

Accompanying Teachers on Their Way to Innovative Lesson Design New Formats in Teacher Education in the Context of the Austrian KidZ- Project for Innovative and Technology Enhanced Learning and Teaching

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ABSTRACT

This paper introduces the Austrian KidZ project, which aims at making learning with ICT part of regular school life. On the part of the University of Teacher Education Vienna the rationale behind the project is to explore ways of sustainably accompanying schools in their process of developing an innovative teaching and learning culture through digital media. Therefore the paper outlines the project's organisational structure, objectives, implementation, and preliminary findings regarding implications for the adaptation of teaching and learning processes as well as teacher training programmes. It also discusses challenges for educational settings and teacher professional development that need to be addressed. These challenges involve developing new formats of teacher training which provide KidZ teachers with the support they need for innovative and technology enhanced lesson design.

THE KIDZ PROJECT: A GENERAL OVERVIEW

KidZ (“Klassenzimmer der Zukunft“, engl. “classroom of the future”) is an innovative educational project which was initiated by the Federal Ministry of Education and Women in Austria in the year 2013. Following an interdisciplinary, holistic and cross-linked approach, the major principle of KidZ is to evaluate the potential of digital media and to support the innovative integration of technology in the context of secondary schools.

During the runtime of the project (from 2013/14 to 2016/17), participating schools are encouraged to try and test numerous different approaches, gain experience with ICT on various levels and to reflect on their own teaching practice as well as on changes they experience. Thus, the project aims at achieving a high standard of innovative teaching and learning practices, combining the concepts of contemporary learning culture and digital integrative design.

The KidZ project is structured according to a number of pre-set aspects. There are currently 50 secondary schools (in Austria called NMS standing for “Neue Mittelschule” for students aged 10 to 14 years) and 40 higher institutions (called "Gymnasien" or “AHS” standing for “Allgemeinbildende Höhere Schule” for students aged 10 to 18 years) which participate in the nationwide project at the level of secondary education. The task of the Universities of Teacher Education in Austria (there are 11 in Austria, one or two for each of the nine Austrian provinces) is to support KidZ schools in their particular region. It is this kind of mutual support and interaction on various levels (in the individual KidZ schools, across schools and between schools and the universities of teacher education and the ministry) that represents the remarkable and truly innovative nature of the whole project.

In the context of the nationwide project KidZ Austria, the University of Teacher Education in Vienna has started a sub-project called “PHInnovativ-KidZ”, which, in this paper, will be referred to as KidZ Vienna. Over a period of three school years (2013-2017) the university accompanies, advises and evaluates the eleven participating KidZ schools located in Austria’s capital city.

Although the project structure and project goals of KidZ Vienna basically correspond with the structure and goals of KidZ Austria, the Viennese schools can be regarded as more cross-linked, working on collaborative projects in and across schools.

The eleven schools participating in the sub-project comprise four Grammar Schools (AHS), six Secondary Modern/Middle Schools (NMS) as well as one Study Workshop (Lernwerkstatt), bringing in their special knowledge concerning new learning designs.

In the first KidZ year (2013/14) teachers of all schools met regularly every five to six weeks at one of the KidZ schools and exchanged their experiences in ICT-integrated lessons throughout all subjects.

For the second year (2014/15) the Viennese KidZ schools were grouped into so-called clusters (four clusters of two or three schools) in order to achieve the best possible collaboration among them. By means of regular meetings within these clusters, alternating between the partner schools, accompanied by special teacher training sessions at university, a space has been created for the schools to reflect, share and learn from each other and for the University of Teacher Education to observe, supervise and evaluate ongoing processes. One of the benefits for KidZ schools in this context is that their process of working is being scientifically assisted and evaluated by trained university staff.

Each cluster is supported by a particular contact person who is a staff member of the University of Teacher Education Vienna. These contact persons arrange school cluster meetings, provide input and help teachers to collect and exchange material and to reflect on learning processes. Within the structures of the University of Teacher Education Vienna, there are also several departments involved in the process. In addition to that, each of the KidZ schools has a school coordinator who manages projects within the particular school and keeps contact with other schools and the university. These particular functions, the close contact between all people involved and the regular meetings have proven to be very effective and are highly appreciated by the KidZ teachers.

