

Scaling Up the Next Generation of Teacher Project

The 4th Deans' Forum

29-30 June 2009

Meeting Room Queen's Park 2

The Imperial Queen's Park Hotel, Bangkok, Thailand

47 participants from 14 countries and 4 representatives from Microsoft and Intel

TEIs = Teacher Education Institutions

Monday 29th June, 2009
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Session 1: What is the common ground we are standing on? – Conjunction of UNESCO's expectations and your expectation

Welcome remarks from Dr. Molly LEE, Coordinator of APEID, UNESCO Bangkok

- Objectives of Next gen - Integration of ICT in classroom effectively.
- Getting computer is easy but getting students to make the best out of it is difficult.
- E-readiness is different between and within countries.
- ICT is more than computers, but the deans' forum focuses on computer as it is the most advanced technology
- Point of intervention (the most cost-effective way) is teacher education especially at the pre-service level.
- Training workshops for individual teacher educators is not enough because the institutional culture and infrastructures are not ready to support these educators to implement what they learnt
 - Appropriate curriculum for ICT integration
 - Fellow teacher educators' ability for ICT integration
 - Education systems – centralized (curriculum from the ministries) or decentralized (TEIs have autonomy for curriculum development)
- The role of UNESCO is in facilitating and developing partnership, conducting needs analysis of each country and finding out what institutions are doing to bring together abilities and capabilities, clearing house (information sharing)

Expectations from participants

3 broad categories of expectations were identified:

- Networking and sharing of experiences
- Action-oriented capacity building
- Seeking UNESCO support and funding

Background and Conceptualisation of Next Gen Project by Dr. Feng-chun MIAO, UNESCO Bangkok

Please see the PowerPoint presentation to be posted in the Online ICT Forum.

Q&A and comments

- Q: Grants available for research in ICT integration?
- A: The grant is available but not for research or research's sake. The focus is more on capacity building and curriculum development
- Q: Special programs for content development?
- A: It is not an objective of the project but we are trying to promote open source learning content, portal for educators to share their contents, and to facilitate open source curriculum development, partnerships with corporations, and awards for best practice. One important thing we should be mindful about is the definition of "content" as it is very broad and may impact the extent of our success.
- Q: ICT in Higher education project
- A: We currently focus on three major areas:
- a. Management and administration of universities
 - b. How ICT is used in learning
 - c. How ICT graduates are being employed
- Q: Dilemma – workshops were offered by UNESCO but integration in pedagogy is difficult
- A: IT graduates don't know about pedagogy and education graduates know about pedagogy but not about ICT
- Q: Is there a UNESCO standard for ICT in Education?
- A: Currently there are two standards (for teachers and for students) – for teachers there is one from headquarters in Paris but not so successful in following up the publication of standards and UNESCO Bangkok has one which is integrated into workshops (available online).

Session 2: What and How TEIs Can Learn from Each Other? – Experiences Sharing Among TEIs

Overview of TEIs' achievements of Next Gen Phase I by Dr. Feng-chun MIAO

Please see the PowerPoint presentation to be posted in the Online ICT Forum.

Experiences Sharing from Participating TEIs of Next Gen Phase I

Definition of Institutionalization

- I. Improvement on technologies
 - Improvement on computers and ICT equipments
 - Internet connectivity
 - ICT-based materials/resources
 - Administration support for ICT use

Overview of TEIs' Achievement

- *Equipment Update*: medium TEIs improved most, application oriented: LMS, wikieducator project, webquest & weblog
- *Programmatic activities*: regular PD activities for instructors (teacher educators): most TEIs have received trainings on peer-coaching.
- *Curriculum orientation or reform*
- *Institutional changes (structural reform), nationalization*: Sri Lanka, Cambodia, Lao PDR
- *Self-reliance*: Easter China Normal University

Onion Model

Catalyzing institutional improvement is not like peeling an onion but also like to pour water into a funnel if TEIs lack self-reliance

