

# COUNTRY CASE: UZBEKISTAN - EXPERIENCE OF IN-SERVICE TEACHER DEVELOPMENT

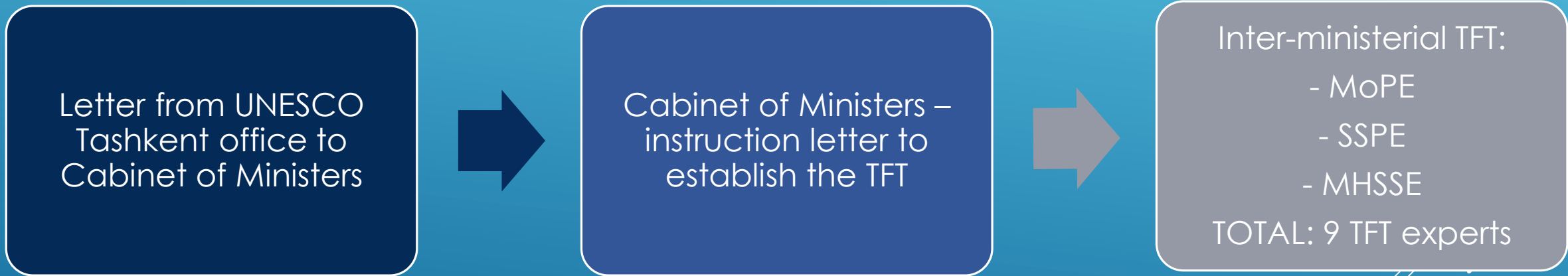
Kadambay Saytov, Ministry of Public Education  
of the Republic of Uzbekistan

Seoul, Korea 1-2 December 2016

# **I. BRIEF BACKGROUND ON THE PILOT COUNTRY'S PROJECT IMPLEMENTATION**



# THE NATIONAL TASK FORCE TEAM



# KEY AGENCIES/GROUPS INVOLVED AND ROLES – 2015/2016

## MoPE (3 experts)

- National ICT in Education policy makers for **9,692** schools
- National Teacher education and retraining policy maker

## SSPE (3 experts)

- National ICT in Education policy maker for **1,583** colleges and lyceums
  - Curricula development and state standards policy maker

## MHSSE (3 experts)

- National ICT in Education policy makers for **73** universities
- National Teacher education and retraining policy maker

- Preparation and conducting the Teacher ICT readiness study;
- Collection data and analysis on Teacher ICT readiness;
- Drafting the national ICT competency requirements teachers;
- Conduct wide consultation campaigns with teachers on the ICT competency requirements for teachers;
- Facilitate the inter-agency endorsement of the ICT competency requirements for teachers;

# KEY AGENCIES/GROUPS INVOLVED AND ROLES – 2016/2017

## MoPE Team

- National Teacher education and retraining policy maker
- Local experts in teacher education curricula
- **17 TTIs (3 central and 14 regional)**

