



EFFeCT

European Methodological
Framework for Facilitating Teachers'
Collaborative Learning



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The Hungarian Experiences and Conclusions of the Evaluation

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The Framework of the Evaluation

Based on MF

- ▶ The 4 base criteria used as a general framework
- ▶ The key determinants were more useful for planning the evaluation

Emerging from the Hungarian context

- ▶ Focusing on the planned and achieved goals of the learning communities (3 pilots)
- ▶ Focusing on the interpretation and experiences of collaborative learning
- ▶ Focusing on the process
 - ▶ 3 evaluation points in the one year long period
 - ▶ Participants, facilitators, materials



The Areas of the Evaluation

Key determinants of the MF

- ▶ **moral purpose**
- ▶ **common purpose**
- ▶ ownership
- ▶ reflection
- ▶ flexible development process
- ▶ evaluation

The Hungarian Framework

- ▶ The goals of the professional learning community at the beginning and at the end
 - ▶ Content- or learning community driven pilots
- ▶ How the process of collaborative learning is changing?
 - ▶ e.g. understanding the concept, activities
- ▶ The sustainability and the influence on schools



Tools for Evaluation: The Online Questionnaire

The 1st Version

- ▶ Statements on a 5 point Lickert-scale from „Evaluation Table 3 For use with participants”
 - ▶ E.g. The facilitation team were competent in leading and presenting content & in managing the CL process
 - ▶ Every day language
- ▶ Self-developed statements
 - ▶ E.g. activities, support: Sharing practices, support in problem solving...
- ▶ Open-ended questions about the concepts of
 - ▶ Teachers' learning
 - ▶▶ Teachers' collaborative learning

The 2nd and 3rd Version

- ▶ MF tool doesn't help to differentiate between the participants' experiences
- ↓
- ▶ Reduced the statements
 - ▶ Adding concrete examples
 - ▶ Combine the MF and the self-developed statements based on the process
 - ▶ Focusing more on the links to their own schools
 - ▶ An example what and how they shared within their schools
 - ▶ What kinds of support they need?

Findings of the Hungarian pilots

Understanding collaborative learning

- ▶ New elements: common purpose, thinking together, proactive attitude...
- ▶ Moving to deep level collaborative learning (mutual ways of learning) – also negative experiences:
„Everybody should bring sg, not only take sg out”

Reflection

- ▶ Fear from reflection
- ▶ Important and challenging
- ▶ Focusing on specific activities, methods etc., not on teachers learning process
- ▶ Professional reflection?



Findings of the Hungarian Pilots

Sustainability, influence on teachers' learning in their schools

- ▶ Examples
 - ▶ Sharing experiences
 - ▶ Learning together in informal settings
 - ▶ Joint work: planning the next academic year together
- ▶ More than one participant from the same school helped the joint work as CL
- ▶ Further experiences
 - ▶ Positive experiences of PLC
 - ▶ Not enough and designated time



The Main and Most Debated Questions in the Hungarian Pilots

- ▶ Interpretations and experiences of collaborative learning
 - ▶ Individual learning to collaborative learning
 - ▶ But not differentiated interpretations of collaboration
 - ▶ „**Collaborative teacher learning** involves working together with one or more partners, through **purposeful processes of interaction** intended to advance teachers' learning.”
 - ▶ In Hungary: „... to advance teachers' teaching.”
 - ▶ TURNING POINTS, MORE DIFFERENTIATED CL ACTIVITIES
- ▶ The chance for collaborative teacher learning in a centralized education system
 - ▶ Focusing on the different levels of CL: school, local, regional, national, international
 - ▶ Focusing on real life contexts, not on ideal situations
 - ▶ Supporting facilitators