- Improvement on infrastructure hardware, software, and resources
- Programmatic training or professional development activities
- ICT-related curriculum re-orientation or reform
- Pedagogical improvement & training innovation
- Institutionalization or nationalization
- Self-reliance

Changes in Hanoi Nation University of Education Based on Next Gen project by Dr. Nguyen Thi Tinh, Vice-President, Vietnam

- 2008-2009: The national year for ICT
- More hardware purchased
- More software developed
- Wi-Fi installed in campus
- More powerful networking: bandwidth connect to the internet 15 mbps
- Video conference system developed
- Connect to VINARen Network and APAN network
- Information Management System has been updated consist:

- Student management system
- Learning management system
- Scientific report management system
- Staff management system
- Financial management system
- Network Management System has been improved
- More PCs purchased for staff and students
 - Every teacher has their own PC
 - 500 PCs in common lab for all students used
- The VN govt plans to install internet in all schools across the country.
- Human Resource Development
 - Every year, continuous training in using and applying ICT in teaching is set up for lecturers and administrators.
 - Pre-service teachers are encouraged to do research on ICT and application ICT for teaching.
 - Continuous training for support staff on networking, e-learning system and information system.
 - Workshops on peer-coaching programs for 5 faculties to develop core teams.
- On-going activities
 - Staff are encouraged to develop lesson plans integrating ICT and share through HNUE's portal
 - User portal
 - E-learning portal
 - Online library
- Curriculum on ICT content redesigned
 - "Introduction to ICT" course for all students
 - Courses on "ICT applications" for each specialty has been designed ← UNIQUE FOR VIETNAM

For more comprehensive information, please see the PowerPoint presentation to be posted in the Online ICT Forum.

Institutional changes as a Result of Participation in Next Gen Project by Dr. Hrushikesh Senapaty, NCERT, India

- ICT integrated in each course
- Peer coaching on how to integrate ICT in teaching was included into pre-service teacher education programme (200 teachers trained, language, social studies, math, science) 4hrs/week instructional time, 3 phases

- Professional development through peer coaching – colleagues motivated by seeing pre-service teacher integrating ICT in teaching
- Institutionalisation in pre-service education courses through new policies

For more comprehensive information, please see the PowerPoint presentation to be posted in the Online ICT Forum.

Profession Development and Course Re-orientation Activities of Malaysian Teacher Training Institute by Batu Pahat, Johor, Malaysia

- MOE has the authority.
- 1992 establishment and 27 TTIs
- Professional development
 - Peer coaching for in-service teachers
 - Funds from MOE
 - ICT in Education courses on campus (afternoon lessons) and off campus (a few days)
 - Selection of participants according to Needs analysis so that they can learn appropriate contents
 - Curriculum cannot be changed which is set by the MOE, so instead peer coaching is strongly encouraged
 - After the final exams, ICT courses are held but cannot guarantee everyone takes these courses
 - Learning management systems Moodle
 - Seminars
- Infrastructure
 - 1:1 lecturer: computer
 - Campus wireless access
- The biggest obstacle is to change the mind set of teachers.

For more comprehensive information, please see the PowerPoint presentation to be posted in the Online ICT Forum.

Technology Intgration in Teacher Education: Institution Change, College of Education, University of the Philippines

- Professional development
 - 1:1 faculty member: computer
 - Seminars
 - Social networking tool and use of Web
 - Self reliant learning by faculty members

- Computerised registration
- One to one Media resource instruction required by each students
- Graduate courses – increase technology integration both at masters level and doctors level – class presentation, thesis, dissertation using ICT
- Peer-coaching – unit plans developed by students

- Institutionalisation
 - Blogging in courses
 - Awards (for ICT integration in teaching
 - International and local conferences including topics on ICT)
 - Classrooms modernised and by next year all classrooms have one computer
 - ICT committee to check the integration and make recommendation

For more comprehensive information, please see the PowerPoint presentation to be posted in the Online ICT Forum.

