Highlight: Project-based Learning and Telecollaboration

Project-based Learning and Telecollaboration: The Myths and Truths
Written by UNESCO Bangkok ICT in Education team, the purpose of this article is to facilitate the effective enactment of PBL by breaking some of the misconceptions that teachers may have on PBL. This article is based on the Project Team’s first-hand experiences in helping teachers build their capacity to design and implement ICT-supported project based learning. We hope that this article helps teachers make a right decision on using PBL or any other student-centred approaches with ICTs.

News & Events
UNESCO World OER Congress releases 2012 Paris OER Declaration
On Friday 22 June, the World Open Educational Resources (OER) Congress released the 2012 Paris OER Declaration which calls on Governments to openly license publicly funded educational materials.

United Nations’ regional ICT capacity development hub celebrates 6th anniversary with commitment to strengthen capacity building partnerships and knowledge sharing
The Asian and Pacific Training Centre for Information and Communication Technology for Development is marking its sixth year in operation by launching a series of publications and digital platforms designed to enhance knowledge sharing capacity on information and communication technology for development in the region.

Integrating ICT in higher education
The Commonwealth of Learning (COL) is collaborating with SNDT Women’s University Mumbai, India to train teachers on the integration of ICT in higher education.

Rio+20 recognizes essential role of ICT and broadband networks as catalyst for sustainable development
Rio+20, the 2012 United Nations Conference on Sustainable Development has recognized in its outcome document the critical role of information and communication technologies (ICT) in accelerating the implementation of sustainable development commitments.

Korea promotes e-learning system for women’s career development
Dream-wings is a free online learning portal run by Gyeonggi Women’s Development Centre (GWDC). It offers e-learning services and over 300 courses in office work, healthcare, social welfare, IT, foreign languages and hobbies.

Launch of the SEAMEO-Japan Education for Sustainable Development (ESD) Award
This award will be held every year from 2012 to 2014 to promote and share best practices in ESD in schools across Southeast Asia.

International Symposium on Open, Distance, and e-Learning
The ICT Centre for Education (Pustekkom), Ministry of Education and Culture, Republic of Indonesia, is organising the 2012 International Symposium on Open, Distance, and e-Learning (ISODEL) under the theme “Enhancing Lifelong Learning for All: Achieving Global Welfare”. The Symposium will be held in Bali, Indonesia from 4-6 December 2012.

Programmes & Projects

Engaging primary students in project-based learning
From March to July 2012, primary school teachers and students from various countries – Canada, China, Korea, Philippines, Malaysia and Bangladesh - have been communicating and collaborating with their international counterparts through a series of web-based activities and projects.

East speaks west, west speaks east: Two continents, one classroom
Launched in 2010, East Speaks West, West Speaks East (ESWWSE) is an ICT-based collaborative project aiming to promote and explore online language learning among high school students from public or private schools from Europe and Asia through the application of open source ICT web tools.

Resources

Project-based learning: Success start to finish
When implemented well, PBL has been shown to develop students' critical thinking skills, improve long-term retention of content learned, and increase students’ and teachers' satisfaction with learning experiences. This website looks into the successful story of Manor New Technology High School in Texas, USA, a hundred percent project-based learning school with remarkable academic records.

Collaborative learning 2.0 for Pakistan
Could the challenges of Pakistan’s National Education Policy be expedited with interactive communication and collaborative technologies? This article explores some of the learning features of these emerging technologies.

New UNESCO eAtlas series makes it easy to visualize data on key issues
The UNESCO eAtlas series provides users with a powerful new tool to visualize data on critical policymaking issues in the field of education as well as science and technology.

Measuring attitudes towards ICT in school
Teachers who report confidence and competence at using digital technologies may not be as confident or skilled at using new technologies for educational purposes, or to promote learning. This is one of the findings of a teacher survey, designed to measure teachers’ and students’ attitudes to the use of technology in the classroom.
Highlight: ICT-Supported Project-based Learning: the Myths and Truths

Project-based learning (PBL) is one of many student-centred instructional approaches. The other well-known student-centred approaches include active learning, inquiry-based learning, problem-based learning, discovery learning and the list goes on. Built up on the constructivist learning theory, a core premise of these approaches is, as opposed to transmitting knowledge from teacher to students, to provide students with opportunities to construct their own knowledge by guiding them organize newly presented information with their previously acquired knowledge in a meaningful way. A great deal of research show that today’s powerful capacity of ICTs facilitates such pedagogical paradigm shift from traditional to constructivist teaching and learning in classrooms.

Despite the promising directions suggested by educational experts, teachers in most classrooms continue to struggle with their teaching practices that have been barely changed since they have been introduced to technologies. As a matter of fact, teachers are doubly burdened: they are asked to learn ever-changing ICTs and to keep up with teaching 21st century skills for the same old traditional assessment.

The purpose of this article is to facilitate the effective enactment of PBL by breaking some of the misconceptions that teachers may have. Those misconceptions sometimes hold teachers back from taking the first step towards ICT-supported project based learning; other times, those misconceptions cause teachers to abuse PBL approaches. We hope that this article helps teachers make a right decision on using PBL or other student-centred approaches with ICTs.

**PBL is an extra-curricular activity and so it doesn’t help cover the curriculum.**

Probably, this is one of the biggest fears that teachers would have when it comes to PBL implementation in their classrooms: if I spend three weeks on this extra-curricular PBL then what about the curriculum that I need to cover during those period?