Sustainable implementation of e-learning as a change process in KidZ schools

One major question that always arises in connection with e-learning in schools is the question about its successful and sustainable implementation. In the analysis and strategic supervision of KidZ schools the university team of KidZ Vienna is guided along the four levels of accounting factors used by Eickelmann as well as by the concept of the emergence of learning organisations by Marquardt (2011) and the key elements of an e-learning strategy by Fee (2009).

On the basis of six case-studies carried out in schools in Germany, Eickelmann (2010) identifies conditions promoting or impeding the sustainable implementation of digital media in the school context. For the codification of her case studies Eickelmann defines four main levels of accounting factors:

CATEGORY	SUBCATEGORY	FURTHER EXPLANATION
context level	administrative context, social and regional context, external cooperation partners	
input level	intentions core conditions	educational objectives, curricula visions, attitude structures, finances, media, space, time, teachers and students
process level: school	school management, school culture, cooperation, human resources policy, human resources development	
process level: instruction	quality of instruction, adequacy, motivation, lesson time	

Table 1: Table of accounting factors for the sustainable implementation of e-learning (adapted from Eickelmann 2010, p. 98)

As promoting factors Eickelmann mentions, for example, the necessity of adequate school and communication structures, the development of common, forward-looking visions and concepts as well as resources and innovative didactic competencies (cf. 2010, p. 65, p. 100, p. 304).

Marquardt (2011) claims that an organizational subsystem always refers to the setting and body in which the learning occurs which depend on the four key dimensions vision, culture, structure and strategy. According to Marquardt, learning organizations, which he mainly considers in the context of companies, require

- a vision - a solid foundation of shared visions about learning
- culture - a successful corporate learning culture
- structure - a communicative framework
- strategy - the development of an implementation plan

(cf. Marquardt 2011, p. 25)

According to Fee's quality assurance model an organization needs to have an explicit e-learning strategy with certain goals, values and commitment, the appropriate technology and resources and there have to be reporting mechanisms for e-learning including regular monitoring and review (infrastructure) of its effectiveness. Finally, as regards results, online learning should be linked to practical experience to transfer learning to the workplace (cf. Fee 2009, pp 67-68)

In the context of the KidZ project the school and the team of teachers can be regarded as learning organizations, which develop while working on and in innovative and technology enhanced learning environments. The process itself is seen as a change process. However, the major aspects for the sustainable implementation of e-learning in the school context slightly differ from the aspects relevant in other organizations. Therefore the aspects used in the models by Marquardt and Fee have been adapted by the university KidZ team to account for the key dimensions of vision, structure, resources and didactics as the most influential aspects during the KidZ process and evaluation regarding a sustainable implementation of e-learning in schools.

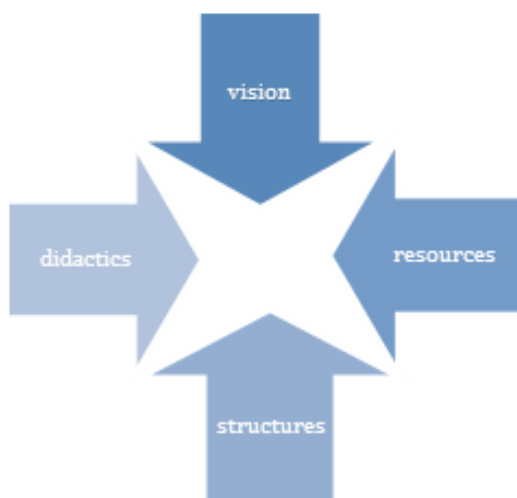


Figure 1: The four dimensions of sustainable implementation of e-learning in KidZ schools

The dimension of “vision” and the dimension of “resources” both correspond to Eickelmann’s input level while the dimension of “structures” can be put on one level with Eickelmann’s process level: schools. Eickelmann’s process level: instruction clearly corresponds to the didactic dimension of the KidZ process, while Eickelmann’s context level is integrated in the KidZ dimension of “structures”. The following table gives a more detailed explanation of the four dimensions used in the KidZ project in connection with relevant accounting factors mentioned by Eickelmann as well as key aspects of learning organizations used by Marquardt and Fee.

CATEGORY	SUBCATEGORY
vision	shared visions about learning, intentions, attitude, strategies about an implementation plan, goals, values, commitment
resources	finances, infrastructure, technology, space, time, teachers and students
structures	school management, school culture, cooperation, human resources policy and development communicative framework, teacher education and training curricula, administrative context, social and regional context, external cooperation partners
didactics	quality of instruction, adequacy, motivation, lesson time reporting mechanisms, evaluation, monitoring and reviewing

Table 2: Table of accounting factors for the sustainable implementation of e-learning established in the KidZ context.

