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Erasmus + Circular twenty one: School and University Partnership for Peer Communities of Learners (SUP4PCL): Follow up from the extraordinary International Management Meeting

1 message

malak zaalouk <mz@aucegypt.edu>

Wed, Aug 29, 2018 at 5:58 PM

To: Salah El kharashi <saskharashi@yahoo.com>, Medhat El-Nemr <Mednemr2000@yahoo.co.uk>, Dalia Elhawary <elhawary99@yahoo.com>, Maha Elkomy <mkomy1@yahoo.com>, Saeed Alshamy <saeed.alshamy@gmail.com>, Aheggi <aheggi@hotmail.com>, Lubna Shehab <lubnashehab11@gmail.com>, Hanan Morsy <hananmorsy@hotmail.com>, walyaltelemy@yahoo.com, saied khalil <smekhalil@hotmail.com>, Rasha Kamal <rashakamal82@yahoo.com>, Zeinab El-Naggar <zenaggar@gmail.com>, "Hilary Burgess (Dr.)" <hb144@leicester.ac.uk>, "Wilkins, Chris A. (caw11@leicester.ac.uk)" <caw11@leicester.ac.uk>, "Atkins, Andy (Dr.)" <aaja35@leicester.ac.uk>, "Orla.McCormack" <Orla.McCormack@ul.ie>, "Deborah.Tannehill" <Deborah.Tannehill@ul.ie>, Ciaran.OGallchoir Ciaran.OGallchoir@ul.ie Scott Helen" <helen.scott@northampton.ac.uk>, James Underwood <James.Underwood@northampton.ac.uk>, Bramble Paul <Paul.Bramble@northampton.ac.uk>, Martin Lindner <martin.lindner@biodidaktik.uni-halle.de>, Francesco Cuomo <francesco.cuomo@biodidaktik.uni-halle.de>, Francesco Cuomo <cuomof@gmail.com>, Alexander Finger <alexander.finger@biodidaktik.uni-halle.de>, Josef Mueller <josef.mueller@student.uni-halle.de>, Ahmed Heggi <dr.ahmedheggi@gmail.com>, "Dymoke, Sue (Dr.)" <sd100@leicester.ac.uk>, "AnnMarie.Young" <AnnMarie.Young@ul.ie>

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Dear friends and colleagues

It was delightful seeing you again during the extraordinary management meeting in Alexandria a few days ago. We of course missed those that were not with us and would like also to welcome a returning member of the team from Limerick; Dr. AnnMarie Young. Welcome back AnnMarie.

The meeting was a very rich one indeed and we got a lot done. Because the items were many, the circulars pertaining to this meeting will be divided in two. In this first circular we will be sharing as promised the power point presentations from the meeting as well as the Quality plan draft shared by Chris Wilkins from Leicester. With reference to the power point on the research questions I would like to alert you to the fact that the presentation was reviewed to reflect the comments and discussions we had. We added another assumption you will note and also added a couple more overarching research questions to reflect the work that will be done by AUC. We also added an extra slide to clarify who will be answering which of the research questions. During the upcoming meeting in Limerick we will also be presenting the tools to match each of the questions. Moreover the agenda for Limerick will be sent soon to reflect a number of items including the gaps that have not been tackled by the tools so far, such as mentor ship, research and inquiry, the evolution of the quality assurance unit, use of reflective practice and finally the evolution of materials' development.

We would like to remind you of the following dates:

1. **We would like to receive the schedules for school visits for the month of September, October and November from the Egyptian FOEs by September 1, 2018.**
2. **We expect to get feed back For the quality plan as agreed by the 10th of September from all partners to be sent to Leicester and ourselves at AUC.**
3. **We remind the Egyptian FOEs to send the revised baseline reports by the 15th of September .**






The meeting report and agenda for Limerick will be attached to the next circular. We would like to thank Martin for his prompt response to our request to send the recent structured interview tool. **Please do not use until finalized**, we will be finalizing it with Martin after receiving your comments by September 1st.

