be the case in a more traditional MOOC, but rather as a trigger for reflection, sharing and exchange by participants.

**Recommendation**

While participants were generally very happy with the content, finding it well organised and clear, there were some suggestions for access to more knowledge and expertise on topics. This could be done in a flexible way, still maintaining the *content as trigger* principle, but providing links to academic articles and papers.

5. **Flexibility:** TA courses try to minimise the restrictions set on course participants in regard to a course schedule. There is only one deadline, allowing teachers to move through the course to a certain degree at their own pace. All obligatory course activities are asynchronous, and teachers are free to drop-in and -out of the courses, just focusing on specific modules.
Facilitating transfer to practice: A core feature of all TA courses is that they require participants to transfer their learning into a concrete course output, such as a lesson plan, that allows for easy implementation in their own classroom or school. Through the creation of context specific course outputs participants have the opportunity to reflect on what they have learnt, and to consider it and adapt as necessary for use in their own setting.

It is evident from the overall satisfaction of participants, with how the courses are designed and presented, that the six pedagogical principles work well and provide a very good approach to designing effective CPD. The recommendations provide suggestions around each of the six principles on how they can be further supported and improved.

In addition to the recommendations around aspects of the pedagogical model, the findings also highlight the need for additional focus on two other areas, as well as some recommendations for topics for future courses.

Encourage more formal recognition of courses

While this is an area that is somewhat outside of the control of the Teacher Academy, it is of considerable importance to course participants. Further exploration of the potential of increasing the profile of TA course qualifications across member states might be considered. Another action might involve increasing the visibility of TA qualifications so that they are more easily recognisable and over time become more recognised in Member States.
**Reach more teachers across other European countries**

The evidence is strong on the value of TA courses and the positive impact that they are making on teachers’ practice and identity and on schools. However, their reach is mainly extending to just six European countries. Further research would be useful to establish why this is and if there are ways to extend more into other countries and also to build the number of course numbers overall.

**Recommended topics for future TA courses**

The main categories of interest for future courses were STEM education; language learning; well-being for students and teachers; bullying (extensions of current courses and re-runs); special education needs; new approaches to assessment; supporting teachers to plan curricula; teaching and learning methodologies; collaboration. The full list of suggestions is available in Annex E.

**4.4 Conclusion**

In conclusion, the study findings present a positive picture of the overall value of Teacher Academy courses to the course participants, with many teachers reporting that they have taken multiple courses. In addition, it is evident that there is a significant impact on the practice of teachers in their classrooms, schools and beyond as well as on their identity as professionals. There are also some challenges with the courses that have been well articulated in the survey.

The accounts of the teachers interviewed provide rich insights into what is working well with the courses and how they could be improved as well as how what they have learned impacts on their daily lives as teachers. In critiquing their experience of the courses, they have provided interesting observations on what works well for teachers and how that experience could be improved.

The Teacher Academy can be confident that the design of the courses is meeting with a lot of satisfaction from participants and that the courses are having a significant impact on the participants. The recommendations, based on participant suggestions and responses, should be taken into account in order to guide the future development of courses, to meet the needs of teachers and impact on pedagogical practice, and to provide a basis for expanding the reach of courses in the future.
References


Annex A Mapping of Teacher Academy Courses from 2016 to 2019 (Desk research)

Table A 1 Online courses offered by the Teacher Academy from 2016 to 2019.