## SSPE Team

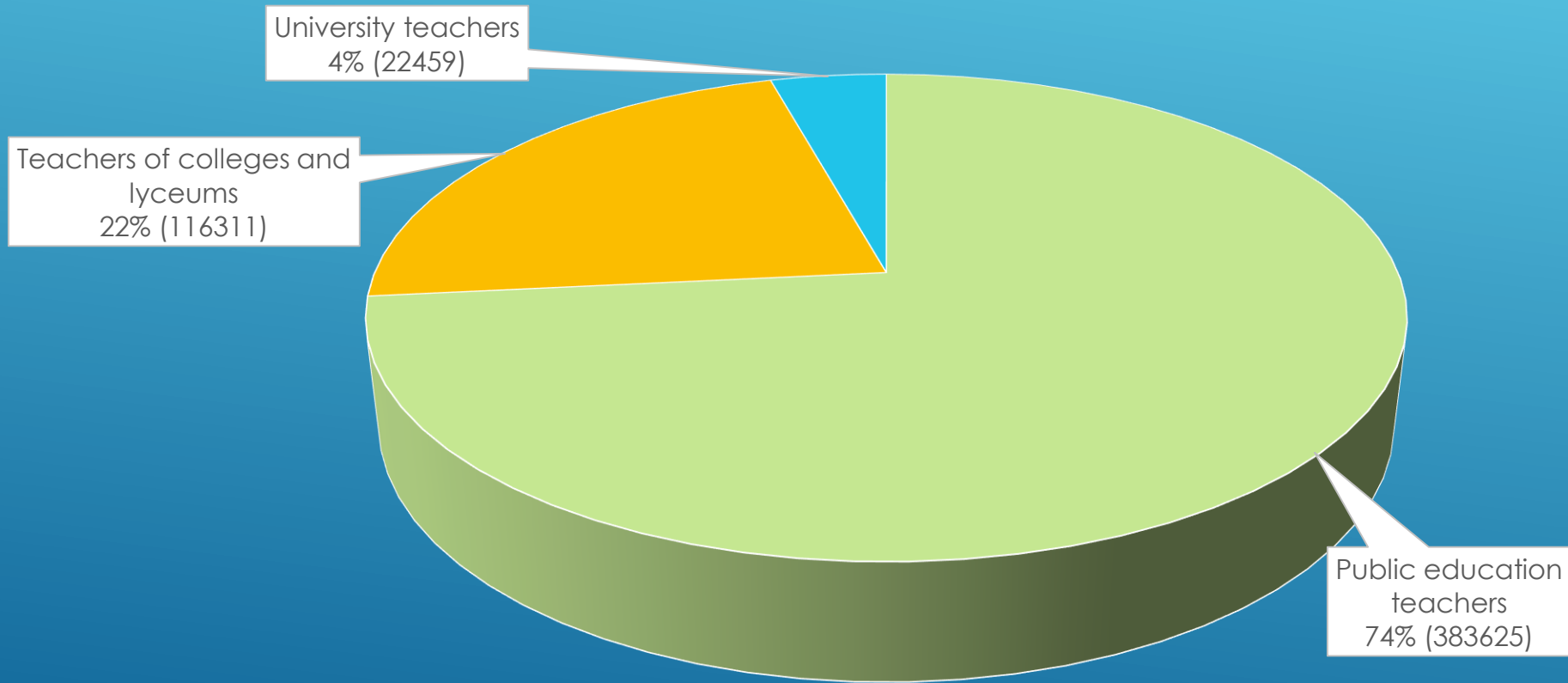
- Curricula development and state standards policy maker
- Experts in teacher education curricula
- **Central TTI of SSPE**

## MHSSE Team

- National Teacher education and retraining policy maker
- Main scientific-methodological Centre
- Tashkent State Pedagogical University;
- Tashkent State University of Information Technologies

- Finalization of the teacher education curriculum framework aligned with the endorsed ICT competency requirements for teachers in Uzbekistan.
- Facilitation of the ministerial endorsement of the curriculum framework.
- Coordination and contribute to the drafting of the content of the ICT Competency curricula for teacher education with the engagement of the working group members, with consultation of UNESCO and KERIS experts.
- Facilitation ministerial endorsement of the draft curricula for piloting.

