



Inclusion4Schools

Event Report for Milestone M10

**Brainstorming on Preparing Digital Materials for  
the Knowledge Sharing Platform**



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101004653

<b>Related WP number and name</b>	WP4 Evaluation & Exchange of Transformative Practices
<b>Related Task Number and Title</b>	T4.2 Exchange of transformative community-centred practices
<b>Partner Responsible</b>	John Wesley Theological College
<b>Event Title</b>	Brainstorming on Preparing Digital Materials for the Knowledge Sharing Platform
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H2020	Horizon2020
I4S	Inclusion for Schools
M	Month
PIONEERED	Pioneering policies and practices tackling educational inequalities in Europe
RIA	Research and Innovation Action
SMOOTH	Educational Common Spaces Passing through enclosures and reversing inequalities

## Scope of the Event

The event aimed to get participants to brainstorm in a guided way on the task undertaken in the Inclusion4Schools project's application: the development of digital materials in relation to the Knowledge Sharing Platform (the Portal). They were asked to think about the target groups, objectives and formats of the materials. Participants' views help to define and prioritise more precise goals and possible forms.

## Participants

There were 32 participants on the brainstorming, from the Inclusion4Schools project, the two RIA projects (SMOOTH and PIONEERED) and we invited other experts.

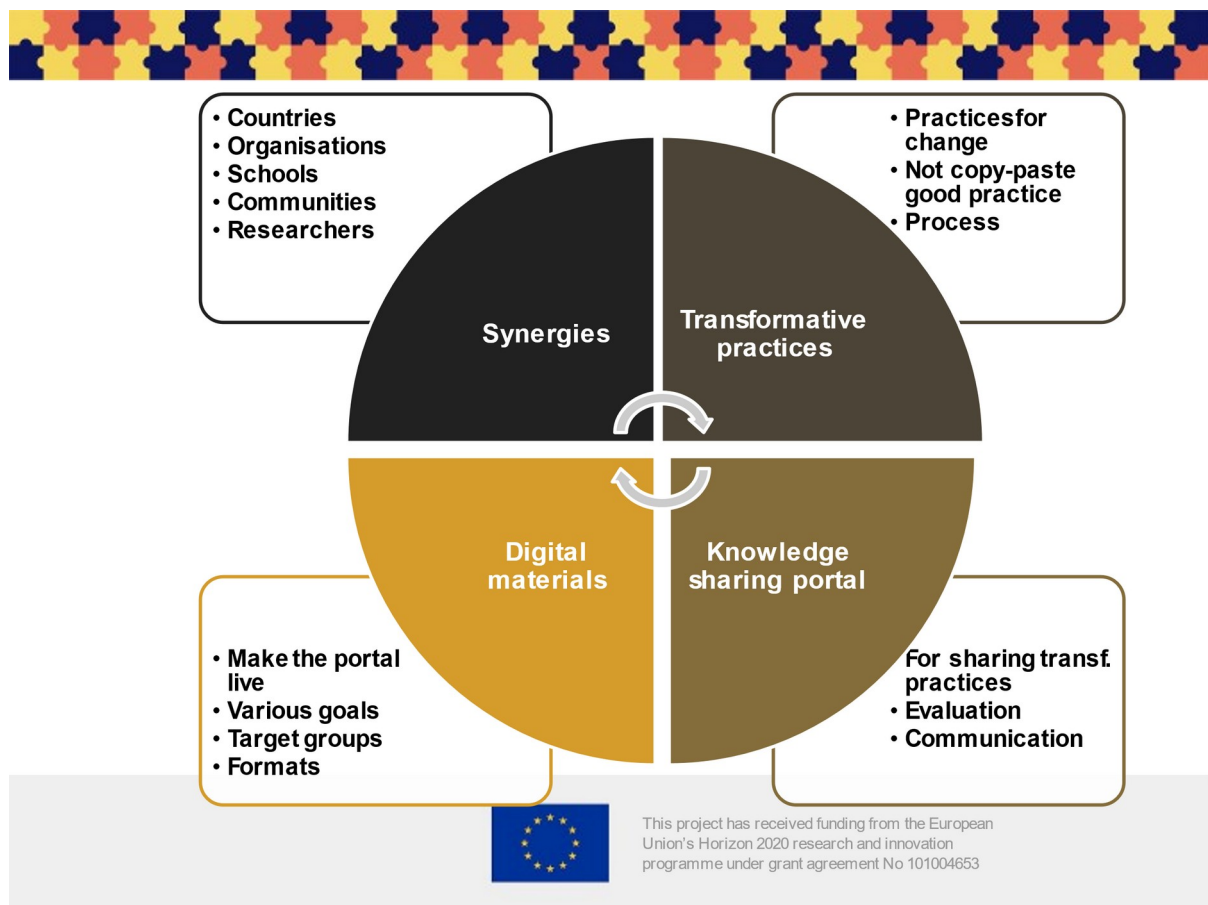
## Venue

The event was organised online on ZOOM from 11.00 to 12.30. 26 January 2023

## Summary of topics and outcomes

First, the event's moderator gave a ppt presentation on the knowledge sharing portal, the concept of transformative practice and the possible digital materials related to both. He explained what the project had undertaken to do in the call for

