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Fengchun MIAO  
UNESCO Bangkok

# Conceptualization of Next Generation of Teacher's Project

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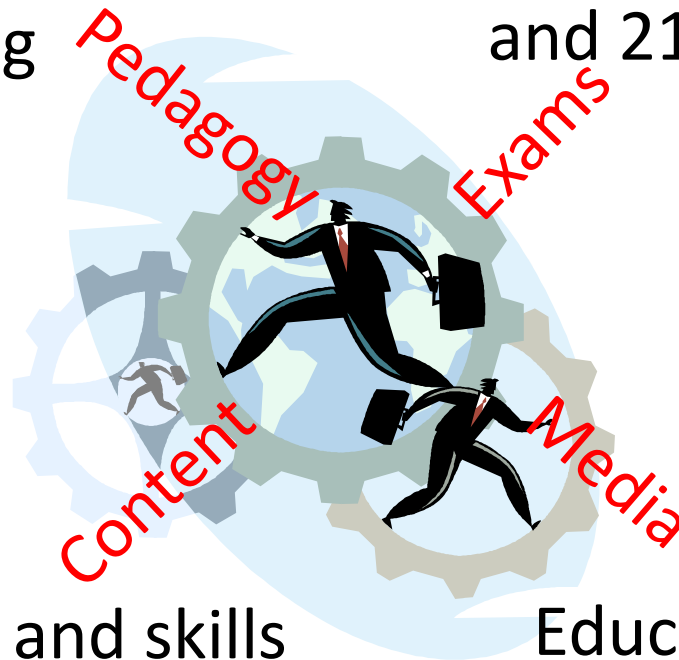
# Context: Education is at a crossroads

Tertiary education and  
life-long learning

Emerging science and  
innovation (ICT literacy  
and 21<sup>st</sup> century skills)

Traditional  
knowledge and skills

Education for All (EFA)





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# UNESCO Bangkok's Work: Enabling the successful use of ICT



- ❑ Standard setter
- ❑ Capacity builder
- ❑ Clearing house
- ❑ Promoter of international cooperation



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# The potentials of ICTs for education: UNESCO's Recognition

**As a delivery medium for EFA**

**As a pedagogy-enabling tool**

**As a edu. management tool**

**As a subject for ICT literacy**

Within overall  
education system  
for the education  
priorities



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# Overall Goal of ICT in Education Programme UNESCO Bangkok



Assisting member states in harnessing the potential of ICT towards achieving **quality education for all goal** in the Asia-Pacific region



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# Focus areas of ICT in education programme of UNESCO Bangkok

- 6 focus areas: policy, teacher training, teaching and learning, non-formal education, monitoring & measuring, research & knowledge sharing.
- 2 emerging areas: ICT in Higher Education, and ICT as a Subject Area



# ICT in Education Projects of UNESCO Bangkok

- ICT in Education Policy: ICT in Education Toolkit; 16 workshops for 27 countries
- ICT in Teacher Training: National workshops on ICT-pedagogy for 11 countries
- Next Generation of Teachers : Building institutional capacity of teacher education institutions through Dean's Forums, curriculum development workshops, and trainings for teacher educators
- UNESCO SchoolNet: Eight (8) ASEAN countries.
- ClearingHouse: Website, e-Newsletters, publications, and online community
- Innovative Practices of ICT in Education: Award of ICT in education, case-based training workshops, and publication of case studies
- Capacity Building Project: e-learning modules for specialists
- ICT for Literacy Education: RDF project on using ICT for adult illiterates of five E-9 countries in Asia-Pacific Region
- ICT for Higher Education: Case study on ICT as delivery media and management tool in HE, and employability of ICT graduates

