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SUPPORTING THE TEACHERS' COMMUNITIES WITH INNOVATIVE INITIATIONS – THE FUTURE OF LEARNING CONCEPT

Abstract

The concept of the Future of Learning Initiative (FLI) is about supporting everyday pedagogical practice with digital tools and collaborative learning for teachers. In this space, teachers collaborate with other teachers, learn from one another and reflect on their own practices together, and for this process, our organisation provides a thoroughly planned collaborative environment, methodology and know-how. We, at the Tempus Public Foundation (TPF) believe that pedagogy will become even more effective not by digital tools but by educators' thinking, the key to change is always the educators themselves and this is confirmed by all major international research as well as policy recommendations (EU, OECD, etc.). Approaching the FLI that has online services, we can say that the open online courses and online services have brought both the democratisation of adult education and the expansion of knowledge sharing opportunities. In addition to the many criticism of the open online content, it can certainly be said that online courses such as The Future of Learning MOOC have made a significant and remarkable contribution to the democratisation of adult education by sharing achievable learning outcomes with the wider public, with the key element of accessibility. With the Future of Learning Initiative, we have been able to raise knowledge management principles as well as practices that have been accumulated for more than a decade to a European level, and also set the goal of further internationalising the Future of Learning Initiative. In this summarising article we are going to introduce the FLI initiative and the FLI MOOC to the audience with details of the MOOC, the concept and methodology. The results of the different questionnaires, the theoretical background, and the measurements of the efficiency of the different tasks and assignments will be published in several different articles in the upcoming months and years.

Introduction to the Future of Learning concept

The concept of the Future of Learning Initiative (FLI) is about supporting everyday pedagogical practice with digital tools and collaborative learning for teachers. In this space, teachers collaborate with other teachers, learn from one another and reflect on their own practices together, and for this process, our organisation provides a thoroughly planned collaborative environment, methodology and know-how (Farkas & Györgyi-Ambró, 2021). We, at the Tempus Public Foundation (TPF) believe that pedagogy will become even more effective not by digital tools but by educators' thinking, the key to change is

always the educators themselves and this is confirmed by all major international research as well as policy recommendations (EU, OECD, etc.).

Figure 1. The Future of Learning logos

Source: Tempus Public Foundation, n.d., figure designed as internal documentation

The Future of Learning Initiative is complex but has services to reach its target groups and make knowledge more manageable and transferable which are
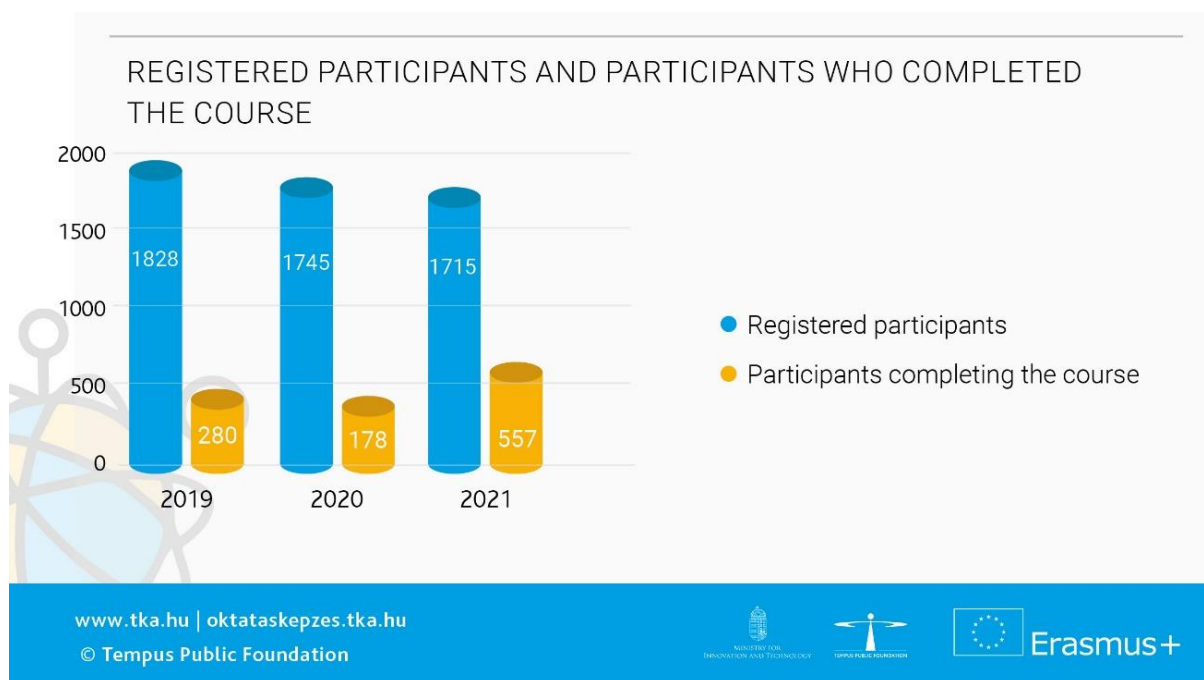
- The Future of Learning MOOC
- The Digital Methodology Repository
- The Future of Learning YouTube channel and Facebook page

The concept of FLI was created in 2018 but parts of the FLI had been launched earlier. Managing the largest collection of Digital Methodology Repository in the country (with over 500 tested, excellent pedagogical ideas with expert evaluations) as well as the comprehensive Digital Space Initiative, and trainings and projects of the TPF for other educators, we have wide access to thousands of teachers in the country.