<table>
<thead>
<tr>
<th>Courses</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing Project-Based Learning in your classroom</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competences for 21st Century schools</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moving to Maths 2.0</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural diversity in your classroom</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raising awareness about the situation of newly arrived migrants</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrating newly arrived migrant students in schools</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future classroom scenarios</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shared leadership and school development</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective parental engagement for student learning</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erasmus+ funding opportunities for schools</td>
<td>x</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Learning in a museum</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Surviving your first years of teaching</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Embracing language diversity in your classroom</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Supporting special educational needs in every classroom</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>Open eTwinning</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Bullying - NOT in my class! Creating safe learning environments for students</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Learning with creativity: Let the game begin!</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Mentoring in schools</td>
<td></td>
<td></td>
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<td>X</td>
</tr>
</tbody>
</table>
Annex B Desk research data on participant profiles

2.1 Participation data

Participation data shows that there have been 42,925 enrolments for TA online courses between 2016 and 2019. Almost 60% of those that enrolled started the course that they enrolled for and 44% of those who started completed their courses.

Figure B 1 Online courses offered by the Teacher Academy from 2016 to 2019.
2.2 Geographical scope

The geographical spread of participants was broad (Figures B2 and B3), with 56 countries represented in the course starting lists, including all EU Member States.

Figure B 2 Number of EU participants starting the courses.

<table>
<thead>
<tr>
<th>EU countries (28)</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italy</td>
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<td>2089</td>
<td>1865</td>
<td>407</td>
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<tr>
<td>Greece</td>
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<td>Poland</td>
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<td>Lithuania</td>
<td>235</td>
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<td>France</td>
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<td>Belgium</td>
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<tr>
<td>United Kingdom⁶</td>
<td>98</td>
<td>26</td>
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<td>Malta</td>
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<td>Ireland</td>
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<td>Cyprus</td>
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</tbody>
</table>

⁶ The United Kingdom is included as an EU country as the data is for 2016 to 2019.
### Figure B 3 Number of non-EU participants starting courses

<table>
<thead>
<tr>
<th>Outside of EU</th>
<th>2016</th>
<th>2017</th>
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<td>0</td>
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<tr>
<td>Colombia</td>
<td>9</td>
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</table>

---

7 The table illustrates non-EU countries with more than 10 participants engaging with the courses across all years.
Annex C Engagement and completion data from desk research

Engagement and completion rates from the desk research provide information on how far course participants progressed with their courses (Figures C1 to C5). The engagement rate is calculated on the number of participants who started a course (of those who enrolled) and completion rates are based on the number of participants who passed the course (of those who started) in the final module.

Figure C 1 Engagement and completion rates across time.

Figure C 2 Engagement and completion rate of 2016 Teacher Academy courses.
Figure C 3 Engagement and completion rate of 2017 Teacher Academy courses.

- Cultural Diversity in your Classroom
- Introducing Project-Based Learning in your Classroom
- Moving to Maths 2.0
- Competences for 21st Century Schools
- Effective Parental Engagement for Student Learning
- Erasmus+ Funding Opportunities for Schools
- Raising Awareness about the Situation of Newly Arrived Migrants
- Shared Leadership and School Development
- Integrating Newly Arrived Migrant Students in Schools

Completion rate and Engagement rate

Figure C 4 Engagement and completion rate of 2018 Teacher Academy courses.

- Surviving your first years of teaching
- Embracing language diversity in your classroom
- Supporting special educational needs in every classroom
- Learning in a Museum
- Erasmus+ Funding Opportunities for Schools
- Open eTwinning

Completion rate and Engagement rate
Figure C 5 Engagement and completion rate of 2019 Teacher Academy courses.

- Mentoring in schools
- Bullying - NOT in my class! Creating safe learning environments for students
- Erasmus+ funding opportunities for schools
- Learning with creativity: Let the game begin!