Perhaps, this fear comes from the biggest misconception that teachers have on PBL. As far as the curriculum is concerned, PBL can be categorized into three different types: 1) curriculum-based single-subject PBL, 2) curriculum-based inter-subject PBL and finally 3) extra-curricular community-oriented PBL. The first two approaches not just help “cover” the curriculum but facilitate students’ learning processes in an even more meaningful way. Here’s an actual example from a 7th grader science class from a school in Thailand:

<table>
<thead>
<tr>
<th>You are a curator of the National Science History Museum of Bangkok. You need to create an audio-visual exhibition on endangered animals in Thailand. Please choose one endangered animal that interests you the most and conduct research on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General information of the animal (inhibited areas, food, reproduction cycle, etc)</td>
</tr>
<tr>
<td>2. Reasons why the creature is endangered (environmental? Food chain supply problem? Etc)</td>
</tr>
<tr>
<td>3. How we can prevent the animal from being extinct</td>
</tr>
</tbody>
</table>
With your team members, decide who’s taking which role. You may need:
- Researcher to gather and analyze information
- Writer to write a script
- Technician to develop an audio-visual material for the Museum
- Coordinator to organize and check the work progress

You are asked to share the final product (audio-visual information for the Museum) with other students by posting it on the school portal by 10 June 2012.

A usual and traditional approach to teaching this topic would be listing various endangered animals in Thailand, lecturing on their characteristics and probably testing how much information students remembered. As you see in the example box above, however, PBL offers a different way of instruction, encouraging students to make sense of the world around them through evaluating and organizing information, communicating with others and sharing the newly acquired knowledge in an appropriate form for the target audiences. And imagine yourself how much learning would occur if you were a student given the two different approaches. And more important, which way would you enjoy more? Learning can be fun!

**PBL works well with teachers’ minimal guidance because PBL is to let students discover.**

When reviewing teachers’ lesson plans for PBL, one of the most frequent mistakes found is teachers’ plan for minimal guidance, wanting to let students discover everything, from identifying learning goals and objectives, teaming up, coming up with methodologies, etc. This mainly stems from teachers’ partial understanding of constructivism as “pure discovery” mode. While some researchers still believe that constructivist learning has to be pure discovery process, it is commonly understood by now that such minimal guidance mode often resulted in poor learning outcomes. In the pure discovery mode, students are prone to be cognitively overloaded due to lack of directions or core conceptual knowledge base. Therefore, teachers’ role in PBL is even more important than in traditional teaching, from designing structured lesson plans, making sure that students have enough prior knowledge to build up on, providing sufficient guidance and direction and facilitating interactions, collaboration and communication. For more readings, please see Kirshner et al (2006).

**I can’t use PBL approach in my school because I don’t have access to any ICTs.**

It is true that the use of ICTs make some processes easier and products neater. However, it is not true that you can’t implement PBL without ICTs. Although students may miss out the opportunity to learn ICT skills, there are other transformative aspects of learning that PBL can offer. In PBL, students emerge as main actors of the learning, no longer passive knowledge recipients. As a matter of fact, learners being main actors of their learning cannot sound more reasonable but unfortunately, it has hardly been realized in our schools. PBL can be a catalyst to reorient the culture of learning and logically, it doesn’t matter if ICT is in place or not for students to be main actors of their learning. Students can still collect information within community through interview with notepads. They can also communicate face-to-face or through phone, produce project outputs and come up with a mode of knowledge sharing and presentation, such as book, article, cardboard or flipchart. The essential part of the PBL is to guide students to be a main responsible actor of their learning, constructing their own knowledge with help of teacher and peers. It is teachers, not ICTs, who can facilitate active
interaction among students themselves as well as between students and materials and eventually bring students beyond their zone of capacity, within which they would have stayed otherwise.

Traditional didactic approaches do not help 21st century skill development and I will teach all the subjects through PBL.

Abuse is equally dangerous as ignorance, if not more. In fact, it is not uncommon to see some teachers being strong believers in PBL and want to teach every unit through PBL. PBL certainly help students develop expert-like thinking processes but for one to be able to think like an expert of a certain domain, s/he needs a solid knowledge base to build up their advanced thinking. Didactic approaches, in this sense, work better especially when teachers wish to enhance student conceptual understanding of a topic through dialogues. Ever better is teachers’ evoking questions that can guide students through different concepts, instead of listing all the facts for students to remember. Nothing is good if it is too much.

UNESCO Bangkok initiatives

Having realized great needs of the region in effectively integrating ICTs into classroom teaching and learning, UNESCO Bangkok has been undertaking a project “Facilitating ICT-Pedagogy Integration” since 2010, supported by Korea Funds-in-Trust. One of the main activities under this project is to build TEIs’ and teachers’ capacity to design and implement ICT-supported collaborative PBL in their school context. Indeed, situations of each school are varied from one school to another by nature and the Project Team has tailored the workshop programme to the situation sometimes rather drastically with local experts. For the last three years, UNESCO Bangkok has conducted or supported more than 15 PBL workshops at county and regional levels, training over 500 teachers and teacher educators and running an annual competition for teachers to showcase their ICT-supported PBL. Currently, UNESCO Bangkok is coordinating an international school collaboration PBL project though its own social network website, Education Community. For more information about the project, please read a featured article by Avelino Mejia in the current issue.

With respect to the successful implementation of PBL (or any other student-centred approaches), one success factor that the Project Team consistently found during the project is intertwinenment between teachers’ commitment and principals’ leadership and support. Even if teachers are dedicated to changing their teaching practices into PBL, it is unlikely to happen if the principal of the school insists on rote-learning, business-as-usual. Likewise, if the principal wishes to implement the new approaches to instruction it won’t be grounded if teachers in the actual classrooms do not want to put extra efforts on PBL.

Reflecting the project experiences and expertise, UNESCO Bangkok is going to publish a practical guidebook for teachers who wish to plan and implement ICT-supported PBL. The publication is expected to become available in early 2013.

