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Introduction

One of the main goals of DIALLS is to design and implement a Cultural Literacy Learning Programme (CLLP) to investigate how using dialogue and argumentation to a variety of different textual stimuli enhances students' attitudes towards differing perspectives and promotes open and informed opinions and decision-making attitudes. As part of the design (Phase I) and implementation (Phase II) of the CLLP, partner countries are required to recruit schools and teachers. The purpose of this deliverable is to report on recruitment of schools and teachers to Phase I and Phase II of the project, highlighting the number of schools and teachers and each school context and catchment area.

Phase I recruitment

Phase 1 refers to the design of the CLLP by groups of teachers and researchers from the partners participating in Task 3.1., namely UCAM, UNIC, NOVA and VU. The aim of this task was the co-design and adaptation of the Cultural Literacy Learning Program (CLLP) to include 15 lesson sequences for each age group (5/6, 8/9, 14/15). UCAM and UNIC were responsible for the development of CLLP for 5/6 and 8/9 year old students, and NOVA FCSH and VU were responsible for the development of the CLLP for 14/15 year old students. Starting in month 8 all four partners recruited teachers with expertise and/or special interest in dialogue, argumentation and cultural literacy, whose pedagogical practice was known to be exemplary, to include them in the development team (developers). Importantly, as they are all class teachers, they were able to offer very practical advice, trialling different techniques with their own classes to refine the lessons and piloting and reviewing lesson sequences developed by other partners.

A total of 20 teachers were recruited to work as developers, four from the UK, five from Cyprus, five from Portugal, and six from Lithuania. From the 20 teachers, three were pre-primary school teachers, six primary school teachers, and 11 secondary school teachers. Tables 1-4 present the characteristics of the teachers who participated in the developers groups in the four partner institutions.

	Teacher A	Teacher B	Teacher C	Teacher D
Gender	Male	Female	Female	Female
Subject	Mathematics	Primary Education	English and Phonics	Early Years and Outdoor Play
Years in teaching	10	9	13	10
Qualifications	MA, special interest in dialogue and argumentation	PGCE Primary education	MEd Researching Practice	Bachelors

Table 3: UCAM developers for 5/6 and 8/9 year old students

	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E
Gender	Female	Female	Male	Female	Female
Subject	Primary Education, science specialist	Pre-primary Education	Primary Education, science specialist	Primary Education	Pre-Primary Education
Years in teaching	30	10	16	32	28
Qualifications	PhD (Moral Reasoning and Argumentation)	PhD (Children Literature)	PhD (Argumentation in Science Education)	PhD (Multicultural Education)	PhD (Early Childhood Education)

Table 4: UNIC developers for 5/6 and 8/9 year old students

	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E
Gender	Female	Female	Female	Male	Male
Subject	History	Science	Portuguese	History	History
Years in teaching	30	25	36	38	30
Qualifications	PhD	Bachelors	Post-graduate studies	Bachelors	Bachelors

Table 5: NOVA developers for 14/15 year old students

	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	Teacher F
Gender	Female	Female	Female	Female	Female	Female
Subject	Lithuanian literature	English	English	History and civics	Literature and drama	English
Years in teaching	30	25	30	25	30	36
Qualifications	MA	MA	MA	MA	MA	MA

Table 6: VU developers for 14/15 year old students

The teachers came from different types of schools (rural, urban, sub-urban), with different types of populations, and this enabled the research group to test the lesson sequences in different school settings.

Phase II recruitment

Phase II refers to the implementation of the CLLP from September 2019 – May 2020. Seven partners participate in this phase: UCAM, NOVA, WWU, VU, UB UNIC, and HUJI. Based on the reports from the seven partners, 287 classrooms will participate in Phase II: 60 classrooms from the UK, 22 from Portugal, 50 from Germany, 20 from Lithuania, 21 from Spain, 60 from Cyprus and 54 from Israel. There is a good balance between the three age groups with 87 classrooms of 5/6 year old students, 110 classrooms or 8/9 year old students and 90 classes of 14/15 year old students.

Table 5 below presents an overview of the total number of classrooms that will participate from each partner country, along with information about the number of classrooms per age group, and a general overview of the populations involved.