These four factors or dimensions are supposed to facilitate planning and developing processes and function as a guideline on all project levels, within the network as well as for the individual schools. The various dimensions are interdependent and the imbalance of one of these implementation aspects can seriously influence the effective use of digital media in the whole process.

Vision

First of all, in order to implement e-learning successfully in schools, there have to be a mutual pedagogical vision and appropriate strategic goals on various communication levels.

These levels include the Principal, the team of teachers, the school's organisational development as well as students and parents. Peck und Spenger put pedagogical visions in first place as they constitute a connection between individual innovations which would otherwise be totally unconnected (cf. Peck/Spenger, 2008, pp. 935).

Resources

The dimension of resources refers to technical devices including virtual learning environments as well as to aspects of time, space, infrastructure and staff. The educational environment in KidZ schools is not confined to the classroom, as it extends into the home and into the free time activities of the students as well. In KidZ schools there are often extended instructional periods and project days, to avoid chopping learning into units that last exactly one lesson. In order to break up instructional periods, the KidZ schools are very inventive, introducing project days or weeks, research days, etc. Apart from that, learning often takes place across curricula and even across schools. In this way, there is a lot of exchange, and people, students as well as teachers, learn how to collaborate and exchange ideas and experiences. Students work cooperatively on projects and generally put a lot of effort into these projects. As the experience with KidZ schools shows, space is another essential factor when it comes to learning with new technologies, especially working in small teams and groups. During their projects, students often work on their tasks in groups in class, in other rooms like the library or even in the corridor or other recreational spaces. It is essential that the students have a place where they can retreat in order to work on a project. Another important aspect is the choice of furniture, e.g. trapezium-shaped desks. When schools have the possibility to buy new room setup that automatically creates a new learning environment. It depends on linking the resources to the pedagogical aims. In this case resources counterbalance visions.

Structures

With regard to the dimension of structure, questions are raised that concern established structures, communication channels and decision-making processes as well as roles and responsibilities in the project. As mentioned above, it is essential that the Principal is included in these structural development processes as well as being a promoter of digital media (Eickelmann, 2010, p. 279). Through the KidZ project the collaboration of teachers and both existing and new forms of teacher training and consulting have been, and are being, developed. Furthermore, partners and connected institutions have to be considered (Eickelmann, 2010, p. 283).

Didactics

Concerning didactics, the planning and assessing of learning processes as well as the learning processes themselves are in the center of attention. The didactic analysis of the project aims especially at didactic lesson design. (Reinmann, 2013, pp 131) It includes models of the implementation of e-learning and agreed e-learning principles as well as content, methods and tools. It also examines the digital skills of teachers and students with the aim of determining and creating strategies for implementing and supporting digital skills at KidZ schools.

One tendency that could already be observed during the KidZ project is that the roles and responsibilities of teachers as well as those of students have fundamentally changed. Instruction does not consist of lecturing students who sit in rows at desks, copying and reproducing what they hear, but, rather, offering students space to express themselves and develop their own ideas. Therefore, the major task of teachers is to design and provide students with engaging learning opportunities. Teachers become coaches while students are not consumers of facts, but producers and active creators of knowledge. As learning cannot be chopped into chunks that last for one lesson, it cannot be restricted to a special subject either. Very often the projects in KidZ schools are multidisciplinary in which two or more subjects work together in a cross-curricular way. By means of team teaching, where more educators share responsibility for a group of students, teachers can apply their strengths, interests, skills, and abilities to the greatest effect.

Apart from planning and developing strategies mentioned above, the four dimensions are also used in reflection and evaluation processes initiated by the KidZ university staff. For reflection and analysis they are developing special evaluation instruments based on the four dimensions which can be used to support ongoing processes at both school and university level. The instruments and formats they are working on are related to footprints of emergence (cf. Williams/Karousou/Mackness, 2011, pp. 23), pattern cards (cf. Iba, 2014, p. 107) and complementary consulting (cf. Königswieser/Burmeister/Keil, 2012, pp. 14).