Reference

Contact: ict.bgk@unesco.org
Further information:

- Facilitating Effective ICT-Pedagogy Integration Project

Related links:

- UNESCO Bangkok is kicking off the KFIT International School Project (KISP)
- Successful series of project based learning (PBL) and telecollaboration workshops continued in Bangladesh
- Project-Based Learning and Telecollaboration enhances teachers’ confidence in Bangladesh
- UNESCO Bangkok supports Thailand’s second decade of education reform using project-based learning and ICT
- Capacity Building Workshop on Project-Based Learning and Telecollaboration, Chonburi (Thailand)
- UNESCO launched project-based learning and telecollaboration in Chinese schools
- Next Generation of Teachers Project
- Vietnam to develop Next Generation of Teachers
- Nepal develops Master Plan for ICT in Education
- Creating the next generation of educators
- UNESCO Bangkok kicks-off new ICT in Education project funded by Korean government
- ICT in Education Teacher Training Modules for Developing Countries
- UNESCO Bangkok and Intel sign agreement to deliver Next Generation of Teachers Project in Asia-Pacific
- Next Gen empowers teacher education institutions
- Fourth Deans Forum – The Next Generation of Teachers Project
- Developing ICT curriculum for the next generation of teachers
- Next generation of teachers from the Asia-Pacific successfully trained in integrating ICT into teaching

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

- Visit our on-line forum and share your views
UNESCO World OER Congress releases 2012 Paris OER Declaration

On Friday 22 June, the World Open Educational Resources (OER) Congress released the 2012 Paris OER Declaration which calls on Governments to openly license publicly funded educational materials.

OERs are teaching, learning or research materials that are in the public domain or released with an open license that allows for free use, adaptation, and distribution. UNESCO has long been a champion of OERs and continues to promote the effective and legitimate use of OER across the globe.

“Based on the Paris OER Declaration, a comprehensive UNESCO OER Programme and strong global partnerships, we hope that at least 12 Member States will adopt national OER policies by 2015,” said Abel Caine, Congress organizer and UNESCO Programme Specialist for OER.

The Congress featured presentations from key supporters of OERs worldwide. Anant Agarwal, President of the Harvard-MIT online learning system edX, announced his organization’s goal of teaching one billion students through free and openly licensed versions of Harvard and MIT classes.

Asha Kanwar, President and CEO of the Commonwealth of Learning based in Vancouver (Canada) said, “OERs are an important milestone in democratizing education”.

“In view of the hundreds of thousands of students entering the school system, we are very interested in OER,” said Hon. Adébayo Abiola, Minister of Education of Benin.

The theme of using OERs as a means of providing equal access to knowledge was echoed by speakers from higher education institutions, governments, NGOs and the for-profit sector.

The Congress also featured a variety of ways in which OERs serve as tools for collaboration and the creation of learning resources:

- In Grenada, OERs are being used to improve education by encouraging collaboration among teachers.
- Korea University is piloting a wiki-style collaborative translation project.
- Health science institutions across Africa are working together to freely share their education materials worldwide through the African Health OER Network.

The Congress and the signing of the Paris OER Declaration represents a major step forward in a movement that was started just 10 years ago, when the term OER was adopted at UNESCO’s Global Forum on the Impact of OpenCourseware on Higher Education.
The 2012 World OER Congress was organized in full partnership with the Commonwealth of Learning (COL) and with the generous support of the William and Flora Hewlett Foundation.

Further information:

- UNESCO World OER Congress releases 2012 Paris OER Declaration

Related links:

- Policy Forum for Asia and the Pacific: Policy and Practices in Open Educational Resources
- The future of (open) education with Sir John Daniel
- Brazil hosts Latin America Open Educational Resources Regional Forum
- Open educational practices recognized through OPAL Awards
- OER reef and rainforest wiki in Marovo language
- Launch of the UNESCO Open Educational Resources Platform
- COL-UNESCO Basic Guide to OER
- UNESCO joins iTunes U
- Towards OER university: Free learning for all students worldwide
- The pedagogical enhancement of open education: An examination of problem-based learning
- 7 things you should know about open educational resources
- Open Educational Resources Center For California
- The impact of openness on bridging educational digital divides

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

- Visit our on-line forum and share your views
United Nations’ regional ICT capacity development hub celebrates 6th anniversary with commitment to strengthen capacity building partnerships and knowledge sharing

The Asian and Pacific Training Centre for Information and Communication Technology for Development (UN-APCICT/ESCAP), is marking its sixth year in operation by launching a series of publications and digital platforms designed to enhance knowledge sharing capacity on information and communication technology for development (ICTD) in the region.

Established on 16 June, 2006 as a regional institute of the United Nations’ Economic and Social Commission for Asia and the Pacific (UNESCAP), APCICT has been making concerted efforts in collaboration with a spectrum of partners to raise awareness about the potential of ICTD and provide stakeholders and development practitioners with the ability to fully leverage the benefits of ICTs in support of national and regional development goals.

APCICT has rolled-out its ICTD capacity building programmes in 29 countries in the Asia-Pacific region. They have also been introduced in Africa, and firm plans are underway to launch them in the Middle-East. The Centre has worked with more than 80 national and regional-level partners from government, civil society, academia and the private sector to train over 11,800 individuals via face-to-face and online training on the use of ICT for development. Moreover, for strengthening the pool of policy-oriented ICTD research and analysis, APCICT has published or contributed to more than 90 ICTD capacity development knowledge resources since its establishment.

“APCICT’s ICT capacity development achievements in ESCAP Member States over the past 6 years have been a result of its network of committed partners across the Asia-Pacific,” said Dr. Hyeun-Suk Rhee, Director of UN-APCICT/ESCAP. “To further strengthen ICTD human resource capacity, APCICT will continue to work closely with partners at all levels to develop programmes and resources that address the unique challenges, as well as opportunities in the region.”

To enhance its capacity building activities and collaboration with partners, APCICT is publishing a series of knowledge sharing resources and enhancing its digital platforms. This week APCICT will begin disseminating the enhanced and updated version 2.0 of the “Academy of ICT Essentials for Government Leaders” (Academy). First launched in 2008, the Academy is APCICT’s flagship training programme designed to equip government officials with the necessary skills and knowledge to harness ICTD. APCICT will also publish and distribute its Knowledge Sharing Series (KSS), which provides detailed guidelines on specific ICTD themes through concrete strategies, best practices and case studies.