# TARGET BENEFICIARIES:



■ Public education teachers

■ Teachers of colleges and lyceums

■ University teachers

# PROJECT ACTIVITIES IN UZBEKISTAN

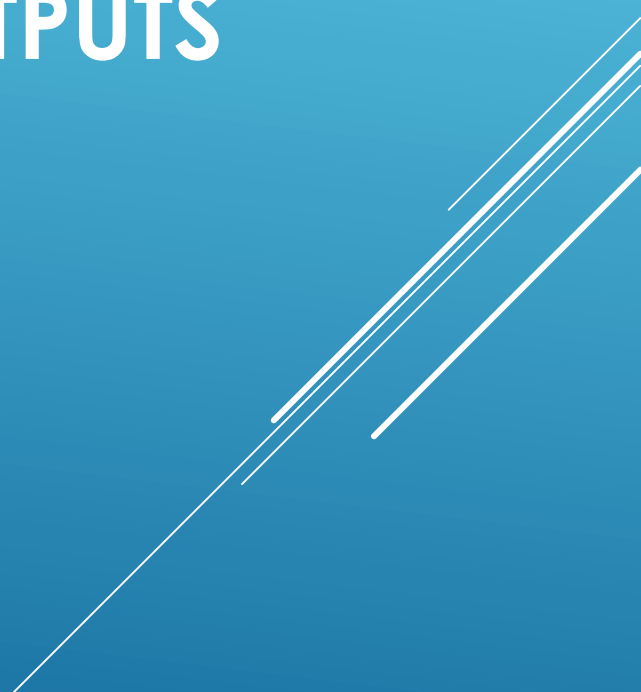
2015

- January - Project kick-off workshop
- March - TFT Establishment
- April – Expert workshop on ICT-CFT drafting
- May – National Teacher readiness survey
- June-December – Finalizing national ICT-CFT

2016

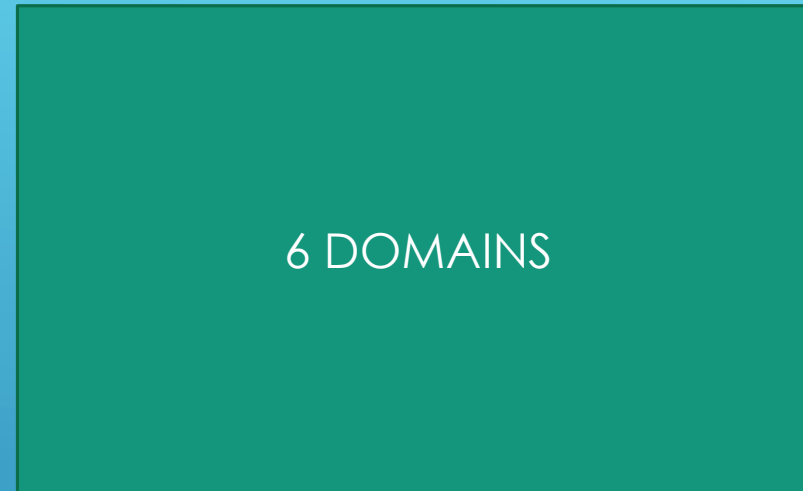
- February – Joint Endorsement of the ICT-CFT by three agencies;
- March – National Curriculum design workshop
- April-September – redesign of the national curricula
- October – workshop on finalizing the national curricula

## II. TOOLS USED AND PROJECT OUTPUTS





# 2.1 TEACHERS' ICT COMPETENCY DOMAINS, STANDARDS, AND PERFORMANCE INDICATORS



6 DOMAINS



25 INDICATORS

## 2.1 TEACHERS' ICT COMPETENCY DOMAINS, STANDARDS, AND PERFORMANCE INDICATORS

Modules	Competence and performance	
	Competence	Performance ( A teacher must be able to...)
<b>1. Understanding the role of ICT in education</b>	Teachers must know the provisions of existing documents on informatisation of education, and confidently explain how the practice of using ICT tools at schools ensures the implementation of these provisions	1.1. Describe the purpose of education informatisation, and how they implement country's education policy
		1.2. Describe the structure and content of the ICT competencies of teachers who stated in state requirements
		1.3. Describe the key educational outcomes of students who were taught by ICT competent teacher
		1.4. To demonstrate how the competencies set out in the state requirements, manifest in the implementation of the various scenarios of the training sessions
		1.5. Describe in professional language, why their pedagogical practice and the work of the school as a whole correspond to the current educational policy and how to implement it.
<b>2. Curriculum development and evaluation</b>	Teachers must be familiar with the current requirements to the level of educational achievements of students (educational standards) and methods of assessment, as well as to be able to plan the use of ICT in the educational process	2.1. Determine which ICT tools and skills are needed to be used in order to achieve the desired learning outcomes (learning objectives) in the framework of their individual topics of the curriculum
		2.2. Evaluate and select digital educational resources that can assist in the conduction of the planned training event and to evaluate its effectiveness
		2.3. Evaluate and select digital tools of assessment of student work during the planned training and evaluation of its effectiveness
		2.4. Evaluate and select ICT tools to monitor students' work
		2.5. Describe the didactic function of ICT tools, which are used for the current and final evaluation of educational outcomes, and analyze the results of the measurements.