All the various aspects of lesson design, resources and structures will be evaluated in detail at the end of the project in the year 2016. There are, however, already some implications with regard to the direction these developments and changes may take. Traditional structures, resources and didactic concepts have to be redefined. As mentioned above, these include:

- the roles and responsibilities of learners and teachers
- lesson time
- instructional space
- the schedule
- teaching and learning processes
- assessment

To sum up, the university project KidZ Vienna takes a holistic approach and evaluates all four key dimensions at the individual schools as well as in the whole network in order to be able to offer individual or general workshops to train required skills and to organise meetings to reflect and exchange ideas and experiences.

Developing Schools

The process of redefining some essential factors in education as described above is not just a process of redefining teaching, or redefining learning, or redefining classroom management in its broadest sense, as the title 'KidZ' ostensibly suggests. It is, in fact, a process of redefining schools as a whole. In this respect 'The Classroom of the Future' can certainly be called a project of school development. Even though the focus is on individual KidZ-classes, on their children and teachers, attention must be paid to the fact that these classes are, in one way or another, subunits of an overall organisation called 'school' and

as such cannot be treated separately. From the point of view of systems thinking, which provides a theoretical basis for current developments in education, treating the aspects mentioned above separately means overlooking many influencing factors that may contribute to either success or failure of each individual school project. As Senge claims, “Classrooms require an organizational infrastructure to sustain them.” (Senge, 2012, p. 19) This holds true especially in an ICT-governed setting such as the setting at KidZ schools, which has to provide time and space to make new, experimental ways of learning possible. KidZ schools need schedules to make the new settings available to the KidZ classes and their teachers whenever needed. They need financial resources for the equipment, etc.

What seems at least equally important, are the aspects of community and personal relationships which usually go along with a developmental project like KidZ. Given that schools are formal organisations with a hierarchical structure, a set of core constituents and a board of education on top, one also has to keep in mind that they are at the same time “social systems”, where communication and interaction rule, where networks exist and friendships are made, “all of which add additional levels of complexity” (ibid., p. 19).

This is the point where the University of Teacher Education Vienna comes in again. In order to help KidZ schools master the complexity mentioned above, a systemic, holistic and highly-customized approach is applied. The KidZ project support ranges from training groups of teachers in various settings (off-site or on university premises), to consulting whole schools or even school clusters regarding technical and didactic questions as well as questions concerning the whole process on-site.

What the University team is aiming at on a meta-level is to accompany KidZ schools on their way to becoming so-called ‘learning organisations’, a notion which has already been referred to. Such organisations are “dedicated to the idea that all those involved with it, individually and together, will be continually enhancing and expanding their awareness and capabilities” (ibid., p. 7).

Against this background, the underlying concept of the KidZ Vienna project is Rolff’s trilogy-model, which is well-known and most-referred to among German speaking school developers. He postulates that school development depends on three major dimensions: improvement of teaching, organisational development and staff development (cf. Figure 1). Eickelmann, by the way, extends Rolff’s model and adds “technology and cooperation development” to it (cf. Eickelmann, 2010, p. 56). This concept definitely makes sense with regard to KidZ and is factored into the accompanying process.

Rolff argues that it is only by considering the interplay of the various development dimensions, by paying attention to external factors of influence (e.g. the environment) and by taking respective measures, that schools can initiate, guide and support sustainable learning processes and help learners produce sustainable results.