Completion rate  Engagement rate
Annex D Quantitative analysis from new survey (2020)

Figure D 1 Countries where participants are working

<table>
<thead>
<tr>
<th>Country</th>
<th>Base</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Romania</td>
<td>268</td>
<td>19.0%</td>
</tr>
<tr>
<td>Greece</td>
<td></td>
<td>16.8%</td>
</tr>
<tr>
<td>Croatia</td>
<td></td>
<td>16.4%</td>
</tr>
<tr>
<td>Italy</td>
<td></td>
<td>14.6%</td>
</tr>
<tr>
<td>Portugal</td>
<td></td>
<td>11.6%</td>
</tr>
<tr>
<td>Spain</td>
<td></td>
<td>8.6%</td>
</tr>
<tr>
<td>Germany</td>
<td></td>
<td>2.2%</td>
</tr>
<tr>
<td>Malta</td>
<td></td>
<td>1.9%</td>
</tr>
<tr>
<td>Poland</td>
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<td>1.5%</td>
</tr>
<tr>
<td>Lithuania</td>
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<td>1.5%</td>
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<tr>
<td>Belgium</td>
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<td>1.1%</td>
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<tr>
<td>Latvia</td>
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<td>0.7%</td>
</tr>
<tr>
<td>Hungary</td>
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<td>0.7%</td>
</tr>
<tr>
<td>France</td>
<td></td>
<td>0.7%</td>
</tr>
<tr>
<td>Slovenia</td>
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<td>0.4%</td>
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<tr>
<td>Slovakia</td>
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<tr>
<td>Netherlands</td>
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<td>Luxembourg</td>
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<td>Estonia</td>
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<tr>
<td>Cyprus</td>
<td></td>
<td>0.4%</td>
</tr>
<tr>
<td>Bulgaria</td>
<td></td>
<td>0.4%</td>
</tr>
</tbody>
</table>

Base=268
Figure D 2 Participants’ gender

- Male: 0.3%
- Female: 17.0%
- Other: 82.7%

Base=323

Figure D 3 Age of participants

- 25 or younger: 0.3%
- 26-35: 9.9%
- 36-45: 38.6%
- 46-55: 42.3%

Base=324
Figure D 4 Professional roles of participants

- **Teacher**: 72%
- **School leader (e.g. head of subject, deputy head)**: 7%
- **School head**: 5%
- **Student teacher**: 5%
- **Other, please specify**: 4%
- **Teacher educator**: 4%
- **Other school professional (e.g. special needs support)**: 2%
- **Newly qualified teacher (first 2 years working in school)**: 1%

Base=322

Figure D 5 Length of time working in school education

- **36-40**: 2%
- **1-5 years**: 7%
- **6-10 years**: 8%
- **31 to 35**: 8%
- **11-15**: 15%
- **26-30**: 17%
- **21-25**: 19%
- **16-20**: 24%

Base=324
**Figure D 6 Education sector**

![Bar chart showing the distribution of education sector categories (Early Childhood Education and Care, Higher Education, Vocational Education and Training, Primary, Secondary) with percentages for each category.]

Base=324

**Figure D 7 Which 2016 Teacher Academy course/courses taken**

<table>
<thead>
<tr>
<th>Course</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrating Newly Arrived Migrant Students in Schools</td>
<td>34</td>
<td>37.0%</td>
<td>19</td>
<td>20.7%</td>
<td>39</td>
<td>42.4%</td>
<td>92</td>
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<tr>
<td>Cultural Diversity in your Classroom</td>
<td>46</td>
<td>43.8%</td>
<td>22</td>
<td>21.0%</td>
<td>37</td>
<td>35.2%</td>
<td>105</td>
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<tr>
<td>Introducing Project-Based Learning in your Classroom</td>
<td>72</td>
<td>58.1%</td>
<td>18</td>
<td>14.5%</td>
<td>34</td>
<td>27.4%</td>
<td>124</td>
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<tr>
<td>Raising Awareness about the Situation of Newly Arrived Migrants</td>
<td>26</td>
<td>33.3%</td>
<td>15</td>
<td>19.2%</td>
<td>37</td>
<td>47.4%</td>
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<tr>
<td>Future Classroom Scenarios</td>
<td>43</td>
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<td>17</td>
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<td>34</td>
<td>36.2%</td>
<td>94</td>
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<tr>
<td>Moving to Maths</td>
<td>17</td>
<td>24.3%</td>
<td>14</td>
<td>20.0%</td>
<td>39</td>
<td>55.7%</td>
<td>70</td>
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<tr>
<td>Competences for 21st Century Schools</td>
<td>52</td>
<td>46.8%</td>
<td>17</td>
<td>15.3%</td>
<td>42</td>
<td>37.8%</td>
<td>111</td>
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</table>
### Figure D 8 Which 2017 Teacher Academy course/courses taken