The Digital Methodology Repository (launched in 2012) has an annual call that receives around 50-60 applications of teachers to share their own pedagogical-methodological ideas and curricula with one another (totally free of charge). The Repository provides teachers with free access to peer-reviewed content that they can integrate into their own pedagogical practice. The Repository and the annual call for enriching the content show very clearly what teachers know and what they need to know on a particular subject, also, the online platform that we use provides them with opportunities to connect through social features such as: rating methodological ideas, creating collections and sharing best effective practices with one another. The Repository serves as a bank of specific knowledge, filled with various classroom tools and techniques. (Farkas & Györgyi-Ambró, 2022).

Exploiting our networking opportunities, we have created The Future of Learning MOOC, which has become the largest massive open online course for teachers in the Carpathian Basin, with 1,500-2,000 participants per year and have reached teachers and educators in over 20 countries. Anyone can sign up for the Future of Learning MOOC free-of-charge and receive a certificate upon completion of the course (Farkas & Györgyi-Ambró, 2021).

Figure 2. Data from the FLI MOOC course (2021)

Source: Farkas & Györgyi-Ambró, 2021, p. 25

The content of each Future of Learning MOOC course is developed according to the results of a preliminary needs assessment in each year. We select the most current topics based on the survey results as well as we take into account values and key messages of our organisation, at the same time, we constantly looking at the domestic and international educational trends.

Currently, The Future of Learning MOOC has been organised for the fourth time in 2022 but we have only summarised data from the earlier years – it means that databases which are shown in this article was closed at the end of 2021. The three MOOCs – in 2019, 2020 and 2021 – have had an impressive 98-99% average student satisfaction rating. In addition to the primary target group of school teachers, almost 20% of our participants have arrived from a wider group: higher education lecturers, teacher trainers and trainees, kindergarten teachers, special education teachers, and representatives of various universities as well as of the policy-making sphere.

It is very important not only to us but also to our participants that we involve people from various institutions with diverse experience: discussing topics of common interest from different angles results in consequences and opens up approaches that would have stayed hidden without heterogeneity. This means that the Future of Learning Initiative supports a community of practice to be designed and created. Community of practice (CoP) is a group of people who share a common interest and work together over an extended period of time and explore methods of working in a specific area of knowledge (Farkas & Györgyi-Ambró, 2022). The Future of Learning MOOC and other instruments of the FLI successfully apply the knowledge management technique of CoP to create, sustain and help thrive a learning community with

- supporting deep cooperation between participants;
- incorporating community-building features and encouraging their use;
- developing and encouraging joint and reciprocal activities;
- conscious scaling of individual learning and individual learning outcomes to the community level;
- supporting a collaborative facilitator team based on common principles and guidelines for participants;
- involving community organizers and other facilitators and encouraging participants to develop cross-sectoral partnerships;
- supporting and encouraging dialogue and debate in professional forums;
- raising awareness of and encouraging peer learning.

The know-how and knowledge management experience accumulated in the Initiative have helped us support Hungarian-speaking teachers from other countries: in 2020, we implemented a large-scale in-service online training for nearly 1,000 Hungarian teachers in Romania within the Initiative.

Thus, the number of people reached in the Future of Learning Initiative altogether has already exceeded 6,000 solely with the courses. Adding all YouTube subscribers, viewers, registered teachers of the Digital Methodology Repository, we exceed over 100,000 people inside and outside the country.

The Future of Learning YouTube channel (A tanulás jövője - Tempus Közalapítvány, n.d.) became a key regarding the Initiative over the past year, exactly because of the unfortunate situation caused by the pandemic. Consequently, we have become able to come to the aid of thousands, or even tens of thousands of educators facing difficulties caused by the pandemic, helping them connect with their students and cooperate in a constructive, innovative way to use the advantages, opportunities and benefits of digital education. The Future of Learning Facebook page (A tanulás jövője, n.d.) is also very well-known and active, filled with valuable content relevant to the target groups: images, videos, calls, etc.

Background and motivation

The Future of Learning Initiative is an initiative of the Tempus Public Foundation, Hungary. The Tempus Public Foundation (TPF) is a non-profit organisation established in 1996 by the Hungarian Government, with the task of managing international cooperation programmes and projects in the field of education, training and EU-related issues. Today it is a background institution of the Ministry of Culture and Technology and has approximately two hundred and seventy employees (Tempus Public Foundation, n.d.).

Figure 3. Tempus Public Foundation (TPF) organisational chart

Source: Tempus Public Foundation, n.d., figure designed as internal documentation

Over the past 25 years, the TPF has gathered wide experience in development, coordination and execution of different trainings and courses. Based on these, the TPF has a distinctive know-how in this field, including the execution of massive open online courses, unique to Hungary and the Carpathian Basin. The training courses developed by the Knowledge Centre offer a European insight, practical knowledge, professional connections and mental recharge for government associates, representatives of small- and middle-sized enterprises and teachers. Throughout the years, our offline, online and blended courses gained more than 30,000 satisfied customers in the last 20 years.