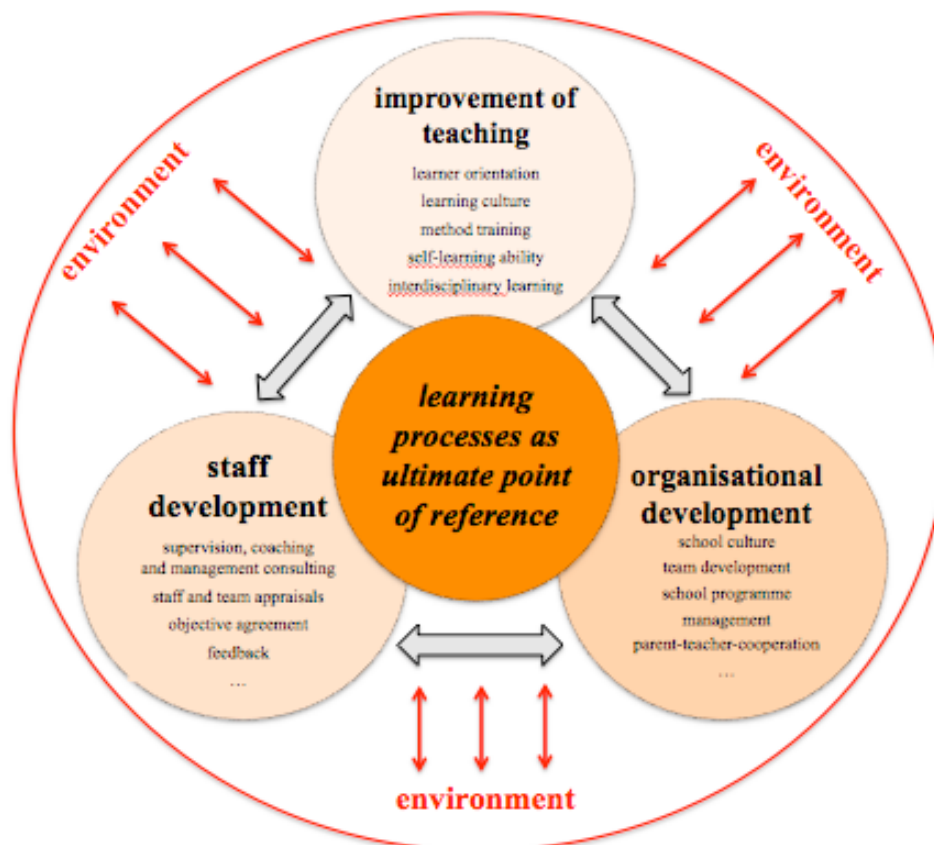


Figure 2: Rolff's three-ways-model (Rolff, 2007, p. 30)

In his short description of Hattie's Visible Learning study published in 2009, Steffens of the Institute for Quality Management Hessen, Germany, implicitly supports Rolff's line of argument by critically maintaining that innovations in school systems are often overburdened, fragmented, incoherent and un-coordinated. Single instruments of change, he argues, would need better 'orchestration' and 'synchronisation' of various levels of action (system, school, classroom) as well as of relevant players. Therefore, for effective educational planning and school system control an orchestrated, synchronised approach is essential (cf. Steffens, 2011, p. 27).

The relevance of this statement for KidZ is obvious. A project initiated by the Austrian Ministry of Education, involving dozens of secondary schools of all kinds and several Universities of Teacher Education across nine federal states, all of them busy generating or supporting innovative, practical concepts of future learning, requires vertical and horizontal connectivity and actual, vital connections. This holds true for the whole project and is mirrored in each of its sub-projects, such as KidZ Vienna, both on University and individual school level. Take the practice secondary school of The University of Teacher Education Vienna, for example. Here the KidZ idea was integrated into an already existing project focusing on science and research in cooperation with the Technical Museum in Vienna. In addition to that, Microsoft offered a partnership, providing the children of the so-called "explorer class" with 60 free tablets to explore appropriate settings for future learning. Added to the fact that the practice school has to create a link with the KidZ project

(Viennese school clusters, Austrian cluster, consultancy team of the University of Teacher Education) it has to establish stable connections with its individual project partners and manage the various leading, core and supporting processes on the strategic, the structural and the cultural level of the school itself. All this requires thorough project management, team and staff development (both class teachers and the KidZ-team being receptive), improvement of teaching (use of tablets, didactic support) and organisational development (internet policies, security measures, insurance policy, implementation of relevant results in school). In short, it takes a model like Rolff's to analyse the individual school's situation on a meta-level and subsequently take appropriate implementation measures in a systematic, structured and orchestrated way.

Following this guideline, new didactic steps in class lead to sustainable team and organisational development within one school and through the reflecting practice structures among all Viennese KidZ-schools.

Emphases in Teachers Education in the KidZ-Context

Supporting and Accompanying KidZ Schools and Educating Teachers

On composing a so-called "Begleitprogramm" ('accompanying or supporting programme') for Viennese KidZ schools, the consultancy team of the University of Teacher Education Vienna relies on Rolff's model on the one hand - for reasons already stated above - and takes a complementary approach based on R. Königswieser's corresponding consulting method on the other. It seems that complementary consulting is, by its very nature, a proper means of supporting schools in putting Rolff's theoretical claims about school development into practice. Apart from providing KidZ teachers with ICT competencies and didactic abilities necessary to anticipate their vision of the future classroom, a major intention of the programme is to assist schools in laying the relevant strategic, structural and cultural foundations for a systematic implementation of innovative teaching and learning.