To facilitate use and discussion on both Academy and KSS content, APCICT is also launching an online Communities of Practice (CoP). The CoP will enable experts, field-practitioners and learners to share knowledge and best practices on ICTD. Finally, to enhance communication
with host country partners in the Republic of Korea and promote cooperation on ICTD, APCICT is concurrently launching its Korean language website.

Further information:

- United Nations’ regional ICT capacity development hub celebrates 6th anniversary with commitment to strengthen capacity building partnerships and knowledge sharing

Related links:

- 2nd Regional Forum on ICT Capacity Building: ‘Where are we, Where are we going and What will it take to fill the gap?’
- UN and Bhutan launch ICT capacity development programme to improve connectivity and bridge digital divide in Himalayan kingdom
- UN concludes workshop to strengthen ICTD education in the Asia-Pacific
- UN launches remote training on information communication technology for development
- UN teams up with Indonesia to develop ICT training in the country: First four workshops in the national language to take place in Bali and Jakarta

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

- Visit our on-line forum and share your views

Integrating ICT in higher education
The Commonwealth of Learning (COL) is collaborating with SNDT Women’s University Mumbai, India to train teachers on the integration of information and communication technology (ICT) in higher education. The training programme has two phases. In the first phase, 400 Master Trainers from across India were trained at workshops in Juhu, Mumbai and Pune.

The objectives of this first phase were to:
Train mentors/trainers who will train teachers in integrating ICT in teaching, learning and evaluation processes,

Disseminate skills on the use of collaborative and co-operative teaching learning strategies,

Engender co-operative and collaborative learning processes through the use of ICT tools among faculty members, and

Enable faculty members to create and disseminate learning resources.

The Master Trainers learned how to create and share learning resources, create a learning community of ICT users and prepare a plan of action for integrating ICT in their teaching activities.

The second phase of the programme, which began in January 2012, will see the Master Trainers providing training to 4,400 teachers, vastly expanding the ability of post-secondary teachers to harness the potential of ICT in teaching and learning.

*Source: COL Connections, February 2012*

**Further information:**

- [COL Connections](#) (February 2012)

**Related links:**

- [OER in Asia: Trends and issues](#)
- [Australia escalates US$2.56 billion digital education revolution](#)
- [Distance Education for Teacher Training: Modes, Models, and Methods](#)
- [Education system profiles unveiled](#)

**Previous issues of the e-newsletter:**

- [UNESCO "ICT in Education" Announcement e-newsletter](#)

**What do you think about this topic?**
Rio+20 recognizes essential role of ICT and broadband networks as catalyst for sustainable development

Rio+20, the 2012 United Nations Conference on Sustainable Development has recognized in its outcome document the critical role of information and communication technologies (ICT) in accelerating the implementation of sustainable development commitments.

The Rio+20 outcome document has been agreed by UN Member States. It defines the key principles that will guide the international community in the upcoming years to move the sustainable development agenda forward.

The 2012 United Nations Conference on Sustainable Development, which envisions “The Future We Want”, has singled out information and communication technologies (ICTs) in facilitating the flow of information between governments and the public, promoting knowledge exchange, technical cooperation and capacity building for all three pillars of sustainable development – economic growth, social inclusion and environmental sustainability.

While reaffirming their commitment to the 2005 World Summit on the Information Society, Member States also stated that “ICT is facilitating the flow of information between governments and the public. In this regard, it is essential to work toward improved access to ICT, especially broadband network and services, and bridge the digital divide, recognizing the contribution of international cooperation” to enhance agriculture services and improve communication infrastructure, especially in least developed countries and small island developing states (SIDS).

The need for cooperation and sharing of early warning systems from relevant organizations, and the importance of technologies for mapping, observing and sustainable development policy-making were also recognized.

“It is appropriate that information and communication technologies have been recognized as critical instruments to achieve sustainable development by the landmark Rio+20 Conference”, said ITU Secretary-General Hamadoun Touré. “ICTs are unique, cost-effective, inclusive and environment friendly tools to spur green growth and create jobs, promote social progress, and ensure environmental protection and the sustainable future that we want.”

The conference invited the international community, including the UN system, to mainstream sustainable development within its programmes and initiatives, inviting all stakeholders to support developing countries to achieve sustainable development through green economy policies and calling for the strengthening of UN system-wide coherence and coordination.
The agreement is the result of multi-stakeholder efforts initiated in 2011 and built on the legacy of the 1992 United Nations Conference on Environment and Development (the Earth Summit). The essential role of ICTs and Broadband networks was supported by the United Nations Group on the Information Society (UNGIS), the Ministry of Communications of Brazil and a number of other government, business and civil society partners. Together, they reinforced the message that ICTs are cross-cutting drivers of sustainable development.

Further information:

- Rio+20 recognizes essential role of ICT and broadband networks as catalyst for sustainable development

Related links:

- ICTs for development: Improving policy coherence
- Australia escalates US$2.56 billion digital education revolution
- Information technology plays critical role in achieving UN objectives, says Ban
- ITU estimates two billion people online by end 2010

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

- Visit our on-line forum and share your views

Korea promotes e-learning system for women’s career development

*By Gosia Klimowicz, FutureGov Asia Magazine*

Dream-wings (www.dream.go.kr) is a free online learning portal run by Gyeonggi Women’s Development Centre (GWDC). It offers e-learning services and over 300 courses in office work, healthcare, social welfare, IT, foreign languages and hobbies.

“Stay-at-home mothers wishing to get a job and working mothers looking for better career opportunities never have enough time for self-development. They find a favorable option with
Dream-wings which can be accessed anywhere and anytime”, says Dr Cho Jung-ah, head of GWDC.