Partner	Total Classrooms	5/6 year old classrooms	8/9 year old classrooms	14/15 year old classrooms	General overview of the student population involved
UCAM	60	22	22	16	Mix of urban and rural schools this group, potentially with a couple of schools from North London to represent a more particular urban setting. Secondary schools recruited will be part of a network within a radius of about 60 miles from UCAM. These schools serve rural town communities where some populist

					ideas around Brexit and immigration are typical. There are two clusters of secondary schools planned, and seven schools will all include two classes. It is most likely that the year groups involved will be 13/14 (thus meeting the intended age range but at the lower end of it). Primaries in the UK accommodate both the pre-primary and primary age ranges for DIALLS. They will represent rural communities (some very small schools) and the local education 'opportunity area' a location nationally identified as deprived and a target for addressing social mobility issues.
NOVA FCSH	22	6	6	10	Nine public schools, five of which within Lisbon's urban center and four outside Lisbon, within the broader metropolitan area. One third of the schools have a high representation of different cultures/ethnicities. All socio-economical level (low, medium, and high) are equally represented.
WWU	50	16	17	17	Our plan does involve recruiting schools in Münster (not in Berlin) and the corresponding school district of Münster with about 600 primary and secondary schools. Hence, the schools are settled in rural as well as urban regions.
VU	20	3	3	14	Students from urban and rural/regional areas will be involved. Furthermore public and private schools will participate.
UB	21	7	7	7	Students from an urban area, but mostly coming from a small city (Tarragona) rather than the big metropolis of Barcelona.
UNIC	60	25	25	10	Students from four districts across Cyprus will participate, from rural, urban and sub-urban areas with some classrooms representing different cultures/ethnicities.
HUJI	54	8	30	16	Across Israel from different cultural and religious backgrounds (schools in Israel are organized sectorially)

Total	287	87	110	90	
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Table 5: Overview of Phase II recruitment

Table 6 below presents an overview of recruitment strategies that the partners applied when recruiting classrooms and teachers.

Partner	Recruitment strategies
UCAM	UCAM has drawn on existing networks of schools who have participated in research projects with us before, taking the approach of identifying ‘hub’ schools in the north and south of the region who will also support recruitment. The key for secondary schools is that these are already schools who have a dialogic pedagogy and have been part of research projects involving dialogic teaching. For them it is a natural progression from one project to the next. The UCAM team is an established provider of pre-service and in-service teacher education for primary teaching, and these existing connections (both individual and department) have been utilised. These include recruitment sessions with the current Masters students who are all teachers/senior leaders as well as field visits to discuss DIALLS with headteachers. Additionally we have run recruitment sessions with teachers engaged in CLPE professional development, a national literacy organisation.
NOVA FCSH	The following strategies were implemented: a) contact list from collaboration in previous projects; b) e-mail to Directors of schools in different areas of Lisbon; c) personal contacts.
WWU	UBER and WWU divided the expected workload of WP3 among UBER and WWU, so that the administrative tasks of recruitment will be conducted by UBER. WWU will recruit about 50 classes. WWU already started to inform the head of the school district Münster (Mrs. Lobell) about DIALLS and our plan of recruitment. She will introduce DIALLS to the district’s school principals in order to coordinate an official recruitment strategy. In this context, 600 schools are considered as potential schools. Schools will be informed about DIALLS project and their opportunity to participate in the project till the end of May 2019. Furthermore, up to 5 teachers will be preliminary invited by WWU to discuss concerns about recruitment with focus on typical German conditions.
VU	For recruitment of schools VU has used some national data on most active schools. At the same time kept in mind the balancing social context of schools. In this way trying to establish inclusive possibilities for schools who expressed the willingness to participate in the project. For recruitment of teachers VU has used mostly personal contacts, using networks of literature and civic teachers, which have had some experience on dialogue and argumentative/deliberative teaching.

UB	Recruitment was done through the Coordinator of the Institute of Educational Sciences at the University of Rovira Virgili in Tarragona. This coordinator is responsible to organize the practical training of the pre-servive teachers' degree at the University
UNIC	UNIC will offer the professional development course through the Cyprus Pedagogical Institute of Cyprus (CPI) that is the official body for professional development in Cyprus. CPI has already agreed offer afternoon professional development through their on-line system, and also organize “teaser sessions” during the first month of September to promote DIALLS to schools and teachers.
HUJI	HUJI turned to municipalities interested in promoting dialogue among diverse populations in their cities. HUJI also turned to networks of schools interested in the use of technologies for fostering dialogues among schools

Table 6: Overview of recruitment strategies

The seven partners used different recruitment strategies, specific to their context, to recruit schools, classrooms and teachers. Based on the data reported by the partners, the recruitment for Phase II is positive as DIALLS was able to recruit around 300 classrooms that will implement the CLLP (Deliverable 3.1.) starting in September 2019.