

ARETE

Call for Teacher Coordinators

Primary school (English language
literacy)

November 2020 – June 2022



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1 OVERVIEW OF THE CALL

European Schoolnet is recruiting **2 primary school English teachers or Special Needs Assistants (of pupils in the 4th-6th grade of primary school - aged between 9 and 12 years old – in January 2021) active in schools where English is the main teaching language from EU and H2020 associated countries¹ to coordinate the teachers participating in the ARETE Pilot 1 activities and to participate in this pilot themselves. The ARETE Pilot 1 studies the effects of implementing WordsWorthLearning's interactive augmented reality (AR) solutions for teaching and learning English language literacy, with primary school students typically underperforming in English language literacy tests.**

2 THE RESPONSIBILITIES OF SELECTED ARETE PILOT 1 TEACHERS

First and foremost, teacher coordinators will participate in the piloting activities as regular teachers. Together with the other teachers selected to participate in ARETE Pilot 1, they will be requested to:

- Carry out administrative duties necessary for the pilot's implementation (including the distribution and collection of appropriate consent forms and information sheets for children and parents participating in the pilot, and overseeing the implementation of pseudonymous identification codes, under the guidance of the ARETE team).
- Participate in the pilot study (either in the control or intervention group²) with a limited number of pupils in their classrooms which fit the pilot's target group (see Section 5 below). Teachers will be required to liaise with the parents (of the participating pupils) who will be asked to fill in a pseudonymous ProfILED Case History Form; in addition, teachers will be asked to liaise with the parents of up to 5 pupils in their class who do not participate in the pilot but whose parents agree to fill in a pseudonymised ProfILED Case History Form in order to provide 'control' data.
- To administer the NARA II Reading Test and Vernon Graded Word Spelling Tests to their participating pupils – both in the WWL-AR intervention and control group. These pseudonymised paper-based tests should be administered twice over the course of the pilot: at the beginning and at the end of the pilot to ascertain an initial baseline and to measure intervention impact. To collect and send both digital and paper versions of the tests to the pilot coordinators.
- If appointed to the intervention group, be prepared to implement the WordsWorthLearning literacy programme either individually or with a small group of children which fit the pilot profile, according to the specifications of the Pilots Manager.
- Fill in the qualitative online surveys (pre and post intervention respectively) covering pedagogical aspects, e.g., on student motivation and classroom

¹https://ec.europa.eu/research/participants/data/ref/h2020/grants_manual/hi/3cpart/h2020-hi-list-ac_en.pdf

² Please note: The selected Pilot 1 teacher coordinators will be automatically appointed to the intervention group.

engagement, barriers and facilitators for AR use, and experiences with AR-enhanced teaching and learning.

- The teachers allocated to the intervention group will be required to share a brief paper survey with their students, ideally at the time of reassessment, aiming to measure the students' interest/enjoyment, perceived competence and value/usefulness of the piloting activities.

Note: A control group design will be employed to measure the effectiveness of the pilot's intervention. This means that, after their selection, the ARETE Pilot 1 teachers/ Special Needs Assistants (SNA) will be randomly allocated to either: [1] the intervention group, who will implement the WordsWorthLearning application during the 2021-2022 school year (daily 15-20 minute sessions) and undergo evaluation with their students, or [2] the control group, who will only receive access to the WordsWorthLearning application during the 2022-2023 school year, but still pass through all evaluation activities during the 2021-2022 school year. With the exception of Pilot 1 teacher coordinators, who will be automatically assigned to the intervention group, control and intervention groups will only be decided after the first round of evaluation instruments has been applied, so there will be no way of knowing, at the selection stage, which teacher belongs to which group.