## 2.1 TEACHERS' ICT COMPETENCY DOMAINS, STANDARDS, AND PERFORMANCE INDICATORS

3. Teaching practice	Teachers must know where, when, with whom and how to incorporate the use of ICTs in their teaching practice	<b>3.1. Describe how traditional methods and organization of educational work can be enriched by using ICT tools for better achievement of the desired educational results</b>
		3.2. Use PowerPoint presentations and digital learning resources to support the educational process and the achievement of educational outcomes
		3.3. Use all available ICT tools and conduct training activities in which learning outcomes are achieved with the use of ICT
4. Hardware and software ICT	Teachers must know the basic hardware and software ICT, including office applications, web browsing, presentation and communication programs, and tools to manage the educational process	4.1. Describe and demonstrate the use of common technical tools of ICT, basic word processing features for entering, editing, formatting, and printing of text
		4.2. Describe and demonstrate the use of presentation graphics and other digital assets, image editors to prepare simple images
		4.3. Describe the Internet and its basic services, demonstrate the use of the browser
		4.4. Use search engines, e-mail
		4.5. Describe the function and purpose of the training programs and simulators.
		4.6. Use ready-made software and web resources in the subject
		4.7. Using information systems attendance, grade storage and reporting.

## 2.1 TEACHERS' ICT COMPETENCY DOMAINS, STANDARDS, AND PERFORMANCE INDICATORS

<b>5. Organization and management of the educational process</b>	<b>Teachers must be able to use ICT tools in conducting classes with the whole class, small group and individual work, as well as to maintain equality of access for all pupils to ICT facilities</b>	<b>5.1. Use ICTs for traditional training sessions with the class.</b>
		5.2. Use ICT tools and digital learning materials for the organization of individual and group work of students in a traditional classroom
		5.3. Distinguish when it is convenient and inconvenient to use a separate ICT tools, to determine the effectiveness of their use
<b>6. Professional Development</b>	Teachers must have technical skills and knowledge of digital educational resources to meet new materials in their subject area and in the techniques of academic work for their professional development	6.1. Use ICT tools to increase their productivity, innovation in teaching practice
		6.2. Plan and organize their professional development
		6.3. Use ICT tools for their professional development
		6.4. Know and comply with the requirements of information security in the use of ICT

## 2.2 MAPPING COMPETENCY STANDARDS AGAINST OLD/EXISTING CURRICULUM/ COURSES, GAP ANALYSIS FINDINGS

### Old curricula

- Information technologies
- Personal computers and peripherals
- Operating system
- Office application (text processing, spreadsheets, presentations)
- Internet and e-mail

**(corresponds to 11 indicators)**



### New curricula

- National policy on ICT in education;
- Effective using ICT for planning, teaching, learning and assessment;
- Effective using applications for creating educational resources;
- Internet resources, e-mail;
- Media literacy and information safety;
- Self education through ICT;