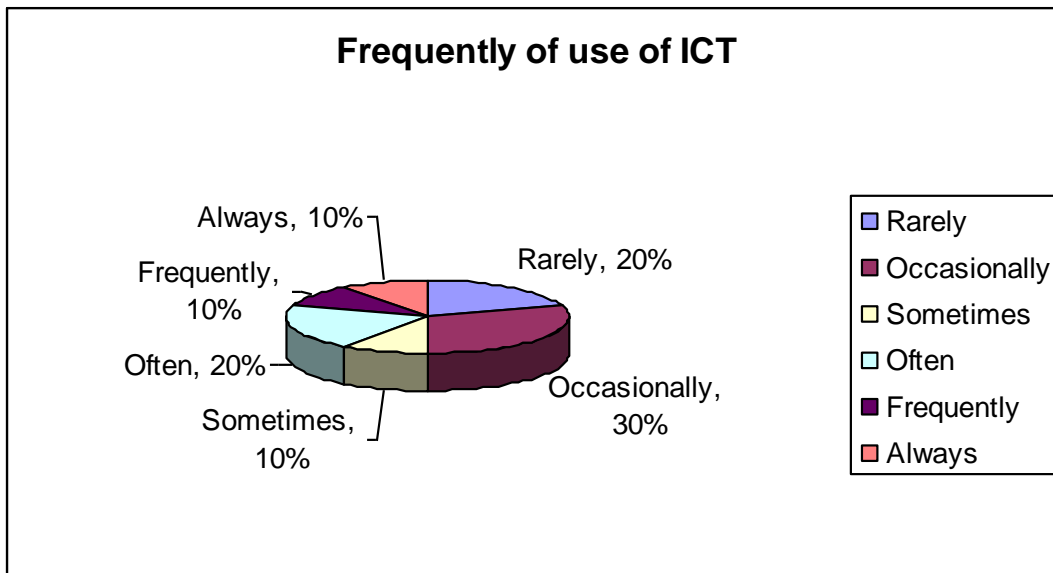




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# Six Realities of ICT in Education in Asia and Pacific Region

1. ICTs equipped in political **showrooms**,  
no rooms to show the real impact
2. ICTs are over-used by students outside  
schools, but under-used by teachers in  
classrooms



2-4 hours/day ...





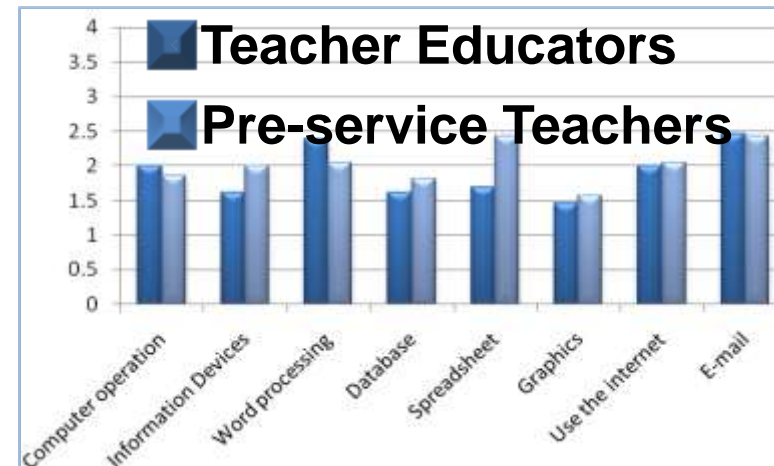
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# Six Realities of ICT in Education in Asia and Pacific Region

3. Educators grown from non-information society,  
educatees born as **ICT Natives**



4. Teachers are lack of ICT  
competency, teacher educators  
not better; individual capacity is  
insufficient, institutional capacity  
not better