3 THE RESPONSIBILITIES OF SELECTED ARETE PILOT 1 TEACHER COORDINATORS

In addition to the above-mentioned responsibilities applicable to all the participating teachers in ARETE Pilot 1, selected teacher coordinators will be requested to:

- Support the dissemination of the ARETE call for Pilot 1 teachers.
- Coordinate and monitor the implementations of the ARETE pilot study in approximately 20 schools. ARETE teacher coordinators will be automatically assigned to intervention group.
- Deliver at least 2 online training sessions for the Pilot 1 teachers they coordinate.
- Provide feedback on the setup and content of the ARETE training platform, mobile app and other ARETE outputs.
- Participate in the 3 face-to-face workshops in in the [Future Classroom Lab](#)³, with travel and expenses covered by the ARETE project.
- Participate in a face-to-face interview (aimed at clarifying the pedagogical implications of AR application in education) conducted with the teacher coordinators which will be organized during one of the face-to-face workshops in Brussels. The interview guidelines are developed based on relevant literature and focus on the teachers' experiences, evaluations and lessons learnt during the intervention.
- Attend the 2 teacher coordinators online meetings.

4 ARETE PILOT 1 TEACHER SELECTION CRITERIA

- **Be English language teachers or special needs assistants (SNA) in primary schools (of pupils in the 4th-6th grade of primary school - aged between 9 and 12 years old – in January 2021) where English is the main teaching language.** To comply with the pilot

³ Workshops may be organised online, depending on possible travel restrictions imposed during the implementation of the programme.

requirements, selected teachers/SNAs will have, in their classrooms, students underperforming on English standardised school literacy tests (who are not diagnosed to be functioning in the Intellectual Disability range of intellectual functioning and have with no significant visual or auditory deficits).

- **Proficient knowledge of English (understanding, writing, reading and listening):** teachers should feel comfortable to communicate in English in order to successfully carry out pilot instructions and collaborate with the researchers.
- **Interest and/or proven experience in the use of (AR) technology in education:** teachers will be required to demonstrate their interest and/or experience in the use of technology in education, with a particular focus on the use of augmented reality (AR) in education. Previous experience in collaborative local/national/international projects is desirable, but not a must for pilot teachers.
- **Very good digital skills:** teachers should have experience in using a range of digital tools for content creation and feel comfortable with using mobile applications in their teaching.
- **Good Internet connection** at home both in terms of stability and available bandwidth as well as frequent access to technical infrastructure (i.e., tablets, mobile phones) since teachers need to be able to regularly connect online for their work.
- **Selected Pilot 1 teachers will be engaged in the project between January 2021 and June 2022.**

In addition, teacher coordinators must have:

- **Excellent management and organisational skills:** teachers should have proven experience in organising and facilitating (teacher) communities. Previous experience in the in the framework of other regional/national/international projects is a must. Experience in the field of technology in education (ideally, with a focus on Augmented Reality) and/or in piloting educational content is an advantage.
- **Proven experience in creating educational content, disseminating, sharing and providing training of resources, methodologies and or other educational activities to other teachers.**
- **Availability to participate in three face-to-face workshops and online meetings:** in order to fulfil their tasks, teacher coordinators need to attend three face-to-face workshops in the Future Classroom Lab at EUN premises in Brussels or online, depending on travel restrictions (if face-to-face, these workshops may take place on Fridays and Saturdays) and two online meetings.
- **Availability to be engaged in the project between November 2020 and June 2022:** in order to carry out their tasks, teachers will have to be able to participate in the project for the entire duration of the given timeframe. Please note that the selected teachers will be subject to a review in one “checkpoint” during this period.

5 STUDENTS' PROFILE

All the teachers participating in ARETE Pilot 1 research activities (including teacher coordinators) should be teachers of students of a particular profile.

Inclusion Criteria:

- Age of participants: pupils in the 4th-6th grade of primary school - aged between 9 and 12 years old – in January 2021
- Must have access to Android or iOS tablets/iPads in class

- Pupils deemed to be functioning within the average range of cognitive ability, who are underperforming in standardised literacy tests (< 25th Percentile Rank). Pilot 1 will be delivered only to these pupils (usually 5-6 per class).