**(corresponds to 25 indicators)**

## 2.3 NEW/ENHANCED CURRICULUM, ADDRESSING GAPS (PUBLIC EDUCATION)

<b>Course Name</b>	<b>Information technologies in education</b>
<b>Course Credits</b>	
<b>Course Description</b>	<ul style="list-style-type: none"> <li>– Knowledge of the nature of normative legal documents for the further development of information technologies and innovative methods of their implementation used in the educational process;</li> <li>– Using the information technologies in improving the efficiency of education, introduction of automated methods for the teaching process, organization of computerized training process, mastery of skills to use the software tools, activating the teaching activities;</li> <li>– Issues of procedural and institutional protection in the process of information and communication technologies usage, information security and professional ethics;</li> <li>– Using the Internet resources and e-mail services, networking technologies, multimedia, e-textbooks in the teaching activities, mastery of skills according to the requirements for the pedagogical-psychological and educational standards of the information provided for the trainees;</li> </ul>
<b>Contact Hours/week</b>	10 hours (8+2 hours)
<b>Prerequisite</b>	Competency requirements on the use of ICT of the pedagogic staff in the continuing education system: 1a, 1b, 1c, 1d, 2a, 2b, 3a, 3b, 3c, 4a, 4b, 4c, 4e4d, 4f, 5a, 5c, 5d.
<b>Course Objectives</b>	<p>At the end of the courses, the participants should be able to:</p> <ul style="list-style-type: none"> <li>● Understand the nature of the state policy, government regulations, normative documents of the Ministry of Public Education on the further development of information technologies;</li> <li>● use text editors, spreadsheet, presentation and graphics editors for their teaching practice;</li> <li>● Further improvement of skills in creation of information and didactic products for use in the professional activity;</li> <li>● Aware of potential issues in media and information security and promote safe and ethical use of ICT;</li> <li>● Achievement of reaching a new level of quality and efficient use of various Internet resources in the professional activity;</li> <li>● Use the virtual world for the purpose of co-operation, exchange of experience and self-facilitated development;</li> </ul> <p>Enhancement of knowledge, skills and qualifications for such concepts as the suitability of the data sent via email, culture of information acquisition, forum, virus, spam, pop-up window, e-citizenship, rules of ethics, normative legal documents, intellectual property, personal data and password in order to ensure the information security.</p>



## 2.3 NEW/ENHANCED CURRICULUM, ADDRESSING GAPS

### SAMPLE LEARNING PLAN

Learning Objectives	Description of Content	Competency Requirements	Teaching and Learning Activities	Textbooks/References/Materials	Assessment	Time Allocation	Learning Objectives
<p><b>Clarification of the nature of the state policy, government regulations, normative documents of the Ministry of Public Education on the further development of information technologies;</b></p> <p><b>Formation of the skills in information technologies application in the performance of requirements specified in state standards of education;</b></p>	<p>Understanding the purpose and meaning of normative documents on further development of information technologies, knowing the information technologies used in education and innovative methods of their implementation</p>	<p>1a, 1b, 1c, 1d, 2a, 2b, 3b</p>	<p>Discussions an overall audience on the nature and significance of the main regulatory documents in the field of ICT education</p> <p>group work: setting problems in whole group and finding solutions in small groups on the impact of ICT technologies to increase the efficiency of teaching in a secondary school</p>	<p><u>Course material</u> <a href="http://lex.uz">http://lex.uz</a>, <a href="http://akt.uzedu.uz">http://akt.uzedu.uz</a></p>	<p><u>Class observation</u></p> <p><u>Reflections</u></p> <p>Paper test</p>	<p>80 minutes (lecture)</p>	<p>The role and importance of information technologies in teaching</p>

## 2.3 NEW/ENHANCED CURRICULUM, ADDRESSING GAPS

### SAMPLE LEARNING PLAN

Learning Objectives	Description of Content	Competency Requirements	Teaching and Learning Activities	Textbooks/References/Materials	Assessment	Time Allocation	Learning Objectives
<p><b>Further improvement of skills to use of text editors, spreadsheets, presentation and graphics editors in practice;</b></p> <p><b>Further improvement of skills in creation of information and didactic products for use in the professional activity;</b></p>	<p>Using information technologies in the process of improving the efficiency of education, implementation of automated educational process, organizing computerized teaching processes, using software programs intended to improve pedagogic performance</p>	<p>2a, 2b, 2c, 3a, 3b, 3c, 4a, 4b, 4f</p>	<p>Training in comp lab</p> <p>Practical work: creating personal folder</p> <p>Combination work: creating presentations using text editor, spreadsheets, and graphics</p> <p>Small group presentation</p>	<p>Templates prepared by teachers</p> <p>Presentations</p>	<p>Practical test</p> <p>Individual project presentations</p> <p>Lesson exemplar analysis</p> <p>Mind mapping</p>	<p>160 minutes (practice).</p>	<p>Activity of using practical programs intended to resolve issues related to education (text editor, spreadsheets, presentations, etc.)</p>