proposals and outlined the possible pathways based on the developments so far. The materials are part of the larger framework: creating synergies as it is illustrated in the following slide:



The concept of transformative practices (or praxis) and their sharing are crucial elements of these synergies. "Transformative educational praxis refers to combining action with reflection, to be able to make critical judgements about what counts as "good", and desirable in education, when engaging with teaching practices. The transformative character of such a praxis derives from its explicit purpose to change the very coordinates of those social structures, in which "good" education and "best" practice are defined. On the developed portal, the interested stakeholders can think about their practices as transformative ones (using a questionnaire) and can share these practices with others initiating conversations on them." (Excerpt from the Glossary of the project). The digital materials are linked to this process but may have variegated objectives.

The application describes this task in the following way:

"Inclusion4Schools will develop an online knowledge-sharing/knowledge management portal for every country involved into the project, in order to collect, publish, analyse and make public knowledge of praxis, **practical knowhows, professional experiences and self-reflections, excerpts, essays, and summaries of networking experiences, conclusions, knowledge, outcomes and emerging intra-**

**network initiatives** shall be collected, published and analysed on a knowledge-sharing platform specially designed for this purpose, which should additionally contribute to both the **evaluation and dissemination of transformative practices** in the community-centred approach. **Video-recordings of seminars and conferences, as well as published materials and drafts** are also to be uploaded to this platform.”

(Excerpt from the Application)

The possible target groups of the digital materials might be:

- Teachers
- Practitioners
- Organisations
- Communities
- Wider audience

Their objectives might be:

- **Reviving the portal – creating synergies**
- Connecting research and practice
- Collecting
- Analysing: researching - evaluating
- Sharing
- Promoting (disseminating) the concept of transformative practices and the opportunity to share them

The objectives may vary depending on the different dynamics of information dissemination (more passive participation) and involvement (more active participation).

The possible nature and formats of the materials are:

- Essays, articles
- Tools for developing and sharing practices
  - E.g.: Templates for sharing transformative practices
- Barometer: evaluation tools
  - E.g.: Self-evaluation questionnaires
- Tools for analysis
- Digital seminars (MOOC?)
- Videos, podcasts
- ...

After the presentation, the participants discussed the questions in relation to the three sub-topics (target groups, objectives, formats) in smaller groups (ZOOM break-out rooms). Summaries of the group work were presented by the groups on a pre-prepared padlet.com platform. In the final plenary discussion, with the moderator's help, participants discussed the ideas presented in each group and recorded them on the Padlet.

The link to the Padlet:

<https://padlet.com/meszarosgyurid/7tqs7hm5dwmbgw5b>

The next picture shows the whole padlet with the participants' contributions:

The main ideas from the groups can be summarised as follows:

Target groups:

- teachers, researchers and the communities should be the main target groups
- informal educators, parents, policymakers, and stakeholders of the business sector should also be addressed

- specific groups: mentor teachers, language schools, and different community stakeholders (activists, committees, etc.)

#### Goals:

- The main objectives should be to connect research and practice and different stakeholders; to facilitate sharing of practices.
- Other goals also appeared:
  - o doing research together (practitioners and researchers),
  - o exploring community resources
  - o facilitate action.

#### Formats, materials (added to the existing ideas on the list)

- guidelines for different purposes (e.g. for organising workshops);
- research materials made accessible;
- a platform for facilitating offline meetings;
- papers by teachers
- forums, videos

## Conclusions

Participants confirmed the ideas collected in the application and the preliminary reflection. There was an apparent priority for the goals of building bridges between research and practice, and the creation of communities of practice. One dissemination goal of the materials produced could be to make research accessible. Another more engaging aim could be to promote collaborative research and teacher research, and create opportunities for community action and sharing. New ideas have emerged to address some specific target groups: parents, policymakers, informal educators, mentor teachers, etc. In the pre-implementation planning, it is worthwhile to prioritise further and think about resources: who can work on these materials, in what timeframe, and with what resources.