Warm regards

Malak

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Malak Zaalouk
Professor of Practice
Founding Director
The Middle East Institute for Higher Education (MEIHE)
The Graduate School of Education
The American University in Cairo

5 attachments

-  **Research Questions Table (UPDATED).docx**
15K
-  **Session 2 - Assessment Report (Final)-2.pptx**
171K
-  **Session 4 - Research Questions (UPATED) 2.pptx**
204K
-  **Session 5 - The Website (Updated).pptx**
2455K
-  **Quality Plan revised Aug 18 (draft) (003).docx**
28K

Research Questions	Roles
RQ 1: What is the nature of the partnership in the project?	AUC
RQ 2: How does the SUP enhance the development of PCLs at university level?	Twinning FoEs
RQ 2: How does the SUP enhance the development of PCLs at school level?	EG FoEs
RQ 3: How has the PCL impacted on the transformation of professional learning practice at the university level?	Twinning FoEs
RQ 3: How has the PCL impacted on the transformation of professional learning practice at the school level?	EG FoEs
RQ 4: How does the SUP impact on beliefs, values and attitudes?	AUC
RQ 5: What are some of the tensions between beliefs/values and practice?	All


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School and University Partnership for Peer Communities of Learners (SUP4PCL)


Project number:
573660-EPP-1-2016-1-EG-EPPKA2-CBHE-IP (2016-2516/001-001)

Research Questions




Extraordinary Management Meeting August 27th, 2018
The American University in Calicut

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Underlying Assumptions

- Learning is intimate
- Learning is done through experience followed by reflection on the experience
- Learning happens through social interaction


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Main Questions

- RQ 1: What is the nature of the partnership in the project?
- RQ 2: How does the SUP enhance the development of PCLs at the university and school?
- RQ 3: How has the PCL impacted on the transformation of professional learning practice at the university and school level?
- RQ 4: How does the SUP impact on beliefs, values and attitudes?
- RQ 5: What are some of the tensions between beliefs/values and practice?


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Main Questions


Research Questions	Notes
RQ 1: What is the nature of the partnership in the project?	AUC
RQ 2: How does the SUP enhance the development of PCLs at university level?	Twinning FoIs
RQ 2: How does the SUP enhance the development of PCLs at school level?	EG FoIs
RQ 3: How has the PCL impacted on the transformation of professional learning practice at the university level?	Twinning FoIs
RQ 3: How has the PCL impacted on the transformation of professional learning practice at the school level?	EG FoIs
RQ 4: How does the SUP impact on beliefs, values and attitudes?	AUC
RQ 5: What are some of the tensions between beliefs/values and practice?	AB

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Domains of Learning


- The self in teaching and learning.
- Professional identity, values and development in teaching and learning.
- Professional communication and dialogue in teaching and learning.
- Professional knowledge and skills in teaching and learning.
- Personal and professional digital capacity in teaching and learning.

Inspired by: National Professional Development Framework for all Staff who Teach in Higher Education

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The self in teaching and learning


- Please write an essay on your teaching and learning philosophy every 3 months.
- Please identify the underlying values for your teaching and learning philosophy such as belief in rights, equity, democracy, and participation.
- Please identify the underlying assumptions and perceptions of learners. For example; learners learn at their own pace, learners learn through emotions, it is possible to learn from learners and learners have capacities.
- Please specify what kind of assessment you use to ensure students are learning
- What are your favourite modes of reflection?
- How has reflection during your partnership experience impacted your learning?

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Professional identity, values and development in teaching and learning.


- To what extent do you identify with the community of professionals at your workplace and how is this manifested?
- To what extent do you identify with the community of professionals beyond your workplace and how is this manifested?
- To what extent do you identify with the community of professionals across borders (nationally and internationally) and how is this manifested?
- To what extent do you contribute to the scholarship of teaching and learning
- How deep is your commitment to support others (students and peers)? How does this reflect on your mentorship style?