Main challenges and how to respond

As the literature says: three major categories of findings were identified: issues related to online learners, instructors, and content development (Kebritchi, 2017). In the next chapter we are describing these in our case and based on our experiences. The Future of Learning Initiative has been privileged in many ways: its current format has been shaped by careful hands of many excellent and enthusiastic professionals involved and its sustainability is ongoing thanks to governmental support, although, initially, it was a serious issue.

Challenges on the level of the entire initiative

Actually, its initial professional challenge was twofold: 1. we noticed that faith and trust in digital education did not strengthen in direct proportion to technological changes, and

2. we also identified the need for facilitating the strengthening of collaborative learning among teachers. 3. The digital space in which teachers, too, have found themselves is excessively noisy: there are thousands of digital teaching materials, resources and opportunities and – depending on the level of digital literacy – some teachers perceive this phenomenon as pressure from the outside (from society, economy and policy). Later, from 2020 onwards, the implementation of the initiative has been compromised and forced to follow an inescapable path determined by the COVID-19 pandemic, which – at the same time – fostered further development of the FLI in many ways.

To meet the challenges, we have designed an iterative planning process with our target groups and participants. It is manageable because of the contact through social media and e-mail channels. At the milestones, they were asked to fill questionnaires, participate in knowledge cafés, discussions to set up e.g. the focus topic of the annual call of the Repository every year, identifying the three or four current pedagogical topics implemented in the Future of Learning MOOC. Also, we are following the findings coming from the latest research, current issues in pedagogy, methodology and didactics and building relations with the biggest teacher training university in Hungary (ELTE Faculty of Pedagogy and Psychology). It is clear that our target groups need to turn down the "noise", focus on important issues and get access to effective best practices (mostly but not only from the Digital Methodology Repository) as well as webinars and knowledge-sharing occasions on specific topics. Clear and simple work methods, just like the iterative process are examples of the most valued and appreciated parts of the initiative based on the feedbacks of the participants (Farkas & Györgyi-Ambró, 2021).

Challenges on the level of the FLI MOOCs

One of the biggest difficulties with trainings is the prevention of dropouts typical of free online training. One of our tools to address this is online community building, which can have serious retaining power. Another tool is differentiated curriculum and accountability, which helps to make participants from a very wide range of education feel that the task at hand is relevant to them. We can be justifiably proud of the participants of the Bolyai Summer Academy and the Autumn Mini-Courses, who completed the tasks in an extremely high proportion and took a very active part in the community activities of the course (Györgyi-Ambró, 2020).

The other difficulty is keeping in touch with the participants. The source of the problem here is that we only see as much of the participant as they want to see of themselves, as is usually the case in online spaces. This is why in the introduction to our courses we will ask if you will report your problems and contact the organizers if you have a problem, and whether you will communicate with other participants on our forums and other interfaces. Awareness of active communication is very important to give participants an experience of online learning and feedback is extremely helpful in furthering our training.

Communication and liaison between participants has improved dramatically since the introduction of distance learning in the spring, and we see a need for our participants to make up for some of the lost personal contacts and contacts in the online space. We look forward to helping you with our online courses.

Main values and core ideas of the initiative

From teachers to teachers

Based on preliminary needs assessments at the Public Foundation, feedback on the course, the contents of the Digital Methodology Repository, in consultation with experts and examining the pedagogical literature, they plan year by year what kind of content and topics should be included in the course. As needs assessments are carried out with practicing educators and then the curriculum itself is built by practicing educators, this guarantees that the participants will gain practical, up-to-date and useful knowledge, but the course content is we also often involve external researchers in the work (Györgyi-Ambró, 2020).

Innovation

In addition to the quality expectations related to the curriculum, in order to maintain the interest in the course and the professional quality, we have to come up with innovations every year. The focus of innovation is on strengthening knowledge sharing and collaboration between teachers in the online space. Year after year, based on feedback from facilitators, experts and participants, the online training is being further developed – we have gained experience in involving community organizers, satellite learning trips in addition to the main learning pathways and experienced the effects of the epidemic, and tried to mitigate the impact on schools of COVID-19 crisis immediately within a few days. One such innovation was the Digital Methodology Incubator, in which participants can seek advice and suggestions for developing their ideas. In this way, they can provide valuable experience not only for teachers but also for teacher education and in-service teacher training institutions (Györgyi-Ambró, 2020).

Collaboration between stakeholders

Collaboration will be very important in the course and in the initiative as a whole, including collaboration between facilitators and collaboration between participants and organizers, and the closest possible collaboration between participants. The Tempus Public Foundation also works with teacher training institutions to provide the most innovative content and services possible year after year. In 2021, the "I'll be a teacher!" professional workshop members – who are students in initial teacher-training – were asked to organize the community and organize the knowledge and ideas published in the course using a mind map. Facilitators also cooperate in the planning and implementation of the course, in addition to their own modules, in the development of the course as a whole, and in 2021 the individual modules were already prepared by pairs of teachers (Györgyi-Ambró, 2021).