<table>
<thead>
<tr>
<th>Course</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Total</th>
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<td>Competences for 21st Century Schools</td>
<td>46</td>
<td>52.3%</td>
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<td>31.8%</td>
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<tr>
<td>Introducing Project-Based Learning in your Classroom</td>
<td>45</td>
<td>55.6%</td>
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<td>Moving to Maths</td>
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<tr>
<td>Effective Parental Engagement for Student Learning</td>
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<td>13.8%</td>
<td>31</td>
<td>53.4%</td>
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<tr>
<td>Erasmus+ Funding Opportunities</td>
<td>48</td>
<td>51.1%</td>
<td>18</td>
<td>19.1%</td>
<td>28</td>
<td>29.8%</td>
<td>94</td>
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<td>Raising Awareness about the Situation of Newly Arrived Migrants</td>
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<td>8</td>
<td>14.0%</td>
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<td>Shared Leadership and School Development</td>
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<td>18.8%</td>
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<td>Integrating Newly Arrived Migrant Students in Schools</td>
<td>17</td>
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<td>15.8%</td>
<td>31</td>
<td>54.4%</td>
<td>57</td>
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<tr>
<td>Cultural Diversity in your Classroom</td>
<td>27</td>
<td>41.5%</td>
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<td>13.8%</td>
<td>29</td>
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### Figure D 9 Which 2018 Teacher Academy course/courses taken

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<th>Count</th>
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<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
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<td>Learning in a Museum</td>
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<td>15.6%</td>
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<td>Embracing language diversity in your classroom</td>
<td>34</td>
<td>45.3%</td>
<td>11</td>
<td>14.7%</td>
<td>30</td>
<td>40.0%</td>
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<td>Supporting special educational needs in every classroom</td>
<td>38</td>
<td>52.1%</td>
<td>7</td>
<td>9.6%</td>
<td>28</td>
<td>38.4%</td>
<td>73</td>
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<tr>
<td>Erasmus+ Funding Opportunities</td>
<td>43</td>
<td>49.4%</td>
<td>11</td>
<td>12.6%</td>
<td>33</td>
<td>37.9%</td>
<td>87</td>
</tr>
<tr>
<td>Open e-Twinning</td>
<td>37</td>
<td>48.1%</td>
<td>11</td>
<td>14.3%</td>
<td>29</td>
<td>37.7%</td>
<td>77</td>
</tr>
<tr>
<td>Surviving your first years of teaching</td>
<td>16</td>
<td>28.1%</td>
<td>10</td>
<td>17.5%</td>
<td>31</td>
<td>54.4%</td>
<td>57</td>
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</table>
### Figure D 10 Which 2019 Teacher Academy course/courses taken

<table>
<thead>
<tr>
<th>Course completed</th>
<th>Course started but not completed</th>
<th>Enrolled but didn’t start the course</th>
<th>Total</th>
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<tbody>
<tr>
<td><strong>Count</strong></td>
<td><strong>%</strong></td>
<td><strong>Count</strong></td>
<td><strong>%</strong></td>
</tr>
<tr>
<td>Learning with creativity</td>
<td>88 69.8%</td>
<td>16 12.7%</td>
<td>22 17.5%</td>
</tr>
<tr>
<td>Mentoring in schools</td>
<td>99 61.1%</td>
<td>39 24.1%</td>
<td>24 14.8%</td>
</tr>
<tr>
<td>Bullying-Not in my class!</td>
<td>77 64.2%</td>
<td>19 15.8%</td>
<td>24 20.0%</td>
</tr>
<tr>
<td>Erasmus+ Funding Opportunities</td>
<td>61 58.7%</td>
<td>16 15.4%</td>
<td>27 26.0%</td>
</tr>
</tbody>
</table>

