Impact case study (REF3)

Institution:
Cardiff Metropolitan University

Unit of Assessment:
UOA23: Education

Title of case study:
Improving educators' use of technology in language teaching across Europe and Eurasia

Period when the underpinning research was undertaken:
2008 - present

Details of staff conducting the underpinning research from the submitting unit:

Name(s):	Role(s) (e.g. job title):	Period(s) employed by submitting HEI:
Prof Gary Beauchamp	Professor of Education	2007 – present
Dr Emily Abbinett (nee Hillier)	Lecturer in Educational Studies	2013 - present

Period when the claimed impact occurred:
2011 - present

Is this case study continued from a case study submitted in 2014? No

1. Summary of the impact (indicative maximum 100 words)

Research at Cardiff Met has enhanced the use of technology in teaching modern languages nationally and internationally. Funded by grants totaling **€804K**, two phases of the Interactive Technologies in Language Teaching (ITiLT) project impacted the communicative language teaching and pedagogical practice of over **9,300** educators benefitting an estimated **50,000** pupils and students across Europe and Eurasia. Course materials were produced in **6 languages** and **1,327** teaching practitioners attended ITiLT workshops. ITiLT was designated as a '**Success Story**' by Erasmus+, a category reserved for projects that have distinguished themselves by their impact, contribution to policy-making, innovative results or creative approach, and that might be a source of inspiration to others. The project's events website recorded **36,013** hits in addition to more than **82,000** on content curation site Scoop.it.

2. Underpinning research (indicative maximum 500 words)

Background and context

It has been widely acknowledged for some time that technology has the *potential* to foster better communication and more interactive and effective pedagogical practice. This potential is not often realised, and where teachers have used technology, its use can best be depicted as 'technical interactivity', rather than the 'pedagogical interactivity' needed to promote effective learning. On joining Cardiff Met in 2007, **Beauchamp** had recently completed a **£114,794** ESRC and British Educational Communications and Technology Agency (BECTA) -funded research project, examining how technology might best be deployed to develop interactive teaching. Beauchamp subsequently used the findings of this work to develop an analysis framework to assess how effectively teachers use of Information and Communication Technology (ICT) in teaching practice, with a particular focus on Interactive Whiteboards (IWB). The results revealed considerable variation in the effectiveness of technology use in classrooms and the potential of classroom video recording as a facilitator of reflective dialogue centred on effective practice with teachers. Similar issues around the use of ICT in language teaching classrooms across Europe provided the impetus for Beauchamp's invitation to join Phase 1 of the Interactive Technologies in Language Teaching (ITiLT) project between 2011 and 2013, facilitated by a **€525,945 Erasmus+** programme grant that also funded **Abbinett's** appointment as an RA. The success of that work led to an additional EU grant of **€278,252** for Phase 2 of ITiLT between 2014 and 2017. The primary aim of Phase 2 was to enhance the effective use of a wider range of technologies in task-based language teaching to improve language educators' efficacy with technology and its use in their pedagogical practice [R1].

Outcomes
Through its European partnerships in the UK, Belgium, Netherlands, Germany, France, Turkey and Spain, ITiLT research culminated in a range of resources related to use of technology for the professional development of classroom teachers and university lecturers. The research revealed a lack of confidence in using interactive technologies that caused many teachers and lecturers to only use a very limited set of ICT features to support learning. Some were more confident in the technical use of interactive technologies but less confident in developing new pedagogic approaches to exploit ICT's full potential [R2]. ITiLT underpinned the development of rubrics for participant configuration and orchestration of learning [R3, R4, R5]. The project identified that the predominant patterns of classroom organisation were educator, rather than learner-centred, particularly in the case of younger learners. This insight enabled the development of a video coding framework for analysing IWB-mediated language teaching and the use of technology tools/features [R6]. Beauchamp and Abbinett consequently advocated a shift towards a greater role for lecturers, teachers and learners in schools in orchestrating resources in the classroom and concluded that there is potential for educators and learners to come to shared realisation of the pedagogic potential of interactive technologies in teaching and learning [R1].

3. References to the research (indicative maximum of six references)

All of the outputs cited below were published in international, double blind peer-reviewed journals. Two of the outputs are included in our REF 2021 submission to UOA23.

[R1]. **Beauchamp, G.**, Burden, K. and Abbinett, E. (2015). Teachers learning to use the iPad in Scotland and Wales: A new model of professional development. *Journal of Education for Teaching: International research and pedagogy*, 41(2), pp. 161–179 DOI: 10.1080/02607476.2015.1013370

[R2]. Van Laer, S., **Beauchamp, G.** and Colpaert, J. (2014). Teacher use of the interactive whiteboards in Flemish secondary education - mapping against a transition framework. *Education and Information Technologies,* 19(2), June 2014, pp.409-423. DOI: 10.1007/s10639-012–9228–6

[R3]. **Beauchamp, G.** and Kennewell, S. (2013). Transition in pedagogical orchestration using the interactive whiteboard. *Education and Information Technologies,* 18(2), pp.179–191 DOI: 10.1007/s10639–012–9230–z

[R4]. **Beauchamp, G.** and Kennewell, S. (2010). Interactivity in the classroom and its impact on learning', *Computers and Education,* 54(3), pp.759–766 DOI: 10.1016/j.compedu.2009.09.033

[R5]. **Beauchamp, G.** and Kennewell, S. (2008). The influence of ICT on the interactivity of teaching. *Education and Information Technologies*, 13(4), pp.305–315 DOI: 10.1007/s10639-008–9071–y