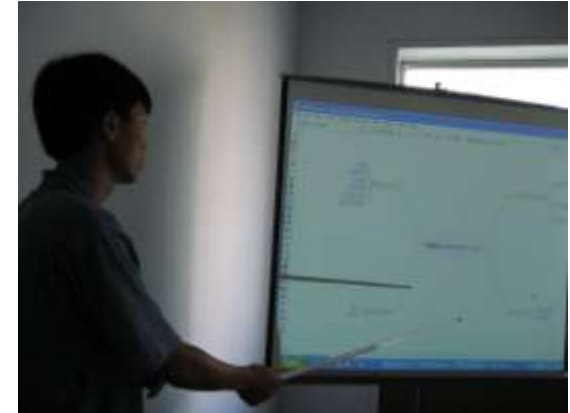




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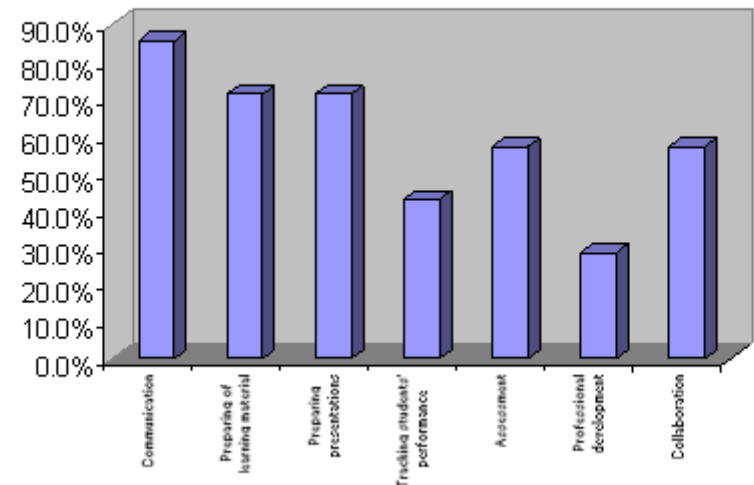
# Six Realities of ICT in Education in Asia and Pacific Region

5. Teachers prepared by teacher centered approach, asked to teach with **student centered pedagogy**



6. Student-centered pedagogy is labeled as **trademark** of teacher-centered instruction, not being used as 'marks' to trade students' achievements

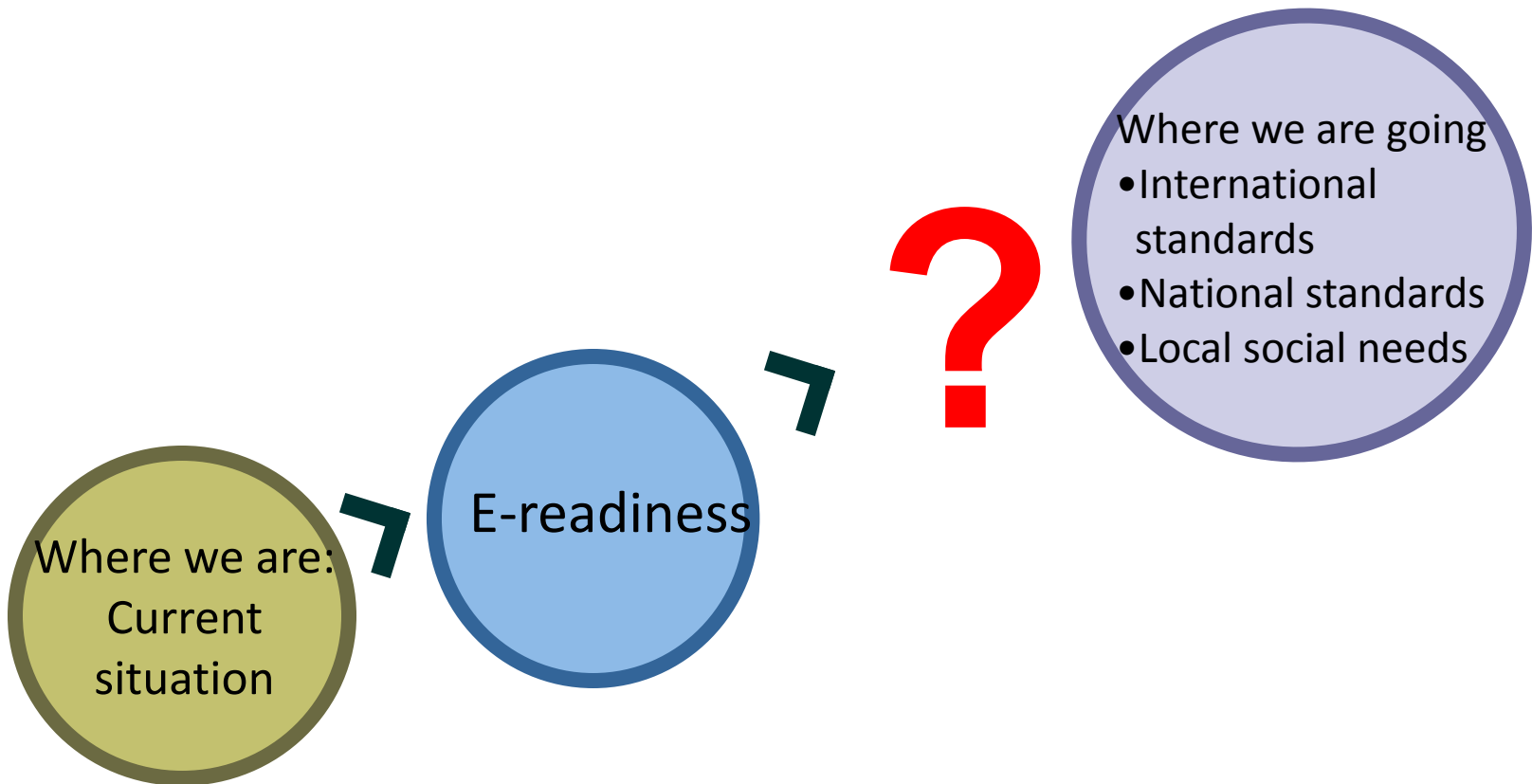
Instructors use ICT for:





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# An evidence-based project conceptualization





# An evidence-based project conceptualization

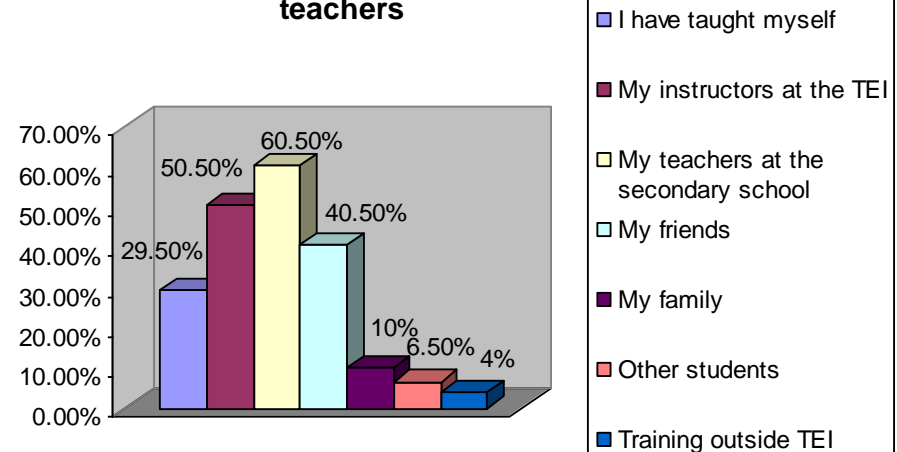
## 1. Based on [E-readiness of TEIs](#)

## 2. Help overcome obstacles

- Lack of policy support
- Lack of technical support
- Lack of institutional professional development approaches for instructors

