Cyprus - Training and Implementations Schema

1. Description of the pilot implementations of Cyprus

1.1 Implementation phases

Cyprus Pedagogical Institute invited all lower secondary education Cyprus schools to participate in the EUfolio project through an open call letter, sent in November 2013. 7 public schools and 1 private school expressed their interest and later on participated in 4 training seminars, organized by CPI. During the training workshop's phase, the private school withdrew from the project and during the implementation phase, one of the public schools could not proceed with the implementation due to technical issues of the school's internet network. Therefore, overall, 6 schools completed the pilot implementations during Phase A. Implementing teachers of those 6 schools prepared their learning scenarios in collaboration with CPI's EUfolio team, trained participating students on Mahara use and later on implemented their learning scenarios. During Phase B, 5 schools chose to continue the pilot implementations whereas 1 school did not wish to continue the implementations. Those 5 schools were trained again in a series of 3 training workshops in order to be prepared for the Phase B implementations. Implementing teachers of Phase B schools prepared their learning scenarios in collaboration with CPI's EUfolio team, trained new participating students on Mahara use and later on implemented their learning scenarios. More information on the participating school units can be found next.

1.2 Workshops' content and activities

Pre-implementation training and support (Phase A)

Cyprus Pedagogical Institute organized training workshops for the participating teachers (Cyprus) in order to prepare them for their in-classroom ePortfolio implementation. The overall preparation of the teachers lasted two months (December 2013 – January 2014). During this time, teachers participated in four, overall, on-site core workshops. At the same time, teachers were also supported online with their participation in a [Community of Practice for Cyprus Teachers](#) that was created in the EUfolio's Mahara environment and included discussion forums, courses and additional training activities developed by Cyprus Pedagogical Institute's EUfolio team. The content and duration of the teachers' preparatory training is presented in the following table:

Workshop title	Content	Duration
1. EUfolio project and theoretical framework	1.1 EUfolio project (goals and description) 1.2 Theoretical framework 1.3 21st century skills	4 hours

	1.4 eAssessment and Assessment for learning (AfL)	
2. Mahara practical workshop	2.1 Create Mahara accounts and profile pages 2.2 Using Files and Pages 2.3 Using Groups and Sharing 2.4 Participation in "Cyprus' teachers - Community of Practice"	5 hours
3. Mahara online self-study activities	Self-study online additional activities for Mahara use: 3.1 Using Pages as a resource material for my students 3.2 Using Groups for promoting collaboration in my class 3.3 Creating a Blog in Mahara 3.4 Embedding external content in a Page	8 – 10 hours
4. Mahara administrator	4.1 Editing the Institution's page 4.2 Registered users / Approving registrations 4.2 Adding, editing, deleting users 4.3 Sharing material for Institution's members 4.4 Institution's staff and administrators	5 hours
5. Designing educational scenarios with ePortfolio	5.1 Mapping of 21st century skills with ePortfolio (eAssessment) approach and Mahara features 5.2 Recommended Learning Design template 5.3 Educational scenarios' design, using the	4 hours

| integration | Learning Design template | |
| | 5.4 Reflective discussion and final issues before in-classroom implementation | |

Table 1: Phase A training workshop

Pre-implementation training and support (Phase B)

Phase A teachers who agreed to continue the implementations in Phase B and new teachers who expressed their interest in implementing were trained before Phase B implementations. Phase B training

Workshop title	Content	Duration
1. Office 365 practical workshop (Microsoft Ireland)	1.1. Familiarisation with Office 365 1.2. Office 365 as students 1.3. Office 365 as teachers 1.4. EUfolio Yammer Community of Practice 1.5. Meeting with EUfolio partners	5 hours
2. EUFolio Phase B	2.1. Phase A updates and reflection 2.2. "My Learning" – Mahara 2.3. Mahara - Training activities on Mahara - Teachers as administrators of Mahara 2.4. Phase B expectations and preparation	5 hours
3. Learning designs' development with ePortfolio and "My Learning" integration	3.1. Development of each teacher's pilot implementation learning design 3.2. Integration of "My Learning" tool 3.3. Learning design sharing, feedback and reflection 3.4. **Optional**: practical workshop on Mahara's use for	4 – 5 hours

	new teachers	

Table 2: Phase B Training workshops

1.3 Support provided by country's EUfolio team

Support during implementation

Each Cyprus school was provided with pedagogical and technical support throughout the implementation of the EUfolio project. Specifically, each participating school was assigned with one (or more) members of the CPI's EUfolio team as their school's supporters. The school supporters visited participating teachers in their schools in order to support them developing their learning designs with ePortfolio implementation, discuss any other issues, educational and/or technical and provide more training where needed. In addition, a prerequisite for each school's participation in the project was that the headmaster assigned at least one IT teacher in the team. During the pilot implementations, the IT teacher acted as the school's IT (technical) supporter and was trained to be administrator of the school's platform space (for example, administrator of the school's Mahara Institution).

Apart from the on-site support, teachers were also supported through Cyprus' teachers Mahara community and guided to use EUfolio technical support community (created by EUfolio Mahara site administrator). CPI's EUfolio team created Forums where teachers could ask questions and provide solutions to queries. Teachers could also share pages within the community and ask for feedback from other teachers. CPI's EUfolio team created subject-oriented groups (small communities) for all Cyprus' participating teachers so as to help them connect and exchange ideas related to their subject.

Support after implementation

The participating schools and teachers will continue having access to the EUfolio Mahara environment and be encouraged to continue with future implementations. Teachers who want to proceed with further implementations will be supported and trained by CPI, where needed. Interested teachers who wish to implement ePortfolios will have access to the Online Portal of EUFolio (EUFolio library) where they can go through Continuous Professional Development (CPD) resources and examples of the implementations in all pilot countries of EUFolio. Lastly, following the CPD material and results of the EUfolio pilot implementations, CPI plans to create standalone online courses, in Greek, for teachers who will be interested implementing ePortfolios in their classroom, in the future.