Inspired by: The Teaching Self Reflection Tool and Skills Checklist

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Professional communication and dialogue in teaching and learning

- To what extent are you comfortable in team teaching
- To what extent are you able to lead collaborative initiatives among students
- To what extent are you able to be part of collaborative projects with peers
- Please describe the various peer communities of learners that you belong to


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Professional knowledge and skills in teaching and learning

- How do you organize your teaching?
- How do you present your content?
- How do you perform your classroom instruction?
- How do you interact with students in the classroom?
- How do you conduct verbal and nonverbal communication in the classroom?

Please give examples for all of the above

- What are most recent readings in your domain?
- What theories have you found relevant to your teaching and learning?

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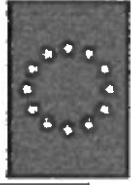
Personal and professional digital capacity in teaching and learning

- To what extent are you aware of recent digital applications and tools in teaching and learning?
- To what extent do you use these in your teaching and learning?
- What are identified gaps and what more would you like to learn?
- What challenges do you meet when trying to apply your digital capacities in teaching and learning?

Please share concrete examples

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Thank You



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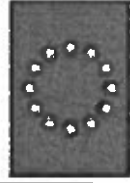
573660-EPP-1-2016-1-EG-EPPKA2-CBHE-JP (2016-2516/001-001)

Assessment Report



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The American University in Cairo**

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Assessment Report

Positive Results (+)	Areas needing improvement (-)
1. The MOU that was signed between AUC and two ministries to foster the sustainability of the school university partnership	1. School visit reports and baseline reports are of poor quality and do not follow a common structure and template. While some replies include valuable information others do not provide any information to be usable in the context of the project
2. Respecting the work plan and timelines	2. Online presence is absent
3. Teams established and partnership well-functioning	3. The quality report needs improvement
4. Management structure in place with prominent role of women	4. The dissemination plan needs to be redone (although it was not mandatory)
5. Cooperation with schools established	



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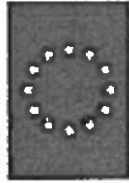
Work Plan

Area of intervention	Action	Timeline
1) Informing partners about the recent EU assessment	<ul style="list-style-type: none">• The agenda of the upcoming local management meeting has a slot to discuss the issue• The agenda for the extraordinary international management meeting will have an agenda item to discuss	<p>June 26, 2018</p> <p>End August, 2018 (Depending on the consent and availability of Partners. Another option might be on Video conference)</p>
2) Harmonizing data collection and adding rigor to the methodology	<ul style="list-style-type: none">• Baseline reports repeated in accordance to the existing templates• Case studies with twinning arrangements observe the templates• Quality plan reviewed and improved• Leicester required to present some more templates around institutional reform at FOE• Leicester to validate methodology and templates	<p>October/November 2018</p> <p>Ongoing</p> <p>September</p> <p>August and October</p>



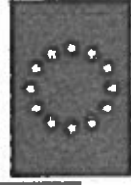
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Area of intervention	Action	Timeline
3) Consolidating on line presence	<ul style="list-style-type: none">• Training on the website operation• Formal launch of website• Migrating all materials from other media to website	<p>June 28, 2018</p> <p>Mid July, 2018</p> <p>End August, 2018</p>
4) Visibility and dissemination	<ul style="list-style-type: none">• Visibility plan revised• Project logo produced (attached)• Three related articles produced in the press	<p>September</p> <p>June 20, 2018</p> <p>June 2018</p>



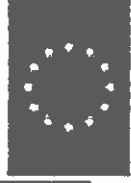
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Area of intervention	Action	Timeline
<p>5) AUC intensified coordination</p>	<ul style="list-style-type: none"> • Schedule for AUC presence agreed upon • AUC intensive presence in schools and FOEs • Involving graduate students from AUC in the field • Course release obtained for the PI through a professional leave to focus on the project 	<p>June 26, 2018</p> <p>July-----</p> <p>September -----</p> <p>January 2019 -----</p>
<p>6) EU partner's greater involvement</p>	<ul style="list-style-type: none"> • EU partners are closely engaged in a twinning process with Egyptian Universities which should continue beyond the life of the project • Agenda item in the forthcoming management meetings 	<p>February 2018 -----</p> <p>June - August</p>