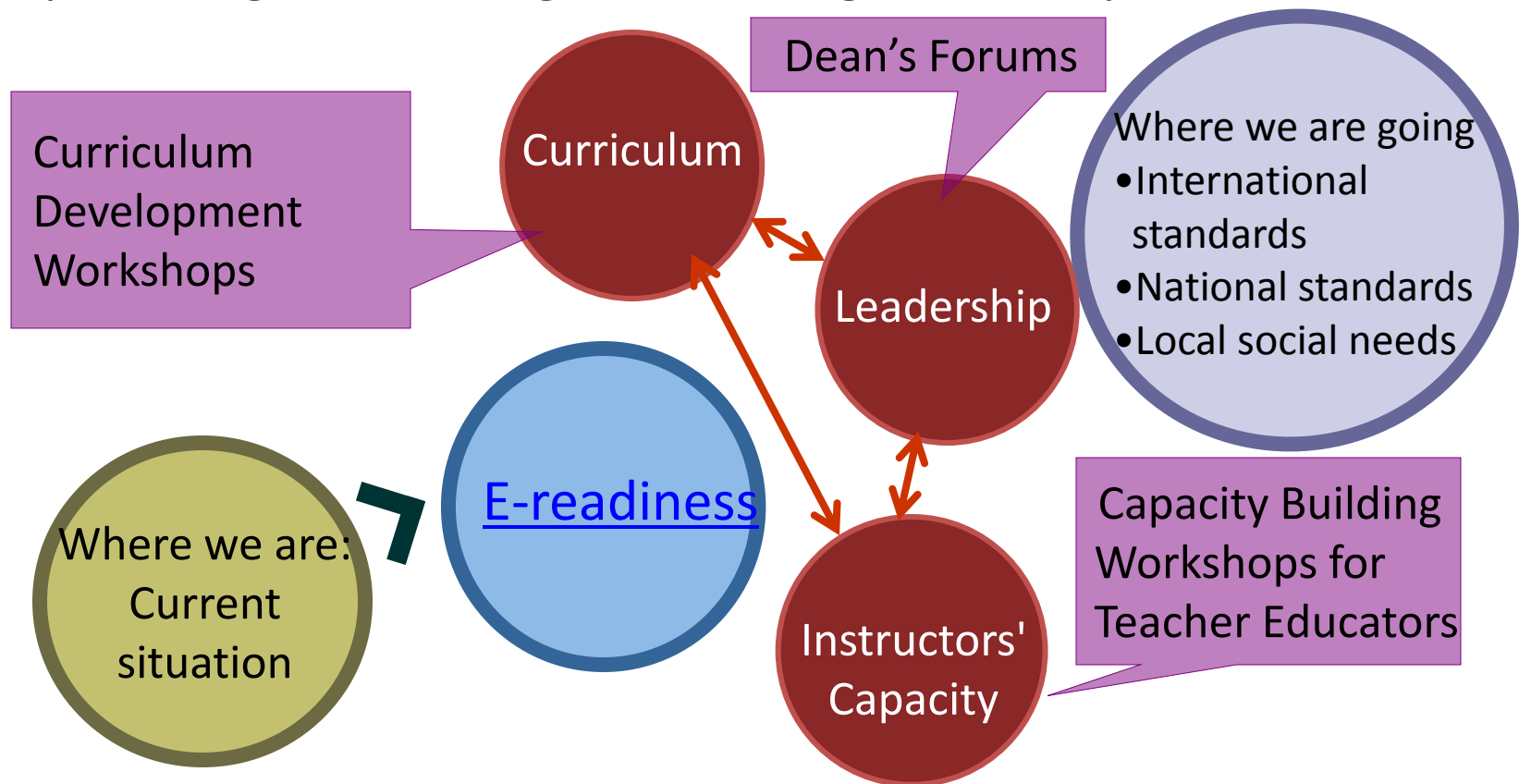
## 3. Catalyze systemic change: Leadership, Peer Coaching, Curriculum Reform ...

Method of learning computer of the pre-service teachers



# An evidence-based project conceptualization

**Over goal:** Building the institutional capacity of the TEIs in designing and providing the training on ICT-integration for pre-service teachers.



A teacher training ecological system

# Objectives and expected outcomes

**From: Filomena Dayagbil <ftdayagbil@yahoo.com>**

**Subject: Collaboration with Cebu Normal University**

I am Filomena T. Dayagbil, Dean of the College of Teacher Education of Cebu Normal University (CNU).

....

We have **institutionalized** our ICT training for graduating Education students in the university. For the past two years, all 4th year Education students (600 students every year) cannot graduate without undergoing the training on ICT integration into teaching and learning.