### Figure D 11 Overall satisfaction with courses

![Pie chart showing overall satisfaction with courses]

- **Very good**: 73%
- **Good**: 26%
- **Poor**: 1%

Base=261
Figure D 12 Value gained from courses

Figure D 13 Extent to which classroom/school practice changed following completion of Teacher Academy course/courses

Base= 272
**Figure D 14 Use of course resources**

- **I have used my own designs/work from a Teacher Academy course (e.g. lesson plan, action plan, development plan, etc.) in my practice (n=275)**
  - Agree: 88%
  - Disagree: 12%

- **I have used resources shared by others from a Teacher Academy course (n=270)**
  - Agree: 73%
  - Disagree: 27%

- **I have adapted materials from a Teacher Academy course for my own use (n=272)**
  - Agree: 79%
  - Disagree: 21%

**Figure D 15 How soon changes were made after the course**

- **Immediately – during the course**
  - Agree: 23%

- **Very soon – straight after the course**
  - Agree: 36%

- **Sometime after – a few weeks or months**
  - Agree: 32%

- **Not yet – but I intend to**
  - Agree: 9%

- **Not yet – I don't intend to**
  - Agree: 1%

*Base= 270*
Figure D 16 Support for making changes

- I relied on my own confidence and experience: 72%
- Other colleagues encouraged and supported me: 22%
- It was part of a school or other project to explore these new approaches: 20%
- Other course colleagues encouraged and helped me: 19%
- The school head encouraged me: 15%
- Other colleagues encouraged and supported me: 3%
- It was a new requirement by local or national reform: 3%

*Note: multiple responses permitted. Percentages sum to greater than 100%.

Figure D 17 Barriers to impact on practice

- Yes: 22%
- No: 78%

Base= 264
Figure D 18 Sustainability of impact on practice

![Sustainability of impact on practice chart]

Base= 275

Figure D 19 Impact on professional identity

![Impact on professional identity chart]

Strongly agree    Agree    Disagree    Strongly disagree
Figure D 20 Sharing learning with others in school or setting

- To a great extent: 20%
- Moderate extent: 44%
- Minor extent: 25%
- Not yet, but I intend to do so: 10%
- I do not intend to share with colleagues: 1%

Base = 277

Figure D 21 Contributors to impact on professional identity

- The course content – it helped me reflect on my professional identity as well as my individual practice (n=270):
  - A great extent: 53%
  - Moderate extent: 40%
  - Minor extent: 7%
  - Not at all: 0%

- Interactions with my course colleagues (n=268):
  - A great extent: 44%
  - Moderate extent: 27%
  - Minor extent: 5%
  - Not at all: 0%

- School colleagues – they were open to discussing the ideas (n=270):
  - A great extent: 41%
  - Moderate extent: 34%
  - Minor extent: 8%
  - Not at all: 0%

- School head/leaders – they support me in developing my professional identity (n=266):
  - A great extent: 33%
  - Moderate extent: 25%
  - Minor extent: 25%
  - Not at all: 0%

- Professional review / staff evaluation – I discuss my professional development as part of this process (n=267):
  - A great extent: 26%
  - Moderate extent: 24%
  - Minor extent: 14%
  - Not at all: 0%

- Official recognition – the course was recognised as part of career progression (n=267):
  - A great extent: 27%
  - Moderate extent: 25%
  - Minor extent: 23%
  - Not at all: 0%
Figure D 22 Barriers to developing professional identity

Base = 257

Figure D 23 Extent to which contact has been maintained with peers since completing the course

Base = 275
Figure D 24 Extent to which the Teacher Academy has facilitated the formation of new partnerships with other schools across the European Union