Collaborative teacher learning

Various labels are used to describe ways in which teachers work with others to develop their professional learning – for example, specialist, collaborative or peer coaching, collaborative enquiry, and joint practice development (Cordingley 2013). Collaborative

teacher learning is conceptualised in our project as teachers working together through purposeful processes of interaction intended to advance teachers' learning. Working together can extend beyond teachers to collaborating with students, support staff, community members and other educational stakeholders. Collaborative teacher learning is further defined for us by incorporating an explicit values-stance that makes clear that worthwhile collaboration involves participative and inclusive values and a commitment to expansive rather than test-led or performative conceptions of learning. The values-stance integrated into this conceptualisation is explained further in the next section (Györgyi-Ambró, 2020).

Collaborative teacher learning overlaps with the notion of teacher leadership where teachers are active agents of change working with others as the initiators and enactors of innovation (Woods & Roberts, 2018). Teachers in this conception of collaborative working are not simply passive recipients and transmitters of local, regional and national educational policy, but active interpreters and shapers at school level of policy (Ward et al., 2015). The learning generated by collaborative teacher learning may enhance individual learning and generate emergent learning in the form of joint products and new knowledge emergent from the group, network or organisation. Hence, collaborative teacher learning does not imply the absence of individual self-activity and learning. It is distinct from what we term individual focused teacher learning – by which we mean action by an individual teacher that is solely to advance that teacher's learning and does not involve purposeful working with one or more others to this end (Albrecht-Garai et al., 2018).

Motivational elements in the initiative and the FLI MOOC

We have been concerned a lot about how we can most effectively help knowledge transfer between educators. During the development of our programs and projects, we have several questions about this (Györgyi-Ambró, 2020).

What makes an educator try a digital device in his or her classroom practice?

We can see the personal recommendation and inspiration as real keys. At the first meeting, teachers typically start using digital tools to motivate students. Loss of motivation for students is a global problem and it seems obvious to use tools that are already very widely available: computers, mobile phones. But that brings us to another question: Is something in itself motivating because it's digital? The answer, of course, is no. An improperly designed lesson organized with ICT tools can even lead to an additional loss of motivation for students (Györgyi-Ambró, 2020).

Partly because of the above, and partly based on the experiences we have shared in our courses, we see the role of the board of educators or the community of educators in having a huge initial experience. Positive feedback from students is one of the biggest motivating forces for educators. However, in order for our first experiments and acquaintance with the digital space to be followed by successful classroom exercises, the support of the teaching community seems to be an almost unavoidable element. Suggestions and feedback from fellow educators can significantly shorten the learning process, increase effectiveness, and help eliminate mistakes and problems. That's why we created our courses

in the form of creating an online teacher community as an emphasis of the courses. Participants in our courses are always advised to look for fellow students to complete the courses with whom they can discuss what they have learned and plan the steps for practical use. Anyone who has no acquaintance from our own teaching community in our course can surely find a partner in the forums and other interfaces designated for this purpose (Györgyi-Ambró, 2020).

By teaching an educator how to use a particular tool, what guarantee is there that he or she will incorporate it into his or her classroom practice?

On the one hand, there is a time factor in this question that is critical for most educators. How much time can I devote to preparing a lesson or task? Does the time invested pay off? For example, the Digital Methodology, where you can search for content you've already shared by topic and age group, wants to help. The Future of Learning courses, it is important to share the finished products after the assignments with each other, as these are not only inspiring, but could be reused to save teachers a significant amount of time preparing for lessons. The basic condition for this, however, is to publish our ideas thoroughly and easily adaptable (this has always played a key role in evaluating the award-winning ideas of the Digital Methodology). Furthermore, many educators find that they are reluctant to use digital tools. This may be due to the fact that even beginners use digital tools, or the fact that their students have a much better understanding of technology, so that their own role as a knowledge carrier is questioned. The question arises for many as to whether we are able to ask students for help. We see that for educators who have a very good answer to this question, the initial stage in incorporating digital tools is much easier. It is also unavoidable to use students ’opinions and feedback to create truly motivating, quality digital content. They also partly coincide with certain elements of the paradigm shift so much mentioned by education researchers, in which the role of educators of the future should be less and less a role in supporting knowledge (Györgyi-Ambró, 2020).

What is the role of sharing experiences and best practices in this learning process?

It may be important to specify the topic and age here, but within a larger community of teachers (which the online space is great for, among other things, searchability and reviewability), a wealth of valuable knowledge can be accumulated in a very short time. Achieving a goal or choosing a tool would often require many, many hours of research, which can be revealed in a well-functioning, supportive teaching community by simply asking questions in a dedicated forum. We think that it would be extremely difficult to ask a question to which one of the more than a hundred thousand Hungarian-speaking teachers and educational professionals would not have found at least a satisfactory but rather outstanding answer. Again, this can save teachers time, as choosing the wrong tool can make hours and days of work unnecessary and a guarantee of professional quality. In the case of digital devices, this process of knowledge sharing is repeated more often than similar content, as the devices that can be used and the user habits around us are also changing rapidly. We need to continually update our toolkit and update our educational content to stay up to date (Györgyi-Ambró, 2020).