Integration / **increased capacity of trainees**



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# Main activities organized by UNESCO:

## I. Dean's Forums



Three Dean's Forums covering over 150 deans/heads of TEIs; The current event is the 4<sup>th</sup> one





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# Main activities organized by UNESCO:

## II. Peer Coaching Workshops



- Two Peer Coaching workshops for 60+ teacher educators
- 3 Regional Innovative Teachers Conferences (Microsoft & UNESCO) : ICT for Heritage Education → ICT for ESD → ICT for Multi-cultural Education

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**→ Peers are the long-term trainers ...**



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# Main activities organized by UNESCO:

## III. Building Capacity of Teacher Educators



10 national workshops on essential IT & networking technology for over 80 master teacher trainers

→ **Tackling the difficulty TEIs can not afford themselves**

**CISCO SYSTEMS**





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Japanese  
Funds-in-Trust



Education

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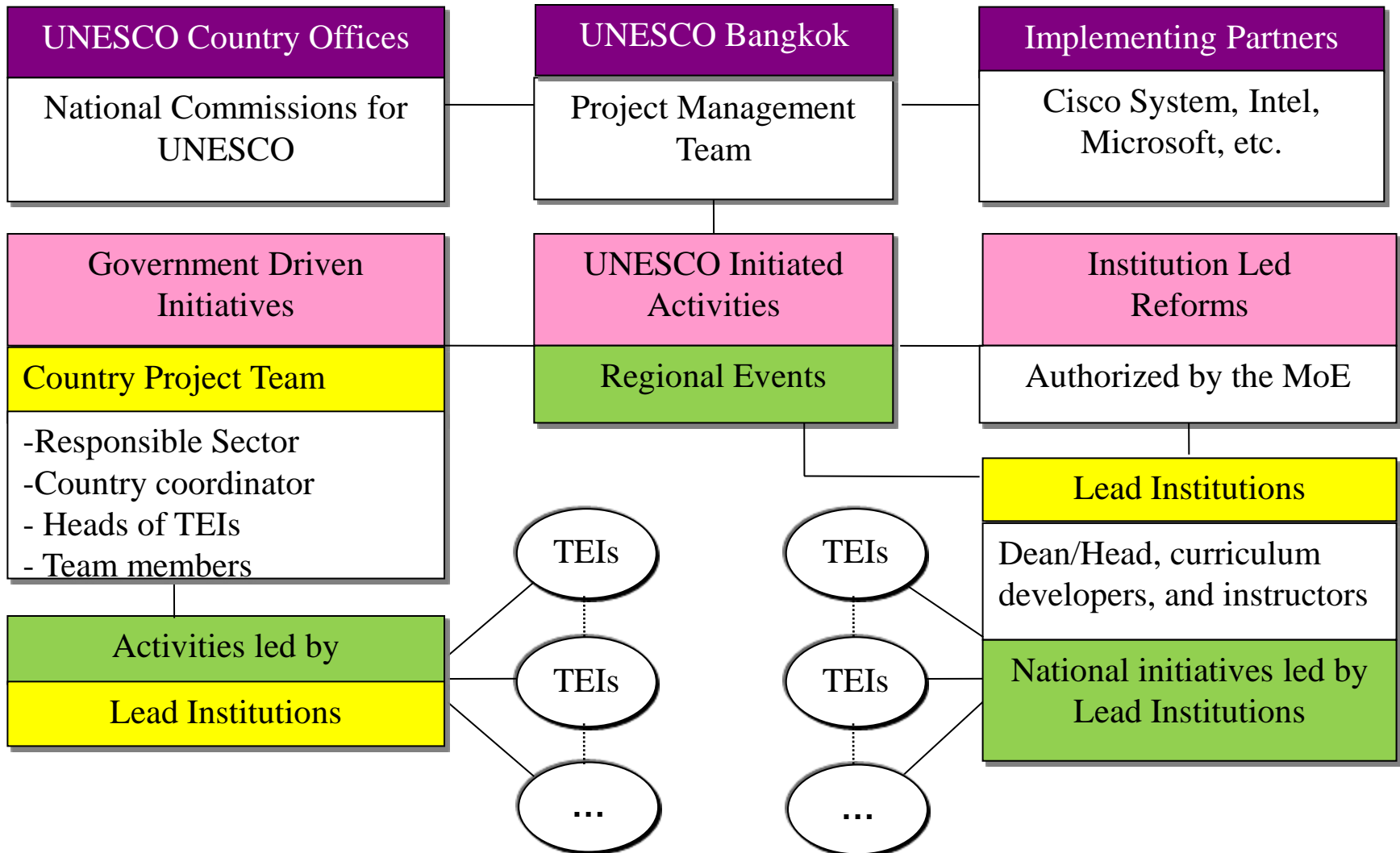
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# Main Objectives of the Forum: UNESCO's Expectations and Yours