Exclusion Criteria:

- Significant hearing impairment e.g. requires bilateral hearing aids
- Significant visual impairment e.g. on the blind register
- Intellectual disability

6 BENEFITS FOR THE TEACHERS PARTICIPATING IN ARETE PILOT 1

- **Access for themselves and students in their class (up to 6 students per class) to WWL-AR cutting edge educational technology for teaching English language reading and spelling skills to struggling students** (the WordsWorthLearning Augmented Reality toolkit) for the duration of one calendar year.⁴
- **Unique insight into classroom progress following the pilot's implementation:** At the end of the pilot, each teacher in the intervention group will receive a brief evaluation report containing research results specific to each participating classroom.
- **Access to training materials for implementing augmented reality in the classroom:** Every teacher's participation in ARETE Pilot 1 will contribute to developing new technologies and digital tools for education. Students will learn English, while improving digital skills using an ICT solution/mobile app. All necessary materials and software will be provided free of charge.
- **Certificate of participation:** All the teachers participating in ARETE Pilot 1 will be awarded with a certificate of participation at the end of the pilot.

7 IN ADDITION, THE FOLLOWING BENEFITS ARE APPLICABLE TO THE TEACHER COORDINATORS ONLY

- Stipend for their work
 - €100 / day for up to 10 days of work (max. €1,000)
- Travel and accommodation costs covered to participate in 3 face-to-face workshops in the Future Classroom Lab⁵ in Brussels, with transportation, meals and accommodation covered by the project (these days are considered training and not remunerated).
- An opportunity to build a close community of practice of teachers active in AR education, who will meet, discuss and exchange regularly about their work among themselves as well as with ARETE partners from industry and research.
- ARETE Teacher Coordinators will receive continuous support for the duration of the project from European Schoolnet and the other pilot organisers. Teachers will have a unique professional development opportunity by receiving training on AR in education and on pilot-specific AR tools and methods.

⁴ Teachers and students participating in the research in the intervention group will have access to WWL-AR toolkit for the period of September 2021 – August 2022. Participants in the control group will be granted access for a full calendar year once the post-assessment has been completed (between July 2022 – June 2023).

⁵ Workshops may be organised online, depending on possible travel restrictions imposed during the implementation of the programme.

8 TIMELINE

| Indicative dates | Process / Milestone | Indicative tasks |
|--|---|--|
| October – November 2020 | Selection of 2 teachers coordinators for ARETE Pilot 1 | Sign contract |
| November 2020 – January 2021 | Pilot teacher recruitment | Support the national dissemination of the call for Pilot 1 teachers |
| November 2020 – August 2021 | Training platform development | Provide feedback on the design and content of the ARETE training platform |
| January/February 2021 <i>[date tbc]</i> | 1 st Teacher Coordinator online meeting | Attend online Welcome and next steps |
| February/March 2021 <i>[date tbc]</i> | 1 st workshop in Brussels/online | Attend in person ARETE Pilot 1 training and scheduling of activities |
| March 2021 <i>[date tbc]</i> | Pilot teacher online meeting – Phase I | Deliver min. 1 online or face-to-face training for national pilot teachers equipping them with skills and knowledge for implementing pilot |
| March-June 2021 <i>[date tbc]</i> | Pre-test evaluations | Pre-test evaluation for: parents, teachers and students |
| October / November 2021 <i>[date tbc]</i> | 2 nd workshop in Brussels | Attend in person ARETE Pilot 1 training and implementation strategy |
| September 2021 – June 2022 | Pilot implementation and post-test assessment | Coordinate and monitor pilot implementation Support national pilot teachers with Piloting activities: intervention group teachers administer WWL-AR app; control group teachers continue as normal in class (without WWL-AR app) Post-test evaluation for: teachers and students |
| January 2022 <i>[date tbc]</i> | 2 nd Teacher Coordinator online meeting | Attend online Discuss pilot progress and the creation of learning scenarios |
| January 2022 – February 2022 <i>[date tbc]</i> | Pilot teacher meeting – Phase II | Deliver min. 1 online or face-to-face meeting for national pilot teachers to share progress on pilot implementation and plan next steps |
| March 2022 <i>[date tbc]</i> | 3 rd workshop in Brussels | Attend in person Focus groups ARETE Pilot 1: progress and next steps |

Legend:

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|--|
| Teacher coordinators' project support tasks |
| Teacher coordinator's meetings (organised by the ARETE project team) |
| Piloting activities (Pilot 1) |
| Timeline localisation |