How wide can training be organized in a given online environment? (ages, subjects, level of digital competence) What are the advantages and disadvantages of teaching teachers with different digital competences together?

Answering this question seemed to be one of the most difficult, and each course implemented adds valuable new perspectives and experiences to this issue. We know that sharing experiences in different areas of knowledge very often brings value to other areas as well. However, too much information can result in a daunting and difficult-to-process learning environment that can make it difficult to process topics. We try to find an optimal ratio in this duality, where the general community can find common ground along the more general goals (e.g. by what means can I achieve effective online collaboration?) Or in a narrower circle – for example in subject forums or course groups – talk about more specific situations (e.g. well-proven online platforms for teaching mathematics). Hopefully, these collaborations and common learning opportunities are of value to everyone. Based on the interviews with our facilitators, the picture shows that they themselves acquire a lot of new knowledge in the educational process and this is probably also true among the more experienced participants in the use of ICT, who know questions not only with each other but also with prominent actors, to discuss or even initiate cooperation. We cannot show a person who knows every corner of the online learning space, as that would be a complete impossibility, as we are talking about a huge and ever-changing body of knowledge. Therefore, in addition to the content offered by our curriculum developers, participants with advanced ICT knowledge who take part in the courses will be able to learn something new from each other. An online community of this size has plenty of opportunities for everyone (Györgyi-Ambró, 2020).

While educators want to learn how to use tools based on our preliminary needs assessments, how much methodology do we need to pass on? If there is not enough methodology, will our participants not subordinate learning objectives to the tool?

It is a recurring dilemma between organizers and facilitators is how much theory and how much practice is needed to assign the use of tools to learning goals and not the other way around. Some elements of the previously mentioned paradigm shift may appear in the course, but how suitable is a 10-15 or even 40-hour course to pass the necessary theory, with participants also trying out the tools, which is the most important element of the course based on our preliminary needs assessments of the participants. Here we agree on that we had to go against expectations somewhat and finally chose a solution in which the theory appeared alongside the practical knowledge and the topics were accompanied by a literature recommendation – but the theoretical knowledge is not part of the course's measurement and evaluation system. Instead, we expect experimentation, the application of what has been learned and the cooperation between the participants. While this does not guarantee the use of tools that are subordinated to learning goals, the educator can arrive at a level of recognition and skill that will persuade him or her to experiment further and then follow the theoretical background on his or her own, encouraged by initial success (Györgyi-Ambró, 2020).

What are the key concerns and values of the MOOC programme contentwise?

The FLI MOOC programs were developed based on three principles. One is the stimulation of knowledge sharing and knowledge exchange in accordance with the values of the Tempus Public Foundation, and the integration of the activity into the adult education and teacher training structure of the Public Foundation. Another important principle is actuality: the topics of the MOOC had to be as current as possible every year. For this reason, we launched a needs assessment questionnaire every year (every year in autumn) to assess the needs of the potential target group that are most pressing for potential participants. Under the principle of actuality, we also implemented the practice of creating a new framework or new learning path every year, which we experimented with, examined its operation, evaluated its effects, and then reconsidered its use as a result of the analysis (after action review). The third important principle was the strengthening of collaborative learning between teachers. We subordinated to this the intention, which is unusual for MOOCs, that we worked with a relatively large number of online facilitators and that some of the activities specifically serve community building, not just individual learning.

It was a very important value for us that the Future of Learning MOOC is a methodology course, not a digital pedagogy course or robotics or other similar current focus. Throughout, we also maintained the principle that the topics of the MOOC were horizontal pedagogical topics: collaborative learning, project pedagogy, gamification, supporting students' self-regulated learning, etc. We created groups for the teachers' subject organizations, and we also made it possible for the participants to create groups, which only had to be moderated or helped and facilitated from time to time. But the organisation of the course and the learning paths was based on the holistic topics.

When planning the course, we asked the content developers for a unified approach, since our intention was to create a common MOOC and not just modules placed next to each other. We also planned linked, interdependent activities that ran throughout the entire course. With this, we also wanted to help ensure that already satisfied and committed participants are less likely to drop out of the course.

The structure of the modules was created based on uniform editing principles, which all content developers followed. On the opening pages of the topic, a short introduction, possibly an engaging story or a video or audio recording provided motivation for the participants. This was followed by a short literature-didactic summary, which helped beginner-level participants navigate the topic. During the module, we also placed content pages on the beginner and advanced level learning paths, on which we placed video or audio or, in rarer cases, textual learning materials, which were supplemented by embedded learning material elements and learning objects. For the content pages and to measure the learning results, we created and published several types of tasks at the beginner and advanced level, the effectiveness and efficiency of which were examined from several points of view. The variety of tasks was facilitated by discussions between content developers and design diagrams, which the Public Foundation regularly followed and sometimes facilitated the work process. During the content development, we also involved an external expert who was also a former methodological consultant and proofreader. The tasks were supplemented by forum posts, it was common for the participants to create an evaluated

forum post from the start. In addition, the participants in the course were able to express themselves in several forums dealing with subject-specific or technical issues. We facilitated the community-building functions with several community exercises (e.g., community map creation, introductions, partner-seeking online bulletin boards, etc.). In some special years, community building was carried out by university teaching students specially invited for this task.