## 2.3 NEW/ENHANCED CURRICULUM, ADDRESSING GAPS

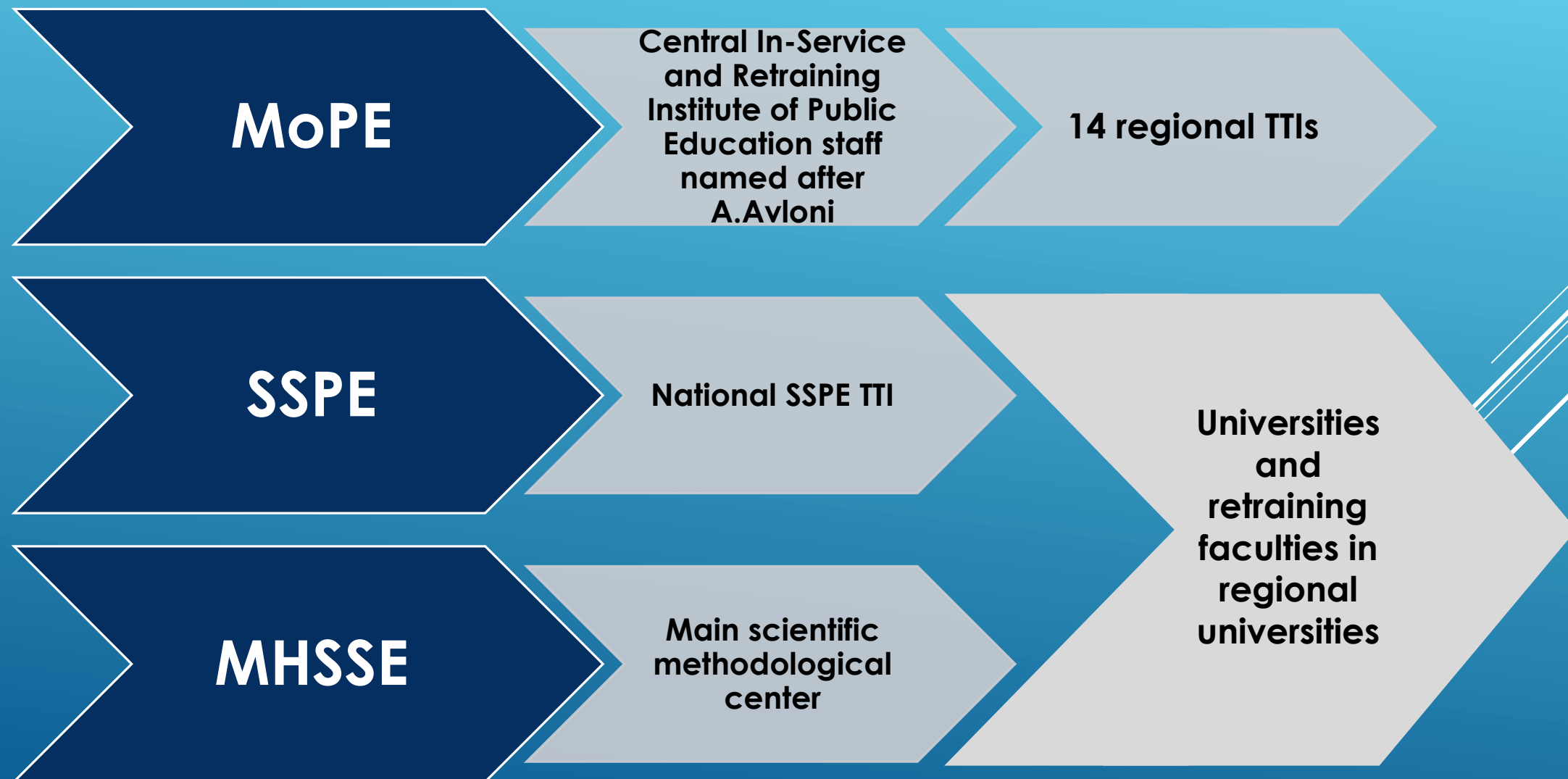
### SAMPLE LEARNING PLAN

Learning Objectives	Description of Content	Competency Requirements	Teaching and Learning Activities	Textbooks/ References/ Materials	Assessment	Time Allocation	Learning Objectives
<b>Acquiring necessary skills in media and information security</b>	Organizational and legal security issues in using information technologies, information security and professional ethic	1d, 5a, 5c, 5d	Discussions on the the topic of basic problems of media education in a secondary school  work in small groups on the topic how we understand the information security	Subject Course material,  Video material  <a href="http://www.lex.uz">www.lex.uz</a>  <a href="http://www.infosec.uz">www.infosec.uz</a>	Oral examination brainstorming  Paper test	80 minutes (lecture).	The issues of media proficiency and information security in educational processes
<b>Achievement of reaching a new level of quality and efficient use of various Internet resources in the professional activity;</b>	Using the internet resources and the email service, network technologies, multimedia means, implementation of e-books in pedagogic activity, acquiring necessary skills required by the pedagogic-psychological and educational standards of teaching.	