Q&A

Q: to Vietnam – How did you get managers and leaders to be convinced?

A: The new president of Hanoi National University is an innovator. Every Monday, he meets with deans, and Dr. Tinh will report back to the president after each forum/ workshop for new ideas.

Q: to Vietnam – How to get ICT equipment for teachers?

A: From ministry of education, and some budget allocated from the university (approximately 30%)

Q: to Vietnam – What's the duration and content of training for lecturers?

A: - Questionnaires are given to participants after each lesson,
- learning management system updates,

Q: to Vietnam - have you faced any problems with continuous effective usage of new technologies, with members losing interests in them after a while? If so how did you overcome it?

A: Every year new computers are bought, and old ones are donated to remote areas to use for summer programmes

Q to Malaysia – what are the steps taken to nationalise idea about professional development?

A: two levels, organised by MOE as well as Microsoft and organised by the organisation – put ICT into curriculum as a mandatory requirement; otherwise people won't learn because they have no time.

Q to India – any other programme areas that ICT is not integrated or institutionalised throughout? Nationalised?

A: only in two year programme, grammar programme, every year one or two in-service programme are implemented

Comment:

- Computer illiteracy among teachers made programmes difficult – so set the minimum standards of computer literacy prior to the enrolling to the course as requirement – as done in Nepal.
- There is a shift from ICT literacy to ICT integration (for countries where computer literacy is no longer an issue)

Post Peer Coaching Package of Pre-service Teacher Training in ECNU by Dr. Xiao-Qing GU, East China Normal University

Please see the PowerPoint presentation to be posted in the Online ICT Forum.

National Impact on Pre-service Teacher Education in 17 National College of Education (NCoE) of Sri Lanka – Examples from Sri Pada NCoE by Y. Kirubananthan, Deans of Sripada, NCoE

Please see the PowerPoint presentation to be posted in the Online ICT Forum.

Changes at National Institute of Education by Dr. Im Koch, Director of the National Institute of Education, Cambodia

Training methods

- Interactive learning assessment
- Implementing student-cantered learning
- ICT teacher trainee course books

Infrastructure

- 7 lecture room with LCD
- Internet access in lecture room
- Wi-Fi access
- Free internet access in the library

Outcomes

- Peer coaching
- Close cooperation with UNESCO and RATTC through MoEYS
- Capacity and expertise of the teacher trainees are improved

For more comprehensive information, please see the PowerPoint presentation to be posted in the Online ICT Forum.

Q&A

Q: To India: What are the learning contents?

A: 2 different programmes: 3-year B.Ed. programs. 15 different subjects to be taken within 3 years. Next year, they are going to offer ICTization in the 3-year B.Ed. program

Q: Advise from UNESCO on how to:

- Develop ICT infrastructure to make it efficient
- Link ICT with pedagogy
- Technology to enhance their knowledge. Some advise on how to improve that?

A: UNESCO will not be in a position to provide assistance in infrastructure development. We have set up the SchoolNet project to link schools, a program which didn't turn out very successful

Comment

Pakistan

Students can download materials online. Explain the usefulness of computers to students.

Philippines: Mindset

Technology support system – in constant communication with the teacher trainers – so that they see the need to use computers.

Lay Cheng

- Pre-service teachers today aren't afraid to technology. To encourage them to use, we need to come up with incentives and professional development training for teachers.
- If you want teachers to use technology, you need to make sure it works in front of them → that way they'll be more confident. The technical support must be there to give them the confidence to use technology.

Miao: How to prioritize

4 stage of ICT integration

- Becoming aware of ICT; applying productivity tools [emerging]
- Learning how to use ICT in subject teaching; enhancing traditional teaching [applying]
- Understanding when and how to use ICT; facilitate learning using multi-model instruction [infusing]
- Specializing the use of ICT; creating innovative and open and free learning environments [transforming]

Tuesday 20 June

Session 3: What Can We Do Together for a Better Future? Planned Next Gen Activities and Resources Available

Localization and Institutionalization of Intel Teach by Monchai Kunteekanok, Intel

Countries

Currently implemented in 12 countries worldwide. New countries are Cambodia and Indonesia.