9 ABOUT ARETE PILOT 1 – WORDSWORTHLEARNING (ENGLISH LANGUAGE LITERACY)

ARETE Pilot 1 will redevelop an existing WordsWorthLearning (WWL) digital programme into an app containing Augmented Reality (AR) to facilitate teaching English language reading and spelling skills to struggling students. The aim is to utilise AR based teaching and learning technologies to make both teaching and learning of the English language more accessible and successful for those teachers and students engaged in the process. The online *WordsWorthLearning literacy programme (WWL)* embraces clinical, educational, social and political solutions to the cycle of illiteracy.

The participating Students will be randomly assigned to 2 groups (a control group **without** WWL-AR intervention and an intervention group **with** WWL-AR intervention). All students will undergo a standardised assessment for reading and spelling skills prior to starting and then the WWL-AR intervention group will be asked to use the WWL-AR app in school over two academic terms. It is expected that each session will take 15 minutes (ideally one session per day: Monday – Friday) and will take place during school hours under the supervision of a school staff member. Parents will also have access to the programme at home should they wish to collaborate and support the work being done in school. Following this, students in both groups will then be reassessed to measure the impact of the WWL-AR app intervention as opposed to 'normal' school-based intervention. Once the reassessment phase has been completed the Control group and their parents/teachers will also receive a 1-year licence for the WWL-AR app. To measure the effect of using AR, the pilot will involve parents completing a detailed pseudonymised case history form to establish participants profiles, all students will undergo pre and post intervention literacy assessments, thus establishing a baseline from which to measure progress.

10 ABOUT ARETE PROJECT

ARETE is a European Commission-funded project that aims to develop and integrate interactive technology via Augmented Reality (AR) methods and tools.

The ARETE project aims to support existing European interactive AR technologies' effort to enhance current technologies and develop new highly usable technologies and contents. Particularly, ARETE will revolutionise and push AR through **three unique and comprehensive pilot studies (Pilot 1: English literacy skills, Pilot 2: STEM and Pilot 3: Positive Behaviour Intervention) to validate the technology in real life settings**. To bring together the basic principles of AR in education with the technological concept, ARETE aims to establish a sustainable competitive ecosystem of European technology and solution providers for AR interactive technologies, through a targeted community engagement

process within the education field, which will be deployed, demonstrated and evaluated via the pilot studies around Europe.

This call is for teacher coordinators for Pilot 1: English literacy skills, coordinated by European Schoolnet with main contributions from WordsWorthLearning, Julius-Maximilians-Universität Würzburg and University College Dublin.

11 WHAT WILL HAPPEN IF YOU DECIDE TO TAKE PART IN THIS RESEARCH STUDY?

You will be one of 40 teachers participating in this pilot from across Europe. You will receive free products and free software for participating in the project from project coordinator. For the research purposes there will be standardized assessment conducted to collect the data from teachers and students typically underperforming in English language literacy after the use of WWL-AR app (WordsWorthLearning Augmented Reality application) related to improving English literacy. This data will be compared with the similar assessment conducted in the control group who did not use Augmented Reality solutions for improving English literacy. The goal of this research is to understand whether Augmented Reality supports the learning of English literacy skills and helps to keep interest in learning English longer as well as retain the information long term.

12 HOW TO APPLY?

- By **23rd October 2020**, teachers are invited to apply for the call through the following link <https://www.surveymonkey.com/r/ARETE-Open-Call-for-Teacher-Coordinators-Pilot-1>
- The selected teachers will be officially informed by a confirmation email sent by European Schoolnet.

Important:

- The final selection of teachers will be validated by the Ministries of Education in the corresponding countries. EUN will not enter any detailed discussions or exchanges with any applicant as to why their application was not successful.
- Selected teachers will be responsible for getting any permissions from the school necessary for their involvement in the ARETE Pilot and the completion of the tasks outlined above.
- To carry out the activities between January 2021 and June 2022, the selected teachers will be requested to sign an agreement with EUN **[November 2020]**.

Any questions?

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