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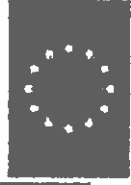
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Introduction to SUP4PCL Website



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SUP4PCL Website

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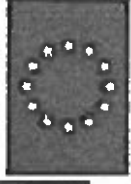
[LOGIN](#)



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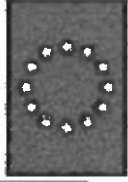
CHANGING LIVES. OPENING MINDS



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Structure of the Website

- Home Page
- About Us
- Partners
- Work Packages
- Library
- Contact
- Internal Postal for SUP4PCL Members



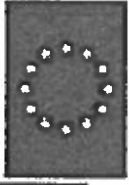
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Registration

Privacy Policy:

- Please accept the following as a condition of creating an account:
 - a- To understand that all data is accessible to public.
 - b- Commit to :
 - The website regulations and policy.
 - Reporting any breaches
 - c- No personal data should be transferred or downloaded outside the website.
 - d- Materials and content should not be transferred or downloaded outside the website without a prior written approval of the author.

Submit



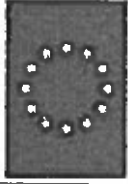
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Registration

- Privacy Policy:



- Consent forms in regards to usage of pictures and videos



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Registration

GDPR Request to report any breaches or preferences:

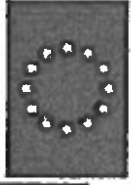
What's your name?

What's your email address?

Are you a person or an organisation?

What do you want to get done?

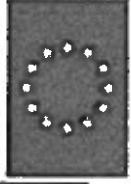
additional information on your request



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Registration

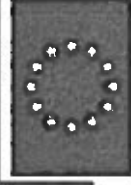
- **Edit Profile**
- **Change Affiliation**
- **Change Password**
- **Change Email**



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Group Discussions

- Join Group with relevant affiliation
- Group activities are posting, attaching material, commenting, and liking posts

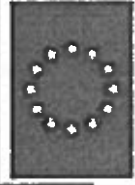


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Roles on the website

Subscribers: They can access the frontend only, they can see private sections of the website, own a personal profile on the portal, can see and post on groups, can send requests to join groups and read articles.

Contributors: They can write, edit, and delete their own unpublished posts, but their content must be reviewed and published by an Admin or Editor. If they want to use specific images, videos, or audio files in the Media Library, they have to ask for assistance.



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Roles on the website

Dashboard:

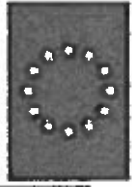
The screenshot shows the top navigation bar of the website. On the left, there is a logo for 'THE AMERICAN UNIVERSITY IN CAIRO' with its Arabic name 'الجامعة الأمريكية بالقاهرة' below it. To the right of the logo are several navigation links: 'ABOUT US', 'PARTNERS', 'WORK PACKAGES', 'LIBRARY', 'CONTACT', 'MY PROFILE', and 'Logout'. Further right, there is a 'Logout' button and a 'Co-funded by the Erasmus+ Programme of the European Union' logo. The browser's address bar shows 'ERASMUS+SUP4PCL' and the URL 'https://erasmus+test.usinisi.edu.eg/'.

New post:

The screenshot shows the WordPress dashboard interface. At the top, there is a 'WordPress 4.9.8 is available' notification. Below it, the main dashboard area is visible, featuring a 'Dashboard' header, a 'Posts' button with a plus icon, a 'Profile' button with a person icon, and a 'Collapse menu' button with a downward arrow icon. A large grey arrow points from the 'Posts' button to the 'Dashboard' header.