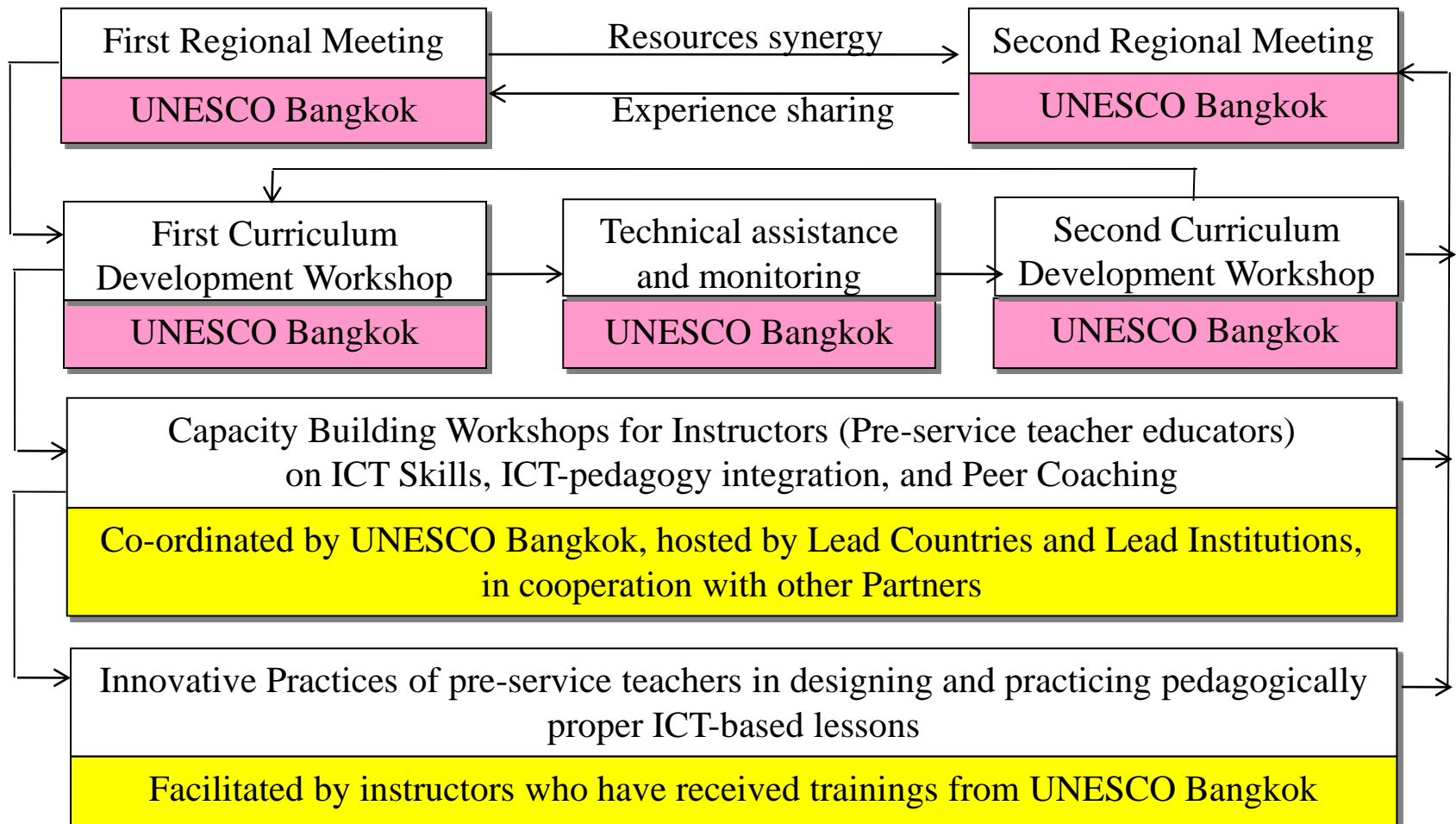
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# I. Catalyze Institutionalization: MOE Driven, Leading TEI Driven, & Self-Driven