Dream wings-supports women’s career development, including finding a job or starting a new business. It started off in 2004 as a local website built for women living in Gyeonggi Province. Based on the research conducted by Samsung SDS, GWDC created a master plan offering e-learning services to women who have experienced an extensive period of career breaks. A year later, GWDC opened the online Gyeonggi Women Career Development Centre, Korea’s first-ever free e-learning service for women. It began to offer nation-wide services in 2011. This year, GWDC introduced a mobile version of the portal - Smart Dream-wings.

Focused primarily on IT education, Dream-wings has expanded the scope of its services into total career development support by adding diagnostic services (e.g. competency diagnosis and employability diagnosis) and support for job placement and business start-up. The initiative is fully funded by the government.

**Source: FutureGov Magazine**

Further information:

- Korea promotes e-learning system for women’s career development - FutureGov Asia Magazine

Related links:

- UN debate stresses need to break down barriers for girls in technology-related careers
- Graduate employability in Asia
- New challenges in Technical Vocational Education and Training (TVET) teacher education
- ITU launches Girls in ICT web portal
- Information technology skills will boost women’s participation in crucial sector – UN
- High-level Debate of the ITU: Why are young girls rejecting careers in technology?

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?
Launch of the SEAMEO-Japan Education for Sustainable Development (ESD) Award
The Southeast Asian Ministers of Education Organization (SEAMEO); the Ministry of Education, Culture, Sports, Science and Technology, Japan (MEXT); the UNESCO Asia and Pacific Regional Bureau for Education; and the Bank of Tokyo-Mitsubishi UFJ, Ltd are pleased to announce the launch of the SEAMEO-Japan Education for Sustainable Development (ESD) Award.

The award will be held every year from 2012 to 2014 to promote and share best practices in ESD in schools across Southeast Asia.

In view of recent natural disasters such as earthquakes, floods, tsunamis, cyclones, landslides and etc. that have caused massive destruction, including the loss of lives and a devastating effect on communities in Japan and in Southeast Asian countries, the theme of 2012 SEAMEO-Japan ESD Award is “Education for Disaster Risk Reduction”.

All public and private schools in the eleven Southeast Asian countries, namely Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste and Vietnam are invited to submit the information about their respective school’s activities/programmes related to the theme “Education for Disaster Risk Reduction”.

The last day for submission of entries is on 10 August 2012.

Please click on the following link for the details of the award, prizes, and guidelines for submission of entries:
http://www.seameo.org/index.php?option=com_content&task=blogcategory&id=95&Itemid=219

International Symposium on Open, Distance, and e-Learning
The ICT Centre for Education (Pustekkom), Ministry of Education and Culture, Republic of Indonesia, is organising the 2012 International Symposium on Open, Distance, and e-Learning (ISODEL) under the theme “Enhancing Lifelong Learning for All: Achieving Global Welfare”. The Symposium will be held in Bali, Indonesia from 4-6 December 2012.

ISODEL 2012 is designed to provide valuable opportunities for policy makers, researchers, practitioners, students, and scholars across the world to share ideas, best practices, and recommendations in promoting lifelong learning for all in its relation to achieve global welfare through the application of open, distance and e-Learning worldwide.
Prospective authors are invited to submit their proposed papers to the Review Committee. Relevance to the theme and sub-themes, and originality of approach are among major considerations in the selection of papers. Paper should have been received by 1 September 2012.

Further information: isodel.kemdikbud.go.id

Programmes & Projects

Engaging primary students in project-based learning

The KFIT International School Project (KISP) is a component of UNESCO Bangkok’s “Facilitating Effective ICT-Pedagogy Integration Project” which aims to create an enabling environment for student-centred use of ICT. To do this, KISP has been engaging primary school teachers and students from various countries – Canada, China, Korea, Philippines, Malaysia and Bangladesh - in conducting Project-Based Learning (PBL) activities through telecollaboration. The PBL activities have been taking place in UNESCO Bangkok's Education Community web portal (EC).

From March to July 2012, participants of this project have been communicating and collaborating with their international counterparts through a series of web-based activities and projects. For the first phase of the project, the students prepared digital stories to introduce themselves, their schools and countries. The schools were encouraged to use various applications - whether standalone or web-based – in making their digital stories. The participants used text, pictures, sound and video clips in their digital stories. They then shared the digital stories by posting the file or link to the EC portal, for the others to view and comment.

Afterwards, the KISP teachers and students proceeded to the second phase of the project, where teachers and students from the same school or country were able to practice their know-how on PBL through local projects – which they themselves would design and implement.

The participation of the teachers and students in the preceding activities is essential in preparing them for the on-going international project phase, the third and final phase of KISP. In this phase, the participants are implementing projects related to “weather”, set by UNESCO as the general topic. The teachers selected the specific topics and prepared the guides to a couple of weather-related projects, one of which is a weather calendar project.

In the weather calendar project, the students will use a web-based application (Popplet) in sharing information on their countries' weather and how it affects their culture and way of life. Students were distributed to groups so that they will go beyond working with their schoolmates and collaborate on projects with students from other countries. In turn, teachers will not only handle the students from their own schools, but were also assigned to facilitate interaction and collaboration of these international and inte-cultural groups of students. The students will primarily use the EC portal - particularly the groups and forum sections - to communicate with each other, particularly in planning, implementing and commenting on their projects. It is hoped that the students and teachers will not only learn about the weather conditions beyond their own communities, but also deepen their knowledge and appreciation of other countries – and make new friends in the process.
The implementation of an international project through telecollaboration has its share of challenges. In the case of KISP, interaction among participants (both teachers and students) is done online, via the EC portal or other web-based apps (i.e. email, chat); participants are thus able to communicate with each other and collaborate on school projects through ICT. While online communication has its advantages, participants occasionally experience technical difficulty (e.g. intermittent Internet connection, limited access to schools computer labs) which poses challenges to KISP planning and implementation.