ITP Framework

Curriculum development → Intel Teach training → Enhancement Activities → Evaluation → Curriculum Development

Training Model

In-service program

- Senior teacher => master trainer → participant teachers

Impact

- Changes in the way they learn
- Greater understanding of the connection between teaching and learning

For more comprehensive information, please see the PowerPoint presentation to be posted in the Online ICT Forum.

Microsoft Toolkit for TEIs by Cher Ping Lim, Consultant for Microsoft Asia Pacific Partners in

Learning

Background

- To empower people to realize their social and economic potential by enabling access to quality education experiences for all through technology.
- For pre-service teacher → the final focus is the students.

Partners in learning

- Is a global initiative that aligns to the MS Education Vision.
- It aims to facilitate education change and transform education.
 - Provide policymakers with resources to make systematic change
 - Increase tech access for schools
 - Curriculum development
- 3 pillars
 - Innovative students

- Innovative teachers
- Innovative schools

A Continuum of Solutions from

- No PCs
- First PC
- 1: Many (MS MultiPoint)
- Shared Computer Labs
- One device per student

The Toolkit

- **Purposes**
 - To provide a set of tools for the needs and situational analysis of the state of ICT use in teaching, learning and administration in TEIs.
 - By doing so, the TEIs will be better positioned to develop a strategic plan (referring to long term planning towards the organization's vision & mission) to build their capacity for ICT integration in education.
 -

ICT in education competencies for teachers: a starting point

Technical

Disposition: being a reflective practitioners

Methodological: Planning, pedagogical knowledge

3 levels of ICT in Ed

Fundamental

Proficient

Innovative

Framework and Processes: to provide us with a common language within our network nationally and regionally

Vision and philosophy

Program: curriculum, assessment and practicum

Professional learning of deans and teacher educators

ICT infrastructure, resources and support

Internal and external communication and partnership

Research and evaluation

The Evolution of this toolkit

Conceptualizing
Construction and co-construction
Pilot small scale at 5 TEIs
Fine tune and roll out (larger scale implementation)
Self-sustaining community of practice

Our beliefs: partnering for sustainable results

- Partnerships: government, NGOs, academic institutions → try to think in a more long-term planning.
- Resources from partners in learning and other MS education workgroups
- Free curriculum: Digital citizenship and creative content (<http://www.digitalcitizenshiped.com/>)
- Live@edu (<http://get.liveatedu.com/education/connect/appls/>)
- Partner-developed programme
 - MARVIN (animation tool) www.marvin.com.au

For more comprehensive information, please see the PowerPoint presentation to be posted in the Online ICT Forum.

Institutionalization of Peer Coaching in TEIs: A Case Study from South China Normal University by Dr. Jianhua Zhao

Please see the PowerPoint presentation to be posted in the Online ICT Forum.

UNESCO curriculum development workshop and capacity building workshops and ICT-pedagogy integration by Dr. Feng-Chun Maio

Overall goal:

To provide necessary guidance to a country or institution to define and review, update existing or develop new training courses on ICT integration for pre-service teachers.

Objectives

1. To help TEIs identify priority of curriculum improvement and review current training courses on ICT in education.
2. Build capacities of curriculum developers in developing new training courses on ICT-pedagogy integration.
3. Build capacity of teacher educators in understanding and providing newly developed training courses.

For more comprehensive information, please see the PowerPoint presentation to be posted in the Online ICT Forum.

Comments & QA

Q: To Dr. Miao- is interested in the Promethean program. What are the selection criteria for the TEIs? Second round of peer coaching workshop – request a regional training?