This screenshot shows a different view of the WordPress dashboard. It features a 'Dashboard' header, a 'Posts' button with a plus icon, 'All Posts', 'Add New', 'Profile', and 'Collapse menu' buttons. A large grey arrow points from the 'Posts' button to the 'All Posts' text.

This screenshot shows the WordPress dashboard with a 'WordPress 4.9.8 is available' notification at the top. Below it, the 'Posts' section is visible, including an 'Add New' button, a 'Would you like to see One View' link, and a 'Filters' dropdown menu. A large grey arrow points from the 'Add New' button to the 'Would you like to see One View' link.



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Roles on the website

Add tag to post:

Custom Fields

Add New Custom Field:

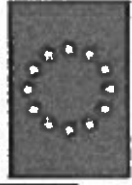
Name	Value
<input type="text" value="— Select —"/>	<input type="text"/>
<input type="text" value="Enter new"/>	<input type="text"/>
<input type="button" value="Add Custom Field"/>	<input type="button" value="Add"/>

Custom fields can be used to add extra metadata to a post that you can use in your theme.

Tags
Separate tags with commas
Choose from the most used tags

Featured Image
Set featured image

Pie Register - Post Restriction



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Quality Plan Aug 2018

Project sub-objectives	Indicators of achievement	Achievement criteria	Sources of evidence	Summary of actions	Start date	End date	Responsibility	Reporting to	Frequency of reporting
Development of PCLs in FoEs	FoE teams demonstrate key characteristics of PCLs	<ul style="list-style-type: none"> Evidence of <ul style="list-style-type: none"> Shared values Mutual trust Collaborative/egalitarian climate Focus on reflection Policy/practice influenced by PCL culture 	<ul style="list-style-type: none"> Institutional Improvement Plans (PME5) PCL Community Member Questionnaires (PME4) 	<ol style="list-style-type: none"> Design FoE PCL instruments Collect data Complete overview reporting 	08/18	10/18	UoL	AUC	Single report (deadline as end date)
Create instruments for PD school development case studies	Development of case study instruments to be used by all partners	<ul style="list-style-type: none"> Instruments follow common format, with common approach to implementation, as agreed by partners Baseline reports provide appropriate data to inform case study design 	<ul style="list-style-type: none"> Case study instruments, including: <ul style="list-style-type: none"> Baseline assessments Questionnaire/interview data PCL surveys Reflective journals (PME11) School visit reports (PME10) School policy documents <i>Case Study Timeline/Schedule</i> 	<ol style="list-style-type: none"> Share designs for case study instruments Secure commitment of all partners to use common instruments Complete institutional ethical approval 	8/18	10/18	FoE teams (Eg/EU)	UoL/AUC	Single report (deadline as end date)
				<ol style="list-style-type: none"> Secure commitment of all partners to use common instruments 	10/18	10/18	All partners	UoL/AUC	Single report (deadline as end date)
				<ol style="list-style-type: none"> Complete institutional ethical approval 	10/18	12/18 ?	FoE teams (Eg/EU) + AUC	AUC	Single report (deadline as end date)