![Bar chart showing the extent to which the Teacher Academy has facilitated new partnerships.](chart)

Base= 267

Figure D 25 Increased awareness of funding opportunities for teachers provided by Erasmus+ funding

![Bar chart showing increased awareness of funding opportunities.](chart)

Base= 262
Figure D 26 Interest in taking TA courses in the future

- Yes: 91.7%
- Maybe: 7.9%
- No: 0.4%

Base = 278

Figure D 27 Recommended TA courses to a colleague or friend

- Yes: 92%
- No: 8%

Base = 275
Annex E Topics suggested for future Teacher Academy Online Courses

The topics suggested by respondents to the questionnaire included:

- Teaching English online
- Games for foreign language lessons
- Digital Divide partnerships
- Formative assessment
- Re-run of cyberbullying
- Online learning platforms such as Google classroom or Edmodo
- Environmental education and education for sustainable development
- Financial management
- Collaborative learning and using ICT
- Teaching strategies for students with special educational needs, including online
- Topics related to integrated science teaching (STEM), robotics, coding; Role of Mathematics in STEM (science, technology, engineering and mathematics); artificial intelligence
- Resilience, mental health and mindfulness for students and teachers
- Inclusion, class management and supporting hyperactive students in the class
- Confidence in online conferences
- Digital visibility (digital marketing and online communication)
- Visual culture
- Music education
- Space and distance education
- Flipped Classroom techniques
- Methodology of teaching mathematics in the gymnasium and in the primary cycle
- Digital competencies and Digital classrooms
- Tools for distance learning and remote teaching and 5E model in online teaching
- Collaborating with parents
- Natural Sciences, Astronomy, Environment
- Artificial intelligence
- Re-run of Learning Communities course
- Student coaching
- Approaches for assessing and grading students
- Creative drama and arts; Cultural heritage
- Blended learning courses
- Ethical behaviour
- Foreign language courses and courses about CLIL
- Time management
- Project based learning; Inquiry based learning
- Assessment of digital and soft skills; collaborative work assessment
- Data protection
- Social Media training
- Language diversity and multiculturalism
- International partnerships
- Web tool courses (Genial.ly, Socrative)
• Teaching scratch, phyton, C++ through games
• Using interactive boards in teaching
• Gender gap in science
• School policies and organisation; Courses for policy makers
• Early childhood education and care
• Automatic tools for testing and assessment
Annex F Questionnaire used for 2020 survey

Research into the impact of Teacher Academy online professional development courses

Personal and professional background

1. In which country are you working?
   - Austria
   - Belgium
   - Bulgaria
   - Croatia
   - Cyprus
   - Czechia
   - Denmark
   - Estonia
   - Finland
   - France
   - Germany
   - Greece
   - Hungary
   - Ireland
   - Italy
   - Latvia
   - Lithuania
   - Luxembourg
   - Malta
   - Netherlands
   - Poland
   - Portugal
   - Romania
   - Slovakia
   - Slovenia
   - Spain
   - Sweden

2. If you are working in a country outside of the European Union, please indicate here what country you are working in:

3. What is your gender?
   - Male
   - Female
   - Other

4. How old are you?
   - 25 or younger
   - 26-35
   - 36-45
   - 46-55
   - over 55

5. What is your professional role?
   - Student teacher
   - Newly qualified teacher (first 2 years working in school)
   - Teacher
   - School leader (e.g., head of subject, deputy head)
   - School head
   - Other school professional (e.g., special needs support)
   - Teacher educator
   - Other, please specify:

6. How long have you been working in school education?
   - 1-5 years
   - 6-10 years
   - 11-15
   - 16-20
   - 21-25
   - 26-30
   - 31-35
   - 36-40
   - more than 40 years

7. Which level of school education do you work in?
   - Early Childhood Education and Care
   - Primary
   - Secondary
   - Vocational Education and Training
   - Higher Education

Teacher Academy courses taken

8. Which 2016 Teacher Academy course/courses have you taken, if any?

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course completed</th>
<th>Course started but not completed</th>
<th>Enrolled but didn’t start the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrating Newly Arrived Migrant Students in Schools</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Cultural Diversity in your Classrooms</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Introducing Project-Based Learning in your Classroom</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Risking Awareness about the Situation of Newly Arrived Migrants</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Future Classroom Scenarios</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Moving to Maths</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Competences for 21st Century Schools</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>
9. Which 2017 Teacher Academy course/courses have you taken, if any?