In his worldwide much discussed meta-study Hattie focuses on various aspects that support learning and teaching. Much of what is done in accompanying KidZ schools relates to Hattie's ideas of getting to "good" teaching. He describes the impact of how teachers deal with innovation in their daily work and how they reflect their experiences in a professional way and environment. In this way "adopting any innovation means discontinuing the use of familiar practice" (Hattie, 2009, p. 252). It is about sharing and evaluating each other's teaching experiences rather than "claiming that one's own experience is sufficient evidence" and relying on "circular reasoning" (ibid. p. 252). It is about "social and environment support" (ibid. p. 251). Even though he does not go along with facilitative modes such as problem-based or web-based learning which are applied and developed further quite naturally in an e-learning community like the KidZ', one may say that, among other advantages, these modes of learning can contribute to a teacher's flexibility to react to different types of learners and groups of learners in an adequate and contextualized way.

This kind of support measurement is based on a partnership-relation defined by a constant exchange of perspectives, experiences, needs and goals, which, in turn, contribute to a lively mutual process of learning and developing at different levels of the KidZ project.

Principles of Teacher Education in the KidZ-Context

Meraner (2014) analyses Hattie`s conclusions of “Visible Learning” focusing on teacher education and defines five key characteristics of learning formats in teacher education:

- Units or seminars of teacher education need to cover a long-term period.
- Teachers involved must have the opportunity to take an active part in the process.
- Teachers can question arguments and perspectives referred to in the process.
- Teachers have the opportunity to discuss their teaching experiences with other teachers.
- The School Principals support learning processes of teachers and their transfer at school.

In the KidZ-programme these factors can be identified in the following leading principles, relating to developing and implementing new teacher education formats.

Multi-part seminars

The KidZ Vienna concept consists of a multi-part programme. There is no single afternoon seminar but a bundle of offers which can individually be combined and work together as a “jigsaw” following a continuous thread.

Team work

At all project levels the collaboration of different experts is fundamental to the heart of development and innovation. In the KidZ schools the teams of teachers develop their learning concepts, based on various approaches of lesson design. In the KidZ network the regular exchange of different process aspects helps to improve the development of the next steps. Within the university, the cooperation of experts from various departments and subjects defines the basis of the holistic approach.

Reflective Teaching Practice

Professional practice is based on the capacity to reflect on action as one step in the circle of continuous learning. Many of the KidZ teachers are experts in the development of innovative learning designs and the integration of ICT in class. Much of this knowledge, however, is implicit. To present, document, share, discuss and reflect this tacit knowledge within the team, school, the KidZ network and the schooling system as a whole, teachers need support to make their competences recognisable by themselves and others. Guidelines as well as documentation and analysing tools can empower teachers to become aware of their competences and make their experience based know-how comprehensible and visible to others.

In various proven formats of teacher education, the importance and impact of peer-reflection and reflection-on-action for the development of teaching and learning has become evident. Following the concepts of Schön regarding reflective practice, teacher education can contribute to teacher professionalism. Teachers become researchers in practice contexts (cf. Schön, 1983, p. 68). Their reflection-on-action can be stated as a legitimate form of professional knowledge.

What happens within the school clusters is not a simple transfer, but a transformation of what they hear or observe, constructing a new programme specific to their own settings. This process of carrying a familiar experience over to a new context transforms both the experience and the new situation (cf. Schön, 1983, p. 25).

On the basis of a long-term, confident cooperation within the KidZ school network and together with the KidZ team and contact persons of the University of Teacher Education Vienna, the environment for such a kind of exchange and collaborative reflection on different levels - teachers and headmasters - is developed. However, this task seems to be ambivalent as teachers, on the one hand, are open to talk about their teaching experiences, but, on the other hand, describe almost all kinds of systematic reflection and analysis as an additional burden. It is therefore a long-term challenge to find innovative tools and formats that support a continuous build-up of reflective culture within the KidZ project as well as for every individual teacher, team and school in general.

Tailor-made Formats

The KidZ programme offers support for individual needs and problems but, at the same time, puts them in the context of the project community, their know-how and experiences. In order to be able to create seminars on demand, the formats of *SCHILF* (school internal teacher education) and *SCHÜLF* (school internal teacher education for two to five schools) are used. Within these formats the training experts have the possibility to develop workshops and seminars that perfectly fit the actual needs of the participating teachers. That leads to the highest possible involvement in subject and process.