Language is also a factor to be considered; even though it has been decided that English would be the working language of KISP, there are still several participants who have a hard time interacting with the others because they are not proficient in the language. Also, the participants have to allocate and make time for KISP activities – which was not easy to do because the teachers and students are also busy with regular schoolwork. These challenges, as experienced by participants of the KFIT International School Project, can be addressed through careful planning, constant monitoring and effective management. The current KISP project is expected to be completed by the end of July 2012 and the impact of the project will be evaluated and publicized soon after.

Further information:

- Facilitating Effective ICT-Pedagogy Integration Project

Related links:

- UNESCO Bangkok is kicking off the KFIT International School Project (KISP)
- Successful series of project based learning (PBL) and telecollaboration workshops continued in Bangladesh
- Project-Based Learning and Telecollaboration enhances teachers’ confidence in Bangladesh
- Connecting Classrooms
- UNESCO Bangkok supports Thailand’s second decade of education reform using project-based learning and ICT
- Capacity Building Workshop on Project-Based Learning and Telecollaboration, Chonburi (Thailand)
- UNESCO launched project-based learning and telecollaboration in Chinese schools
- Next Generation of Teachers Project
- Vietnam to develop Next Generation of Teachers
- Nepal develops Master Plan for ICT in Education
- Creating the next generation of educators
- UNESCO Bangkok kicks-off new ICT in Education project funded by Korean government
- ICT in Education Teacher Training Modules for Developing Countries
UNESCO Bangkok and Intel sign agreement to deliver Next Generation of Teachers Project in Asia-Pacific
Next Gen empowers teacher education institutions
Fourth Deans Forum – The Next Generation of Teachers Project
Developing ICT curriculum for the next generation of teachers
Next generation of teachers from the Asia-Pacific successfully trained in integrating ICT into teaching

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East speaks west, west speaks east: Two continents, one classroom
By Edith Flores Wolff, Global German Youth Connect, Overath, Germany

Launched in 2010 at the Asia-Europe Classroom (AEC) Net Conference, East Speaks West, West Speaks East (ESWWSE) is an ICT-based collaborative project aiming to promote and explore online language learning among high school students from public or private schools from Europe and Asia through the application of open source ICT web tools. Gone are the days when language learning was very much limited, costly, and a matter of privilege. Language learning has evolved through the years through ICT web tools. It has become more innovative, inventive, alive, collaborative and fun, too.

Thirteen member schools of the AEC Network have successfully joined this project for two years. Following the philosophy of "I teach mine, I learn yours; I learn yours, you learn mine", it is an ICT-supported collaborative project which provides European and Asian 1st year to 3rd year secondary school students a chance to share, interact, teach, and learn the languages of their foreign counterparts by using the wheel of language learning: assimilation - listening, repetition, and immersion. This process of exchange takes place normally in a span of seven to nine months that cover two phases: 1st phase - Language Material Production (mother language) and 2nd phase - Language Learning (foreign language). The project is concluded after the production and staging of a play in the foreign language chosen by the students. Further, the participants work hand in hand in continuously discovering ICT web tools to effectively learn the language and transport knowledge. Language learning websites, language
portals, and even virtual based language schools are defying distance and time between learners and teachers.

European and Asian students are teaching and learning from each other. They are being encouraged not just to consume from the Net but also to contribute their knowledge for the benefit of others. Students are actively bringing their contribution forward by creating a collaborative platform in the Net by utilizing or applying the ICT web tools.

Faster, more efficient and affordable internet access made the idea of “Two Continents, One Classroom” possible which could be considered as a major breakthrough in language education. Language learning has gone a long way and has become more active. The availability of Open Source ICT web tools for free or for a very low cost - from books to LP records, to audio cassettes, to CDs, to MP3, and the Text -to-Speech Software - helps students and teachers carry out the tasks expected from them. This project utilizes Audio and Video recording programs/tools, Basic open software and Video Publishing Sites. To name a few: audio and video recording programs/tools (Audacity, DVD maker, Slide maker, Movie Maker, Green Screen), basic open software (Audacity, Text to Speech Translator, Tagxedo, Wordle, Quizlet, Audio Converter, Video Converter, Google Docs), video publishing sites (http://www.youtube.com, http://voicethread.com/), etc.

Present Development of the Project

From January 2012 to the present, two schools from the Philippines (Hope Academy of Rizal and Olongapo City National High School) and one school from India (Apeejay Pitampura) are participating in a long term language project under ESWWSE, extending beyond the 7- to 9-month project period to learn German. At the moment, the students are working on the theme "Goethe meets Tagore." In comparing these two brilliant minds, Johann Wolfgang von Goethe of Germany and Rabindranath Tagore of India, the students would be discovering similarities and differences between these countries through literature.

To increase the benefits of the project on the students, they are further encouraged to take at least one of the German Language Proficiency Exams at Goethe Institute and acquire at least one German Language Certificate before completing their secondary schools. They will be guided by the project proponents during the preparation for the proficiency exams.

Evaluation

The project has encountered a number of difficulties in its implementation including dealing with different time zones for the participating schools, lack of time among students and teachers in some schools to engage in project activities, and lack of creativity of some teachers and students. ICT-related challenges included lack of Internet access / poor Internet connection, low technical support in schools, lack of knowledge among some participants in the application of web tools, very low exposure of teachers and students to free software available on the internet which could serve as alternative solutions when technical problems occur (e.g. managing and transferring files, files conversion), and restrictive Internet security settings at schools that prevented a number of interactive activities from being accessed.
Despite these challenges, the students positively welcomed the pedagogical approach of this project. The prospect of getting a chance of learning a foreign language which are not normally available or not a part of their school curriculum excites them and serves as a motivating factor. Students and teachers alike have the chance in gaining and applying their knowledge and skills in using ICT web tools as well as networking with other members through the project’s networking sites.