<table>
<thead>
<tr>
<th>Course</th>
<th>Course completed</th>
<th>Course started but not completed</th>
<th>Enrolled but didn’t start the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies for 21st Century Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introducing Project Based Learning in your Classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moving to Maths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Parental Engagement for Student Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examinations &amp; Funding Opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raising Awareness about the Situation of Newly Arrived Migrants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shored Leadership and School Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrating Newly Arrived Migrant Students in Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Diversity in your Classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Which 2018 Teacher Academy course/courses have you taken, if any?

<table>
<thead>
<tr>
<th>Course</th>
<th>Course completed</th>
<th>Course started but not completed</th>
<th>Enrolled but didn’t start the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning in a Museum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embracing language diversity in your classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting special educational needs in every classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusive Funding Opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open e-Twinning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surviving your first years of teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Which 2019 Teacher Academy course/courses have you taken, if any?

<table>
<thead>
<tr>
<th>Course</th>
<th>Course completed</th>
<th>Course started but not completed</th>
<th>Enrolled but didn’t start the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning with Creativity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentoring in schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying Not in my class!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informed &amp; Funding Opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. What was your main motivation for participating in a Teacher Academy course? Please rank those in terms of importance.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was curious about the topic</td>
<td></td>
</tr>
<tr>
<td>I wanted to improve my teaching skills</td>
<td></td>
</tr>
<tr>
<td>I wanted to innovate my classroom practice</td>
<td></td>
</tr>
<tr>
<td>I wanted to innovate in my school</td>
<td></td>
</tr>
<tr>
<td>I wanted to collaborate with other teachers</td>
<td></td>
</tr>
<tr>
<td>I wanted to gain specialist knowledge about the topic</td>
<td></td>
</tr>
<tr>
<td>I wanted to find useful resources</td>
<td></td>
</tr>
<tr>
<td>I needed to get a certificate for taking Continuous Professional Development</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

If other, please specify: 
### Satisfaction with Teacher Academy course/courses

13. How would you rate the overall value to you of the course/courses you have taken?

<table>
<thead>
<tr>
<th>Very good</th>
<th>Good</th>
<th>Poor</th>
<th>Very poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. After participating in the course(s), to what extent do you agree with the following sentences?

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- I gained the new knowledge and skills that I was hoping to
- I felt confident to use what I learned on the course as part of my own school practice
- I felt that I had learned from other teachers
- I felt that I could introduce the ideas learned on the course to my colleagues

Please explain your answer below:

### Impact on your individual practice

15. To what extent have you changed your classroom/school practice following completion of your Teacher Academy course/courses?

<table>
<thead>
<tr>
<th>A lot</th>
<th>Some change</th>
<th>Only a small change</th>
<th>No change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For your answer above, please explain (in a few sentences) why and how you have or have not made a change:

If your answer is different for different courses, please give detail:

### 16. Do you agree or disagree with the following:

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- I have used my own design/work from a Teacher Academy course (e.g. lesson plan, action plan, development plan, etc.) in my practice
- I have used resources shared by others from a Teacher Academy course
- I have adapted materials from a Teacher Academy course for my own use

Could you please explain your answers below:

### 17. How soon did you make the changes (if applicable)?

- Immediately – during the course
- Very soon – straight after the course
- Sometimes after – a few weeks or months
- Not yet – but I intend to
- Not yet – I don’t intend to