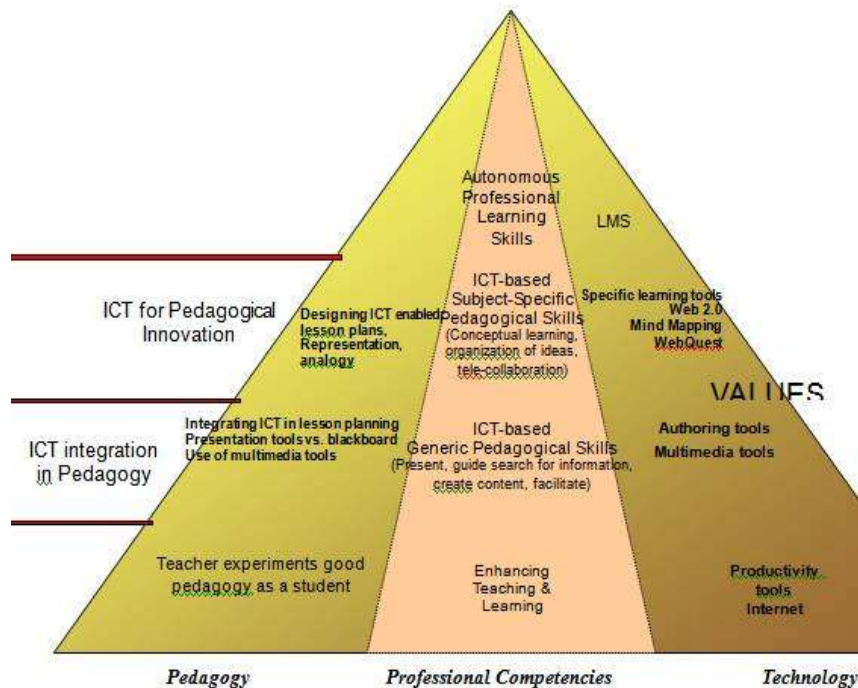
## II. Co-ordinate Resources and Plan Actions: TEIs' Commitment – Self Reliance





# III. Tackle the Challenge: ICT-related Training Courses Development or Updating

Curriculum Development Initiative of UNESCO:  
Five-day workshop → technical assistance → Grants



	Morning session	Afternoon session
Day 1	Goals of the curriculum ⇒ Vision of the 21 <sup>st</sup> Century Skills ⇒ Jonathan Anderson's Four Stages of Learning ⇒ Illuminate/ direction setting – curricular examples from Korea, China, Thailand ⇒ Identification of gaps and decision of actions from the "menu"	Mapping out the Framework ⇒ Baseline assessment from the country (How education are your teachers in ICT?) ⇒ Understand the limits of technology that you want to reach (Knowing the cost and added value) ⇒ Diagnostics; Local framework
Day 2	Content (I-IV)	Content focus: Level I, II, III or IV depending on needs
Day 3	Take one unit: Objectives, Content, Process, Assessment	Other units (break-up sessions)
Day 4	Group reports	Review and suggestions
Day 5	Revision	Action planning



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# Thank you

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