Furthermore, they get to learn and examine cultural differences and similarities among themselves through online interaction. It must also be added that this project could serve as a medium in motivating students who have learning difficulties in schools like those who are suffering from Attention Deficit Hyperactivity Disorder. One of the participating schools observed that students with this condition have actively engaged in the project and learned languages through role-playing activities.

In its two years of existence, ESWWSE has been nominated for several awards and was presented in several international conferences. This project was presented in the 4th edition of the International Conference "ICT for Language Learning" in Florence on 20-21 October 2011. Moreover, ESWWSE belonged to the Top 50 entries out of 575 projects submitted at the eLearning Awards 2010 run by the European Schoolnet where it was nominated for the "Special Category for the Outstanding Teachers Award". AEC also conferred this project an Excellence Award Certificate in 2010 in India and a Merit Award in Ireland in 2011.

For more information, please visit: http://eswwse.webs.com/

Contact:
Edith Flores Wolff,
Global German Youth Connect,
Overath, Germany
http://eswwse.webs.com;
efw2010@googlemail.com

Further information:

- East Speaks West, West Speaks East (ESWWSE)

Related links:

- Localised teachers' portals in East Asia: Access English by British Council
- Connected Community Learning Centres
- It’s a matter of HOWs: Participants reflection from PBL workshop
- Welcome to Enquiring Minds
- eTwinning for cross-border learning: School projects of the year announced
- The WISE Awards - Recognizing innovative and transformative projects
• UNESCO Bangkok is kicking off the KFIT International School Project (KISP)

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Resources
Project-based learning: Success start to finish
When implemented well, PBL has been shown to develop students’ critical thinking skills, improve long-term retention of content learned, and increase students’ and teachers’ satisfaction with learning experiences. This website looks into the successful story of Manor New Technology High School in Texas, USA, a hundred percent project-based learning school with remarkable academic records.

It explores Manor High School’s key to success in PBL, which is a schoolwide, unwavering commitment to PBL and great emphasis on student ownership. It provides a concrete example of a project named “Controlling Factors” which was based on the bestselling novel “The Hunger Games” with world history and English language learning. The whole process is designed to greatly stimulate student inquiry and it can be applied to any project in any subject, which means there is a consistent approach across grades and subjects at Manor.

One can also find a detailed step-by-step guidance on initiating and implementing effective PBL, strategies on research –based PBL, together with other useful resources on best practices in PBL based on the example of Manor High School who has fully incorporated the PBL approach. These resources are of tremendous value for educational practitioners who are interested in implementing and improving PBL in their work.

Further information:

• Project-based learning: Success start to finish
Related links:

- Connected Community Learning Centres
- It’s a matter of HOWs: Participants reflection from PBL workshop
- Welcome to Enquiring Minds
- eTwinning for cross-border learning: School projects of the year announced
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Collaborative Learning 2.0 for Pakistan

By Phil Cruver, The Education Technology Debate

The technological evolution of Web 2.0 tools has produced a global platform that empowers the collective wisdom and intelligence of the crowd. Powerful arrays of technologies are emerging as ecosystems for extending, enhancing and enabling learning in an accelerated mode.

The importance of Learning 2.0

Deemed “Learning 2.0”, these online collaborative, interactive, and just-in-time information delivery technologies are encroaching on mainstream education in developed economies. The planets in Pakistan’s education constellation are aligning for universal adoption with its rapidly growing Internet infrastructure, increased funding from donor nations and an overwhelming demand from an illiterate population for which only scaling via Learning 2.0 technologies can provide the solution.

These new and innovative technologies are not intended as replacements for traditional education, but rather as extensions that enhance, compliment and scale learning in deep and powerful ways. Moreover, technology tends to transcend ethnic quagmires undermining consensus in countries having diverse cultures, languages and governmental jurisdictions. Could the challenges of Pakistan’s National Education Policy be expedited with interactive communication and collaborative technologies? Let’s explore some of the learning features of these emerging technologies.
Tagging, the practice of attaching a descriptive word or phrase to a piece of online content for the purpose of linking it to other related digital media, is a well-known web phenomenon. Students searching for those tags can retrieve that specific and relevant content; thus, facilitating just-in-time learning and creating new possibilities for creative expression.

The Learning 2.0 Platform for Teachers and Students in Pakistan has introduced a new technology that provides the capability to transcend the limitations of simple tagging for describing entire chunks of rich media. This next generation of tagging and its derivative progeny – linking and searching – allows the creation of direct links to specific parts within a larger selection of media. By indexing metadata, which enables tagging specific sections, you get deeper data information with the descriptor “deep tagging”.

Creating just in time learning environments
Consider the possibilities for just-in-time learning: educators record their multi-hour lectures with an inexpensive webcam, tag and upload the video files onto the Learning 2.0 Platform as small digestible chunks – reusable learning objects. Students can pinpoint and repeatedly review the relevant information without enduring the entire session. Deep tagging metadata allows them to jump instantly to that specific section within the video for the information they need to learn, anytime and from anyplace with web access.

The adjoining image illustrates how deep tagging enhances collaborative learning. Abdul Aziz Bhatti, Principal at the Federal Government Model School for Boys G-0/4 in Islamabad was videotaped giving a lecture about Chemistry. Students tagged the video while watching and their tags are indexed and made available to all who subsequently watch the presentation. Students can also comment upon their peers’ tags and all comments are emailed to the teacher for response and interaction.

Educators can also provide students with links to their lectures and assignments to tag as a class project. With this technology they can tag “chapters” and “topics” within the media file with a descriptive text for each tag. Additionally, all tags can be exported and distributed as a blog.

Once the students tag a portion of a video or locate a tagged section of a video that is relevant to what they wish to learn, they may want to share the link with others. They can embed this as a deep link on their website, blog, or even in an email message. When other students click on the deep link, they will be taken not to the beginning of the video but to that precise section within the video.