Professional Development: The DigiFIT Concept

Supporting teachers with innovative ideas, didactic szenarios (Reinmann, 2013, pp. 135) and teaching material for their lessons is one of the crucial aspects in the KidZ project. The DigiFIT Lehren training programme offers teachers a whole range of good practice examples they can use in class. The concept focuses on illustrating fundamental aspects that are important with respect to digital media and the opportunities they offer in connection with lesson design. (cf. Flack/Mang/Woessmann, 2015). In this respect "Lehren" (engl. teaching) relates to the role of teachers within the teaching process and emphasises their new roles as learning experts and tutors, accompanying their students on their way to acquiring the skills they need.

In this context learning processes in the DigiFIT concept are called "learning paths", which teachers 'walk along' together with their students. In a special teacher training format, these learning paths are presented to teachers in four modules called initiating learning paths, designing learning paths, attending learning paths and visualising learning paths. These aspects try to support teachers at various stages in their lesson planning process and point out relationships between concrete learning scenarios of the participants. (cf. Albers/Magenheim/ Meister, 2011, pp. 7)

The major target group is, of course, teachers involved in the KidZ project. However, the DigiFIT course is not a closed study programme, but the modules are open to all interested teachers in Vienna.

CONCLUSION AND CURRENT CHALLENGES IN THE KIDZ PROJECT

The main aim of this contribution was to outline the goals and major principles of the Austrian KidZ project and the sub-project run by the University of Teacher Education Vienna called KidZ Vienna, which supports and accompanies the eleven Viennese KidZ schools through innovative and very individual teacher training programmes. Innovation and individualization in the project cover a number of aspects. First of all, innovation is shown on class and school level in regard to teaching practice with the help of digital media. Secondly, there is innovation by means of monitoring lesson development in connection with school development. Thirdly innovation includes providing means to accompany teachers in form of individual training programmes and further education. And, last but not least, taking part in the KidZ project, teachers as well as students get to know and experience innovative methods and instruments of reflective practice.

Apart from its innovative nature, the aspect of sustainability in the project is vital. Using digital media in class is supposed to become part of regular school life. Again, sustainability can be considered on various project levels: by establishing sustainable communication and collaboration structures among all participants, by providing resources for further education, team training and peer learning, by gradually breaking up traditional structures (lessons, space, time), by sharing knowledge and by providing resources for documentation and evaluation of relevant processes.

Implementing and accompanying the KidZ project, there have been and will be a number of challenges. One of the most demanding challenges of the KidZ project is, on the one hand, coming to terms with the rigid and inflexible structures of schools and institutions; whilst on the other hand recognising the need for open and flexible formats and structures during the project in the many aspects including time, space and teacher training. In contrast to former times, where in-service teacher training was held on a whole day or even two or three days in a row, teacher training has currently been restricted to afternoons or weekends only, which makes it even more difficult for teachers to take part in any workshops or seminars in addition to their regular school work.

Another major challenge is to synchronise the KidZ project at schools and at the University of Teacher Education, which is one of the key principles of the whole project. Compared to countries with similar projects where evaluation and research are usually restricted to university level, while teaching practice is done at school level, the KidZ project effectively manages to combine both, so that people working at schools and at the university can learn and profit from each other. However, managing eleven schools and one university, which is a total of twelve organisations with their individual emphases and special goals in the context of this complex project, is a very complicated task. Apart from different facilities, sizes, environments and paces, there have to be gateways and links for every involved person, team and school. Coordinating this will remain an enormous challenge until the end of the KidZ project.

Talking about the KidZ project, one also has to bear in mind that KidZ is one of several projects at Viennese schools. Within the last decade the 'innovation boom' in Austrian and Viennese Schools has been massive. Several top-down decreed innovation tasks, such as a

new model for secondary schools (Neue Mittelschule), the new educational standards (Bildungsstandards), the school-quality initiative SQA (Schulqualität Allgemeinbildung) and the reform of the school leaving examination have put schools to the test. Thus all accompanying measures and offers have to consider the developing capacities at KidZ schools and schools in general. Therefore sensitive adjustments in progress, with reference to the feedback of the individual schools, need to be done regularly.

Last but not least, there is the question of whether, and under which circumstances, the new formats that have been developed during the KidZ project have the potential for becoming mainstream. The KidZ project offers developing opportunities for many different levels and parts within the Austrian schooling system, which will be another very important aspect when it comes to the evaluation of the KidZ Vienna project in the year 2016. The following years will show how these challenges can be dealt with and how innovative concepts will find their way into the universities, schools and classrooms of the future.

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