At the end of the modules, all participants had the opportunity to reflect on the content, methodology and learning outcomes of the module. At the end of the course, the participants could give their opinion on the course, this questionnaire was filled out by hundreds of people every year.

The results of the different questionnaires, the theoretical background and the measurements of the efficiency of the different tasks and assignments will be published in several different articles in the upcoming months and years.

Receptions and feedbacks from the field

The FLI is one of the most successful programmes the Knowledge Centre has ever launched considering the number of its participants, the number of experts involved and their wide-range expertise, the number of issued certificates within a programme. Regarding quantitative indicators, the FLI is doing well (Györgyi-Ambró, 2019).

On the other hand, we are constantly monitoring the satisfaction of our participants using internationally standardised methods (see Kilgore et al., 2015). Regarding the Digital Methodology Repository, we get important feedback regarding the number of people who use the system and their feelings about it. In the Repository, there are approx. 100,000 visitors yearly, in 2020, during the pandemic, it got multiplied with an average of 50,000 visitors monthly. The YouTube channel also exploded in 2020, with tens of thousands of people visiting it during the pandemic monthly. The Future of Learning MOOC has been attended by almost 2,000 people every year so far, with a total of approx. 98-99% satisfaction rates; the engagement level of participants as well as their evaluative culture and willingness to provide feedback is extremely high, supporting the development of the community and that of reflective pedagogical practice.

The Future of Learning MOOC is the flagship of the initiative and has the greatest community-building and knowledge-democratising impact on the sector. Within the MOOC, results of participants are constantly monitored, excellent teacher facilitators provide regular feedback on participants' work, so the follow-up of not only the course but also individual participants is realised. Quality assurance tools installed within the course (regular feedback from all actors, external evaluation, research, regular monitoring, etc.) also allow us to learn a lot about the course and the needs of participants each year and implement meaningful quality improvements regularly.

Most of the teaching materials are fully open and accessible free of charge for teachers and other participants even without registration into the FLI MOOC or the Repository website. The rest of the teaching materials is also accessible for our partners and participants with registration but if somebody subscribes to our services and the initiative, they are welcomed to have all the materials free of charge forever. This is greatly appreciated

by our users because they are able and motivated to come back again and again to build new communities, founding new partnerships and finding "something interesting from the past".

Figure 4. Feedbacks from the last FLI MOOC course (2021). FLI MOOC = Future of Learning Massive Open Online Course.
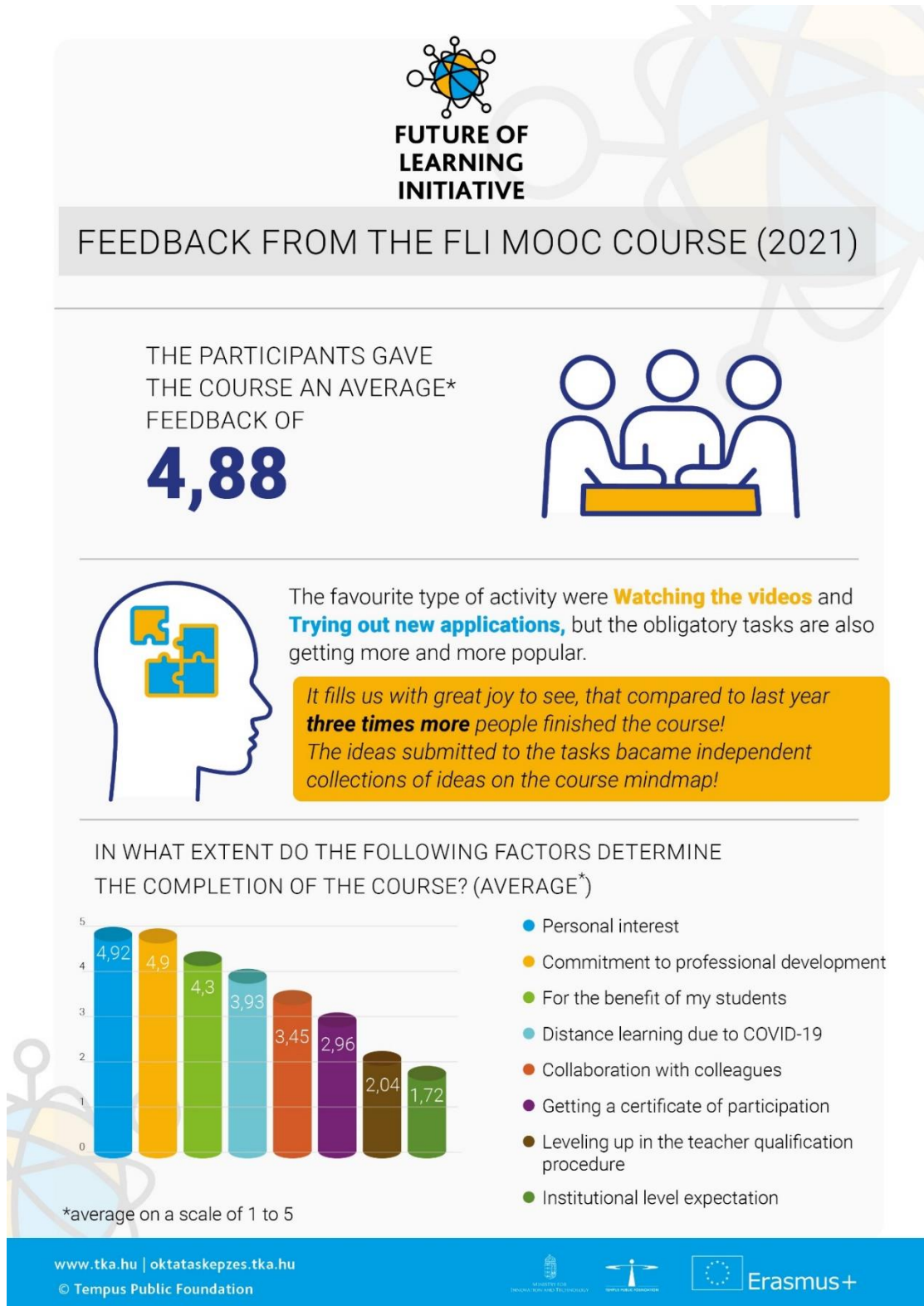
Source: Tempus Public Foundation, n.d., infographic designed as internal documentation