[R6]. Whyte, S., **Beauchamp, G.** and Alexander, J. (2014). Researching interactive whiteboard (IWB) use from primary school to university settings across Europe: An analytical framework for foreign language teaching. *University of Wales Journal of Education,* 17(1), pp. 30–52. http://hdl.handle.net/10369/7660

4. Details of the impact (indicative maximum 750 words)

Beauchamp and **Abbinett's** work fundamentally changed the pedagogical use of technology in language teaching in **seven countries** spanning Europe and Eurasia, reaching well over **9,300** educational practitioners and student teachers [E1]. Resources from the ITiLT project have been produced in six different languages, namely **French, German, Dutch, Spanish, Turkish and**

English. The final Erasmus+ assessment report of ITiLT concluded that *"There is substantial evidence of impact on participants and their organisations at local and wider levels"* [E2]. ITiLT was independently evaluated at 88/100 and designated as a '**Success Story'** by Erasmus+, a category reserved for projects that have distinguished themselves by their impact, contribution to policy-making, innovative results or creative approach, and that might be a source of inspiration to others [E3].

The final report for Phase 1 of the project concluded that *"the whole team has reached over **9,300** people with their dissemination activities' over seven countries"* [E2]. The Phase 2 final report (2017) concluded that there had been an impact on *"a minimum of nearly **1700** students in five countries to date"* and *"potential for over **500** more each successive year"* [E4]. Multiplier events – during which educators trained other teachers in using the technology – increased the research's reach: *"In total, at least **1,327** attended all dissemination events by partners, and online hits were **36,013** for these events, in addition to **82,000** on Scoop.it.1"* [E4]. The Project lead of Phase 1 estimated that, based on an average class size of 25, over a period of 3 to 4 years, the learning of more than **50,000 students** had been impacted [E5].

Evaluations of multiplier events completed by classroom teachers internationally showed a series of positive impacts:

- **95%** agreed that *'I found the event valuable to support my professional development'*;

- **91%** agreed that *'The event has given me ideas that I can use in my classroom'*;

- **89%** agreed that *'The event has given me ideas that I can share with my colleagues'*;

ITiLT mainly reached educators in higher education, in-service and pre-service classroom language teachers, and teacher educators who needed pedagogical support for the design and implementation of technology-enhanced language lessons. The active involvement of teachers, pupils and lecturers as real collaborators in planning, delivering and recording their lessons, has ensured that ITiLT resources definitely affected teachers' thinking and pedagogical practice: *"This hands-on and yet solid approach was and is still inspiring to me in my teaching practice."* [E6]. The 'research-based pedagogy' has proven especially valuable with education researchers who are training the next generation of educators. For example, a Durham University Professor reported: *"I have been able to pass on these developments to over **600 initial teacher education students** in my teaching at Durham. I have also been able to demonstrate and inform over **400 teachers in Norway** through a collaboration with the Norwegian Business School (BI) in Oslo"* and *"[ITiLT has] altered the way that I have approached the use of IWBs in the classroom, and how I support future teachers in the use of IWBs in the classroom"* [E7].

The project's website [E8] has been made available beyond the end of the project. It has been used by teaching practitioners in Europe, North America, Australia and Turkey. The website hosts:

- **117 video examples** of the use of interactive technologies in second-language teaching;

- a comprehensive professional development e-resource, including a series of mini-guides; and

- an extensive online library.

These resources continue to be widely used. A *Université Côte d'Azur* Professor has personally used it in the teaching of between 500 and 800 students: *"[I have] used the website in pre- and in-service teacher education with undergraduate classes (25-80 students in third-year English from 2011 onwards) and masters' classes for pre-service primary and secondary teachers (50-80 students per year since 2011). To my knowledge the ITILT project websites are used by colleagues at other French universities (Université Grenoble-Alpes) and I have also used them in workshops (Ireland2017, Norway 2018, French universities and school authorities from 2011) and webinars (Germany 2013, 2016, Canada 2014, Belgium 2017, UK 2018) attracting an average of around 50 participants."* [E9]

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1 Scoop.it is a content engine that monitors global sources to find and curate relevant third-party content.

Web resources are also shared through professional bodies and networks such as **European Schoolnet**, a not-for-profit network of **34 European Ministries of Education** which supports schools and teachers to bring innovation in teaching and learning with a particular focus on ICT and digitization [E5] and which features ITiLT prominently on its webpages [E10].

In summary, ITiLT has had a significant impact on language educators across Europe, transforming their teaching practice and promoting enhanced learning for tens of thousands of pupils and students.

5. Sources to corroborate the impact (indicative maximum of 10 references)

[E1] ITiLT1 Report. Section 4.1 mentions dissemination to over 9,300 people.

[E2] EU ERASMUS+, ITiLT Phase 1 report describing types and degree of impact on participants.

[E3] Erasmus+ website listing ITiLT as a success story.

[E4] EU ERASMUS+ ITiLT Phase 2 report.

[E5] Testimonial 1: Senior Consultant, TELLConsult, the Netherlands describing ITiLT (Phases 1 and 2) and their impacts.

[E6] Testimonial 2: Lecturer, University of Antwerp, describing ITiLT (Phases 1 and 2) and their impacts on her and her practice.

[E7] Testimonial 3: External Evaluator for ITiLT, Phase 1.

[E8] ITiLT Phase 2 website, featuring downloadable teaching resources.

[E9] Testimonial of Professor of English, *Université Côte d'Azur* describing ITiLT (Phases 1 and 2) and impacts on her, and her continued use of ITiLT resources.

[E10] European Schoolnet website featuring ITiLT.