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**Title:** Resources and strategies developed in selected EU projects to support Teacher Education and Schools in realising innovative and inclusive education with the help of mobile devices

**Abstract:**

The growing interest in mainstream education to explore the potential of mobile learning also implies a dual challenge for teacher education institutions of keeping current themselves themselves and ensuring pedagogies are in alignment with the needs and practices of schools and societies. After all to provide related technical & pedagogical training and guidance for inservice teachers presupposes experienced staff that have developed the relevant competences and can show model teaching behaviour while incorporating mobile learning in initial teacher education curricula (Naylor & Gibbs, 2015). However, generally teacher education organisations are lagging behind in these endeavours (McClanahan, 2017) since they do not employ innovative or disruptive pedagogies in their preparation of pre-service teachers and so provide insufficient preparation in using innovative mobile pedagogies (Burden & Hopkins, 2016; Burden & Kearney, 2017).

In line with recommendations (UNESCO, 2013) and conclusions (Wishart, 2018; Koenraad, 2016) considering professional development (PD) the key issue for sustainable mlearning-based innovation in teacher education and schools, TELLConsult, as partner in a number of EU projects addressing these issues, contributes to the exploitation of the project results, by offering, ErasmusPlus grant eligible,  PD courses.

The selection for this workshop  includes the project ‘Tablets for classroom inclusion and differentiation’ (TABLIO, 2016-2019) which focuses on a specific educational dimension of mobile learning, in casu differentiation. It developed a toolkit containing design principles & templates and evaluation criteria for the use of tablets for differentiated instruction purposes based on a joint literature research study by the project partners (Hustingx et al., 2017). As a strategy to support the implementation process the teacher education project partners collaborated with schools in their regional school networks by participating coaching of teacher design teams. Furthermore the project ‘Designing and Evaluating Innovative Mobile Pedagogies’ (DEIMP, 2017-2020), an R&D oriented partnerships between university based teacher educators, school teachers and school leaders in order to design, develop, test and refine innovative pedagogies using mobile technologies. In addition to a set of design principles (Burden & Kearney, 2018 and a scoping study focusing on the innovative dimension in the current state of mlearning, key outputs are a MOOC and a related mobile app to support the developing and evaluation of innovative mobile learning scenarios, which are currently being designed and tested between the partners and a network of 24 associated partner schools working as part of a transnational network.

In the workshop presented here we will focus on the Tablio project that researches the potential of  mobile technologies to support classroom based differentiation.

Delegates will be briefly presented to its  outputs and invited to participate handson in a simulated PD workshop activity as student / inservice teacher introducing one or two of resources produced by the project.

Finally, a dedicated Padlet page will be introduced to facilitate further individual exploration of resources produced by projects mentioned above and other related projects including the project ‘Mobile enhanced tools and approaches for innovative language learning and assessment,  (M-Lang, 2014-2016), a professional development initiative to upskill teaching staff on the effective use of learner response systems.