Project sub-objectives	Indicators of achievement	Achievement criteria	Sources of evidence	Summary of actions	Start date	End date	Responsibility	Reporting to	Frequency of reporting
FoEs to develop PD schools with PCL culture/Practices	x 15 schools operating as PD school Case studies show PD schools operating with characteristics of PCL	<p>Evidence of</p> <ul style="list-style-type: none"> Shared values Mutual trust Collaborative/egalitarian climate Focus on reflection PCL focused on student learning <p>Policy/practice influenced by PCL culture</p>	<p>Case study reporting (drawing on):</p> <ul style="list-style-type: none"> Baseline assessments Questionnaire/interview data PCL surveys Reflective journals (PME11) School visit reports (PME10) School policy documents <u>Evidence from M&E visits</u> 	1. Design case study instruments/ agree common format	11/11	11/11	FoE teams (Eg/EU)	AUC	
				2. Carry out ongoing data collection	11/11	11/11	FoE teams (Eg/EU)	UoL/AUC	Ongoing (x 6 per year?)
				3. Carry out data analysis	11/11	11/11	FoE teams (Eg/EU)	UoL/AUC	Ongoing (x 6 per year?)
				4. Complete final report	11/11	11/11	FoE teams (Eg/EU)	UoL/AUC	Single report (deadline as end date)
				5. Monitoring and Evaluation visits (UoL)	11/11	11/11	AUC/UoL	AUC	Ongoing (x 3 per year?) + prior to completion of final project report?
Carry out baseline needs assessment of schools	x 15 baseline reports completed	<ul style="list-style-type: none"> Reports follow common format using common instruments as agreed by partners Baseline reports provide appropriate data to inform case study design 	<ul style="list-style-type: none"> Data collection templates Final baseline reports 	1. Design common template/instruments for baseline assessment/reporting	8/18	9/18?	FoE teams (Eg/EU)	UoL/AUC	Single reporting (deadline as end date)
				2. Carry out data collection	9/18?	11/18??	FoEs (Eg)	UoL/AUC	Single reporting (deadline as end date)
				3. Complete baseline report writing	?	?	FoE teams (Eg/EU)	UoL/AUC	Single reporting (deadline as end date)

Project sub-objectives	Indicators of achievement	Achievement criteria	Sources of evidence	Summary of actions	Start date	End date	Responsibility	Reporting to	Frequency of reporting
Develop FoE mentors	30 (?) mentors trained (x 10 per FoE)	<ul style="list-style-type: none"> Mentor skills are enhanced and developed Reports and reflections evidence coaching and mentoring techniques in practice Good practice disseminated 	<ul style="list-style-type: none"> Institutional Improvement Plans (PME5) PCL Community Member Questionnaires (PME4) <u>Evidence from M&E visits</u> 	1. Mentoring practices are implemented in FoEs and by FoEs	8/18	10/19	FoEs (Eg)	AUC	Single report (deadline as end date)
				2. Mentoring practices are explicitly reflected upon	8/18	10/19	FoEs (Eg)	AUC	Single report (deadline as end date)
				3. Reporting on mentoring practices to other FoEs and in case study documents	8/18	10/19	FoEs (Eg)	AUC	Annually (for Management Meetings + end of project reporting)
Develop school mentors in PD schools	75 (?) mentors trained (x 5 per school)	<ul style="list-style-type: none"> Mentor skills are enhanced and developed Reports and surveys evidence coaching and mentoring techniques in practice in schools School mentors train new mentors in schools Teaching materials are effectively and sustainably disseminated to teachers in schools 	Case study reporting (drawing on): <ul style="list-style-type: none"> Baseline assessments Questionnaire/interview data PCL surveys School visit reports School policy documents and development plans <u>Evidence from M&E visits</u> 	1. Mentoring practices are implemented in schools	8/18	10/19	FoEs (Eg)	AUC	Ongoing (x 6 per year?)
				2. Mentoring practices are reflected on by FoEs and schools	8/18	10/19	FoEs (Eg)	AUC	Ongoing (x 6 per year?)
				3. Plans for sustainable dissemination of mentoring within PD schools and beyond	3/19	10/19 + ?	FoEs (Eg)	FoEs (Eg)	Case studies and end of project reporting
Develop systems for assessment and QA in CPD	Case studies are used to support further PCL development	<ul style="list-style-type: none"> New instruments developed and refined for assessment and QA in FoEs Emergent design of QA and evaluation contributes to end of project report 	<ul style="list-style-type: none"> Old/new instruments and systems for assessment and QA evaluated in final report <u>Evidence from M&E visits</u> 	Evaluation of QA and assessment procedures and instruments	10/18	10/19	UoL, AUC, FoEs, (EU + Eg)	UoL, AUC	Annually (for Management Meetings + end of project reporting) <i>Case study instruments (and Institutional Improvement Plans (PME5)) to be adopted for</i>