Rather than conducting a search for keywords or tags that describe an entire video, students can conduct deep searches for tags that describe specific sections within a video and then immediately jump to that precise portion of the video clip. This saves time and facilitates education because students don’t have to watch a five-minute video to find a five-second nugget of information they need to understand.

How do these deep technologies specifically enhance learning?
They increase the granularity of indexed media, allowing specific parts of video lectures to be more easily remixed, linked, and reused.

They engage students to co-create content via annotation of lectures.

They make media, as an instructional tool more efficient since reviewing streaming video is less time consuming than print media.

Also, these deep technologies enhance the educational content. The more the commenting and annotating, the more valuable the learning asset becomes as the wisdom of numerous and diverse interested parties add layers of collective intelligence to the video. Furthermore, specific moments of time within these videos can be instantaneously identified and retrieved using with the Learning 2.0 Platform metadata search engine.

**A new hope for education in Pakistan**

Consider the opportunity for enhancing the quality of education in Pakistan with the ability to access thousands of video lectures produced by the top teachers throughout the country. This digital archive could be searched as indexed metadata by key words within the annotations. Not only would this video library compliment and extend traditional learning but it would also provide scale, giving millions of students access to a quality 21st Century education.

This past October, President Obama signed the Enhanced Partnership with Pakistan Act (Kerry-Lugar Bill), which authorizes tripling U.S. civilian economic and development assistance to Pakistan to $1.5 billion annually for the next five years. Education is a priority; therefore, the adoption of Learning 2.0 as a complimentary component to Pakistan’s national curriculum, would cost a pittance while fostering a new culture of learning. It would also be a promising and positive step towards educating millions of students with the new literacy they will require to compete in a global flat world economy.

http://social.kzoeducation.com/user_blog.php

**Further information:**

- Collaborative Learning 2.0 for Pakistan (The Education Technology Debate)

**Related links:**

- Connected Community Learning Centres
- It’s a matter of HOWs: Participants reflection from PBL workshop
- Welcome to Enquiring Minds
- eTwinning for cross-border learning: School projects of the year announced
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New UNESCO eAtlas series makes it easy to visualize data on key issues
To what extent is China investing in experimental research? Which African countries have the most out-of-school children? How have graduation rates for girls in Latin America changed over time?

The new UNESCO eAtlas series provides users with a powerful new tool to visualize data on critical policymaking issues in the field of education as well as science and technology. The three subjects covered are research and experimental development, out-of-school children and gender equality in education - an online companion to the print edition of the World Atlas of Gender Equality in Education.

The free online, interactive tool maps dozens of data and indicators from the global database of the UNESCO Institute for Statistics (UIS), giving fast and easy access to precise data and indicators to answer users’ questions, and provide information needed to shape development policies.

Users can export customized, professional quality, full-colour maps and graphs. Other features include scalable maps, timeline graphing, ranking tables, and import and export functions for sharing data and graphics. Links to additional information and data sources are also provided.

Updated annually with the latest available data from UIS, the eAtlas series is a powerful resource for professionals, academics, teachers, students and journalists. Other editions are planned on a range of issues, such as higher education and the global demand for teachers.

Further information:

New UNESCO eAtlas series makes it easy to visualize data on key issues
Measuring attitudes towards ICT in school
Teachers who report confidence and competence at using digital technologies may not be as confident or skilled at using new technologies for educational purposes, or to promote learning. This is one of the findings of a teacher survey, carried out as part of the iTEC framework. The project carried out two surveys, designed to measure teachers’ and students’ attitudes to the use of technology in the classroom. The results of the surveys have been published, and are now available to download.

The aim of the surveys, which received responses from over 1,200 teachers, and 284,000 individual ratings from students, was to find out how both teachers and students would like to see educational technologies deployed. The survey results will play a role in the future design of the iTEC project. In a broader context, it is hoped also that the survey will influence the development of the classroom of the future.

Read the full report:
Related links:

- It’s a matter of HOWs: Participants reflection from PBL workshop
- ABCs and ICTs: Delivering scale and value with a whole class learning solution
- Welcome to Enquiring Minds
- ICT-enhanced teacher development model
- Crescent Girls’ School – A FutureSchool@Singapore
- ICT breakthrough in Caraga Regional Science High School, Philippines
- Nguyen binh khiem primary school – Vietnam - "make each day at school an exciting day of the students!"

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Kindersite Project – Where children play and teachers learn

Kindersite Project has an abundance of links to educational songs, stories, and games for children. This project is engaged on two main activities: One is the website itself; offering learning activities and the second activity is the research aspect, aiming to create a system for collaboration and reporting of research data.

This website is a place where young children can find appropriate content on the internet in the form of games, stories and songs within a safe and engaging environment. It is useful to those wishing to enhance the learning of English – as a first or second language with a range of motivational games and tools. Furthermore it can be used as a tool for academic educational researchers to measure and correlate data on children’s use of content on the site according to the research criteria.

The content featured on the site is evaluated on three criteria: The educational value, how enjoyable or funny the resources are, and their playability. Teachers and caregivers are able to comment on these categories as well.
For research purposes, it is possible to measure the types of usage on the educational level of the child. An example can be why particular content is chosen; and for how long, how often or why a particular content is used. The research can be further followed up through email based focus groups to understand the outcomes better.

Further information:

- [Kindersite Project](#)

Related links:

- [WatchKnow - finding and categorizing free educational videos](#)
- [Fighting against “infollution” that contaminates our children’s minds and their thoughts](#)
- [Children, wired: For better and for worse](#)
- [Children’s Technology Review](#)
- [UNESCO Bangkok released two new CD-ROMs: Collection of E-Learning Tools](#)

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- [UNESCO "ICT in Education" Announcement e-newsletter](#)

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