A:

- a. Response from the institution (likely somewhere in the emerging market).
- b. The country needs to be ICT ready. Better if there is a presence of local dealers of the products.

Q: Termit: Promethean – would we be interested in connecting Promethean if U Sains Malaysia starts interactive classroom? Would like to have UNESCO come conduct ICT integration workshop again?

A: Can be done if the institution is willing to co-share the budget and nearby countries can be invited to participate.

Action Plan Presentation

A. Philippines

- **Next Gen**

- i. National Conference on ICT in Teacher Education (5 days) to be held in October 2009 and 2010 (semester breaks) at

1. University of the Philippines, College of Education (for curriculum and Intel teach workshops)
2. De La Salle University, College of Education (for ICT in pedagogy workshop)
3. University of the East, College of Education (for peer coaching)

The co-sponsors are Cebu Normal University, MMSU College of Teacher Education, Philippine Education Deans Association, UNESCO (Bangkok), Microsoft and Intel

The expected results are network of trained ICT faculty, pre-service students and school teachers.

- ii. **Self-driven**

1. Research and Evaluation on Benchmarking, effectiveness of ICT interventions and processes to be held in Oct 2009 and October 2010. The expected result of this project will be a published case study to be reported at the next Deans' Forum.
2. Regional Conference on ICT in Education to held in October 2011. All

participating countries are invited. So far, only Vietnam has confirmed an interest in attending.

iii. The Philippines also offered to host the 6th Deans Forum.

B. Malaysia

- **ICT-pedagogy workshop**

- i. To learn about pedagogy integration in teaching and learning
- ii. Date of the workshop shall be determined later. The current plan is to conduct it in two sessions (25 participants each time; 1 from each local TEIs)

Dr. Miao suggest Malaysia to be careful about selecting participants. Right people must be selected in order to maximize the benefits and successful implementation of the project.

C. Mongolia: 2 major activities

- Curriculum workshop for developers
- ICT pedagogy training
 - i. Training for teacher trainers
 - ii. Training for 20 school teachers
 - iii. Create training environment

Host: Mongolia State University of Education

D. Sri Lanka

- **Next Gen**

- i. ICT pedagogy workshop
- ii. Peer coaching
- iii. Open source technology workshop

- **Self-driven**

- i. Use of ICT tool in learning
- ii. Access learning resource
- iii. Provide overall knowledge and skills in maintaining their own computer labs (including networking, monitor, and motherboard)

- **Internal Cooperation Plan**

- i. Exchange experience between TEIs
- ii. University software competition
- iii. National ICT education forum and exhibition

E. Cambodia

- Curriculum workshop to be held at the National Institute of Education in December 2009. TTIs, teachers, experts will be invited.
- ICT pedagogy workshop with UNESCO (March 2010)
- Intel Teach Getting Started

- i. Involves localization in Khmer
- ii. Will be held in July 2009

F. Bangladesh

- **Next Gen**
 - i. Curriculum workshop (Aug-Dec 2009)
 - ii. ICT pedagogy workshops (Jan-Jun 2010)
 - iii. Peer coaching (Jul-Dec 2010)
 - iv. Further development of infrastructure (Jan-Dec 2010)
- **Self-driven**
 - i. ICT pedagogy integration workshop and training
 - ii. ICT-based action research program

G. China

- Plan to co-organize the 5th Deans' Forum at East China Normal University.
- Self-driven activities
 - i. Community building meeting in Yunnan (Yunnan Normal University)
 - ii. Case studies for current design (East China Normal University)
 - iii. ICT pedagogy integration and evaluation (South China Normal University)
- Cooperation among TEIs in the country
 - i. Workshop on ICT-related curriculum development
 - ii. Workshop on ICT pedagogy

All to be held at Yunnan Normal University in October 2010 and 2011

All expenses incurred in these activities will be covered by China. The only request is for them to freely use UNESCO logos at the forum and certificates.