Overall, the FLI is an initiative that fills a niche to which thousands of new teachers and other professions join each year, with outstanding satisfaction. Participants are most satisfied with the expertise, knowledge and knowledge-sharing skills of experts involved, the quality of networking and professional commitment.

The knowledge management techniques in the initiative

Approaching the FLI that has online services, we can say that the open online courses and online services have brought both the democratisation of adult education and the expansion of knowledge sharing opportunities. In addition to the many criticism of the open online content, it can certainly be said that online courses such as The Future of Learning MOOC have made a significant and remarkable contribution to the democratisation of adult education by sharing achievable learning outcomes with the wider public, with the key element of accessibility (Farkas & Györgyi-Ambró, 2021).

Practically, the elements of FLI has learning outcomes set up. Approx. 50-60 new, elaborated ideas are submitted each year to the Digital Methodology Repository using a template. We also honour owners of the best ideas with our Digital Teacher Award to recognise their outstanding achievement; 8-10 awards are presented as part of our annual Digital Education Conference. This conference is also a kind of knowledge marketplace with hundreds of participants organised each year with plenaries, roundtables and dozens of innovative workshops, sections and giveaways in order to share the gained knowledge and design new networks with live conversations and good questions. Most of our facilitators, educators and trainers of the online and offline (face to face) courses are awarded teachers with Digital Teacher Award mentioned above.

In the Future of Learning Online courses, the quality of participation in activities and tasks is monitored by facilitators who give feedback to participants. It is important that participants receive feedback regarding learning outcomes they have achieved (and areas for further development). This practice might seem strange but our participants have indicated to us that they insist on feedbacks as well as peer assistance and peer learning.

As for evaluation of the entire initiative, we also devote significant energy to the development of the initiative itself, with external experts and external evaluators assessing the results of the FLI. We usually – once or twice per year – design and implement a rapid evidence review (RER) which is a way of reviewing research and evidence on the FLI and especially the FLI MOOC. It records the main outcomes and has strong recommendations for upgrading and upscaling the Initiative and also develop the instruments: the Repository, the FLI MOOC and other channels.

The evaluation of the initiative leads us to some organisational development as well. To get more and more detailed knowledge about our initiative and the learning outcomes and findings, we usually implement the knowledge management technique of the after action review (AAR) which is usually implemented in discussions at the end of an activity or key stage to reflect on the current position and future actions. Experts, external experts and e.g. the facilitators of our courses are also involved into the AAR. This is a very good opportunity to collect the tacit knowledge of our activities and lessons learnt. To have a formal process, a retrospective review is also done in every year at the end of the FLI

MOOC (usually in May every year). For the retrospective review we use more techniques from feedbacks of participants, facilitators, associated partners and finally: one of the most reliable and valid evaluation grid known as The Quality Matters Rubrics that show a very detailed and thoroughly planned way of assessing and evaluating online courses in eight different topics:

- Course Overview and Introduction
- Learning Objectives (Competencies)
- Assessment and Measurement (inside the course)
- Instructional Materials
- Learning Activities and Learner Interaction
- Course Technology
- Learner Support
- Accessibility and Usability

The appropriate usage of the Quality Matters Rubric and the experiences of them could be read from Lowenthal et al. 2015. The results of the retrospective review is built in to the planning of the FLI MOOC and other FLI activities in the following year.

For the YouTube and Facebook channel, we are using the analytics of the social media companies provided for targeting our messages more and more appropriately, identifying our typical target groups and the most successful materials, e.g. YouTube-videos.

With the Future of Learning Initiative, we have been able to raise knowledge management principles as well as practices that have been accumulated for more than a decade to a European level, and also set the goal of further internationalising the Future of Learning Initiative. We kindly recommend you to be our guest, course participant or uploader to the Repository to gain the advantages and join to a constantly improving community across the borders.