If your answer is different for different courses, please give detail:

### 18. Who or what helped you to make the changes?

- Other colleagues encouraged and supported me
- The school head encouraged me
- Other course colleagues encouraged and helped me
- I relied on my own confidence and experience
- It was part of a school or other project to explore these new approaches
- It was a new requirement by local or national reform
- Other

Could you please explain your answers below:

### 19. Were there any barriers to the course having an impact on your own practice?

- Yes
- No

Please explain your answer below:

### Impact on your individual practice
20. For how long will you have learned impact on your own practice?

- A long time - I have made permanent changes to my practice
- For some time - I am trying the ideas, but I do not know if I will continue
- A short time - it is a temporary use of different approaches
- No time - I will not make changes to my practice

If your answer is different for different courses, please give detail:

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21. In what way has the course(s) impacted on your identity as a professional in your school or setting?

- I feel more confident as a professional
- I feel that I have had the opportunity to reflect on pedagogy
- I had the opportunity to reflect on the broader work of school education
- I feel I have more ideas I could contribute to school development
- I feel I could lead my colleagues better in trying new approaches
- I feel more ready to take on a new role in my school or setting
- I am now more interested in collaboration with other professionals
- I am now more interested in taking part in an education project with other schools

If other, please specify:

If your answer is different for different courses, please give detail:

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22. To what extent have you shared what you have learned with other professionals in your school (or setting)?

<table>
<thead>
<tr>
<th>To a great extent</th>
<th>Moderate extent</th>
<th>Minor extent</th>
<th>Not yet, but I intend to do so</th>
<th>Do not intend to share with colleagues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please explain your answer below:

23. To what extent has each of the following contributed to the changes that you have made?

<table>
<thead>
<tr>
<th></th>
<th>A great extent</th>
<th>Moderate extent</th>
<th>Minor extent</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course content - it helped me reflect on my professional identity as well as my individual practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactions with my course colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School colleagues - they were open to discussing the ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Headteachers - they support me in developing my professional identity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional review - staff evaluation - I discuss my professional development as part of this process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Official recognition - the course was recognised as part of career progression</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

24. Were there any barriers to the course helping to develop your professional identity as a teacher?

- Yes
- No

If yes, please specify:

25. To what extent have you maintained contact with any of your course peers since completing the course?

<table>
<thead>
<tr>
<th>To a great extent</th>
<th>Moderate extent</th>
<th>Minor extent</th>
<th>Not yet, but I intend to do so</th>
<th>I do not intend to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
26. To what extent have you used the Teacher Academy to form new partnerships with other schools across the European Union?

<table>
<thead>
<tr>
<th>Extent</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>1</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>2</td>
</tr>
<tr>
<td>Minor extent</td>
<td>3</td>
</tr>
<tr>
<td>Not yet, but I intend to do so</td>
<td>4</td>
</tr>
<tr>
<td>I do not intend to</td>
<td>5</td>
</tr>
</tbody>
</table>

Please explain your answer: 


27. To what extent have the Teacher Academy course/courses made you more aware of the funding opportunities for teachers, provided by Erasmus+ funding?

<table>
<thead>
<tr>
<th>Extent</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>1</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>2</td>
</tr>
<tr>
<td>Minor extent</td>
<td>3</td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
</tr>
</tbody>
</table>

Please explain your answer: 


28. If you were to recommend one change to the Teacher Academy courses, that would help improve your own practice, what would you recommend?


29. If you were to recommend one change to the Teacher Academy courses, that would impact on your identity as a teacher, what would you recommend?


30. Would you be interested in taking other Teacher Academy online courses in the future?

- Yes
- Maybe
- No
- Why not?

31. Have you recommended this course to a colleague or friend?

- Yes
- No

32. Are there any topics that you would like to see an online course on in the future? Please list suggested topics here:


33. Do you have any other comment or suggestions?


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