H. Laos

- Curriculum workshop and Intel Teach to be held at Bankeun TTC in January 2010 for 15 participants from 3 TEIs
- ICT pedagogy workshop to be held at Luang Prabang TTC in February 2010 for 15 participants from 3 TEIs
- Peer coaching workshop to be held at Savannakhet TTC in March 2010 for 15 participants from 3 TEIs

Laos would like sponsorship from UNESCO, Intel and Microsoft.

I. Pakistan (Sep 2009-Jun 2011)

- **Next Gen**
 - i. ICT pedagogy
 - ii. Peer coaching (March 2010)
 - iii. Needs assessment study (Jan-Sep 2010)

- **Self-driven**
 - i. Seminar on ICT integration for other discipline of the same university
 - ii. Seminar on ICT integration for provincial universities
 - iii. Material development for ICT integration courses
- **International**
 - i. Visits of selected deans and teachers to other countries such as China and Malaysia
 - ii. Invite other countries to attend experience sharing workshops
 - iii. Short training programs abroad for ICT teachers

J. Brunei

- Curriculum development workshop and Intel Teach
 - ⇒ To develop ICT-integrated curriculum for new degree programs
 - ⇒ The workshop will be conducted at Universiti Brunei Darussalam. The date of the workshop will be confirmed later.
 - ⇒ Brunei also agreed to cover all expenses (airfares, accommodation, food and transportation) for experts.

K. Vietnam

- Workshop on ICT curriculum → to have common content in curriculum (expected to be held at Hanoi National University in March 2010)
- Workshop on ICT integration → sharing ICT skills and methodology in training activities and subject applications
 - i. This workshop will be held at Ho Chi Minh University of Education in December 2010
- An evaluative workshop may be held in 2011.

L. Thailand

- Would like to consult with the Thai Dean Council first.

M. Indonesia

- Curriculum workshop July 2010
- ICT pedagogy workshop in October 2010

Will report to the director general for permission

N. India

- ICT pedagogy integration workshop. The workshop will be joined by local TEIs in July 2010.
- NCET will bear all the expenses.

Open forum after presentations of national action plans

- Curriculum development initiatives will be series of sessions because it takes time
- Based on presentation on national action plan, there is still a huge need for ICT-pedagogy

integration workshops

- Only a few countries showed specific interests on peer coaching, those who mentioned are
 - Philippines
 - Sri Lanka
 - Bangladesh
 - Laos
- Improvements from phase 1
 - Willing for cost sharing
 - Finding funding from wide range of actors including the institution itself
 - Strategise action plans together among TEIs from one country
 - Attempts for international cooperation including hosting events/conferences (e.g. China, Philippines)
- What Philippines learnt from other TEIs are;
 - Study tour to East China Normal University
 - 6th deans' forum can be hosted if financial support is given by UNESCO (logistics will be from Philippines)
 - Targets: Research students who practice teaching
- China learnt
 - Maybe their own action plan is too ambitious
 - Online community to share information and best practices may be useful (through Online Forum)
 - can invite others to already designed activities
- Thailand
 - Is confused about the objectives of the forum... (maybe because old TEIs are missing from this forum and so lack of experience sharing)
 - Big effort on use of ICT in education already...
 - Established friendly partnership with Malaysia
- Sri Lanka
 - Wants UNESCO to visit Sri Lanka
- Pakistan
 - Lots of ideas and expertise but lack intellectual creativities and innovations
- Bangladesh
 - Start of close cooperation through this forum
- Online Forum
 - Write articles on successful projects and activities
 - If you want to start a project or event on something specific but unsure about how to go about it, post the questions so that someone can give you some tips and criteria

- Notification through e-mail about something (particular interesting) is up on the forum, as it is time consuming to check the forum everyday
- There is also e-mail list, so anyone can write to all of the participants.

The meeting was concluded with a summary of all country presentations by Dr. Miao and Benjie.