Summary

The concept of the Future of Learning Initiative (FLI) is about supporting everyday pedagogical practice with digital tools and collaborative learning for teachers. In this space, teachers collaborate with other teachers, learn from one another and reflect on their own practices together, and for this process, our organisation provides a thoroughly planned collaborative environment, methodology and know-how. We, at the Tempus Public Foundation (TPF) believe that pedagogy will become even more effective not by digital tools but by educators' thinking, the key to change is always the educators themselves and this is confirmed by all major international research as well as policy recommendations (EU, OECD, etc.). The Future of Learning Initiative has been privileged in many ways: its current format has been shaped by careful hands of many excellent and enthusiastic professionals involved and its sustainability is ongoing thanks to governmental support, although, initially, it was a serious issue. The challenges and responses were also explained in this article. The main values and core ideas were also described in the article which are: from teachers to teachers, the constant innovation and the collaboration – between stakeholders and especially the collaborative teacher learning (CTL). We have also described

the key he motivational elements of the initiative in five short points as well as the feedbacks and the receptions from the participants. We are very proud of the results and outputs and the accomplishments that we have achieve together. At the same time, one of the key part of the initiative is the applied knowledge management techniques (knowledge marketplace, after action reviews, retrospective reviews etc.) which could lead the Reader to another side of a successful initiative – how to measure, assess and evaluate the performance of the knowledge management initiative.

Acknowledgement

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Appendices

Appendix 1: Complex mind-map (the main collective product) of the Future of Learning MOOC in 2021

Source: Tempus Public Foundation

The mind-map includes the most important discussion topics and posts with annotation of online applications, digital methods, tools, databases etc. as well as the selected content fragmented by subjects (e.g. Hungarian language, Geography etc.), pedagogical topics (e.g. gamification, collaboration of students etc.). URL: https://www.mindmeister.com/1852435071?t=9s0sHBkcnT

Appendix 2: Training programmes of the Knowledge Centre besides the Future of Learning MOOC and other Future of Learning trainings

Source: Tempus Public Foundation

The trainings offered by the Knowledge Centre:
- The Future of Learning Initiative: Over the years, the Knowledge Centre founded an initiative dedicated to the cooperation between teachers. It includes the Future of Learning MOOC (massive open online course), which is one of the biggest advanced study programme for teachers in the Carpathian Basin. The main goal of it is to make teachers help other teachers and build knowledge together. At the end of the course, participants get their own certificates. The course occurs every spring. The programme is based on the needs of the participants.
- EU English: This course is based on the special needs of ministry associates. The main goal of it is to develop EU and citizen competences. Participants get to know the institutions of the EU, its processes, politics and other key concepts. It also focuses on the usage of EU terminology in both written and spoken form, socio-cultural skills development, language competencies, linguistic and technical barriers and the development of IT skills as well.
- Policy-Making And Negotiation Essentials in the EU: The goal of this course is to give participants an overall view about the actual priorities of the European Union beside the most important strategic documents, institutions, their collaborations

with the Member States and the mechanisms of the negotiating situations. It also develops language skills of the participants in terms of the terminology used in EU institutions.

- The 21st Century Teacher of English: This is a course dedicated to language teaching for 12-18 year olds. It highlights concrete techniques and practices. The goal of the training is to give alternatives for teachers in class and to make them capable of self-examination and adaptation to 21st century standards.
- Early Language Education: This course is dedicated to early language education. It makes participants familiar with different methods and techniques connected to language acquisition of young children, and it also helps them incorporate those techniques into their work.
- Effective Communication and Presentation: This course is dedicated to essential presentation and performing techniques, the elements and usage of good communication and the perfection of these instruments.
- Project Management: This course is recommended to those who are involved in application processes, grants, and to leaders who are interested in the process of project management.
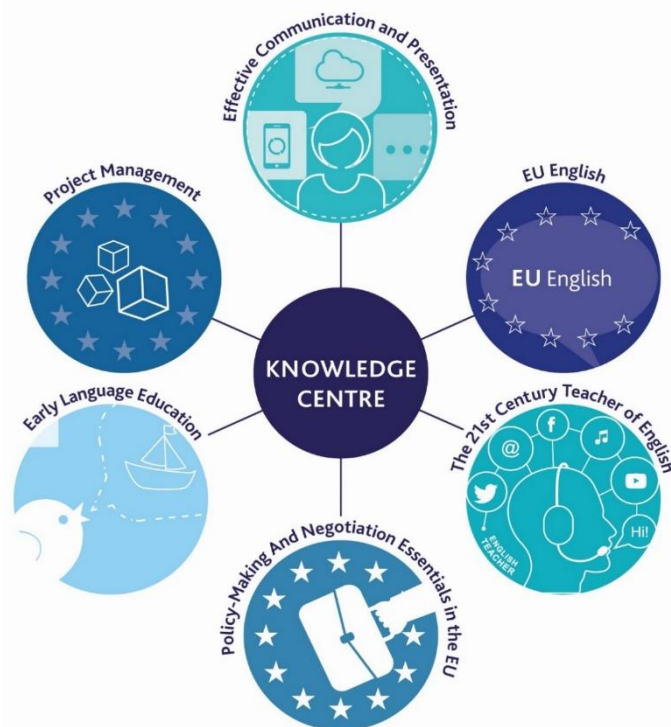
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