3b, 4c, 4d, 4e, 4f	Self-training on how to effectively use e-mail, practical work on the methods of use of electronic textbooks in the educational process  collaborative work search and adopting materials for subjects	Course material  <a href="http://www.eduportal.uz">www.eduportal.uz</a>  <a href="http://akt.uzedu.uz">http://akt.uzedu.uz</a>  <a href="http://www.google.com">www.google.com</a> check list of recommended sites and catalogues in eduportal	Practical test  Reflection, feedback  On-line survey ( <a href="http://www.mahorat.uz">www.mahorat.uz</a> )	80 minutes (practical training).	Implementing internet resources in training and education

# III. PLANS FOR CURRICULUM ROLL-OUT



# IMPLEMENTING AGENCY



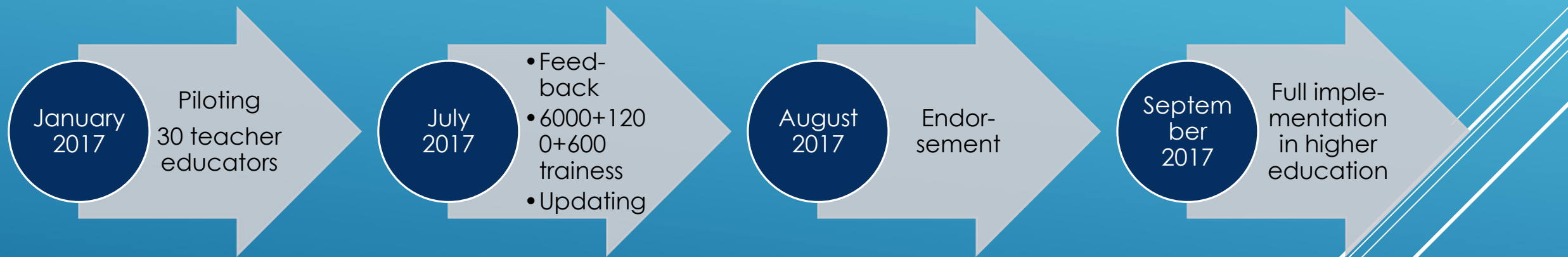
# WORK PLAN FOR MOPE

	Action	Timeline	Results/Outcomes	Main participants/partners	Necessary resources and support
1	Preparation of the final version of the training program on the use of ICT in the educational process for students of training courses	<b>December 2016</b>	The final version of the curriculum prepared by experts from the reviews	MoPE, Central institute for improving qualification named after Avloniy, regional piloting institutes for improving qualification.	1) Editing and translation into Uzbek and Karakalpak languages 2) Printing paper version of the document in sufficient quantity
2	Consideration and discussion of the training program on the use of ICT in the educational process for students of training courses in educational-methodical council in the central Institute for improving qualification named after Avloniy	<b>December 2016</b>	The approval of the training program on the use of ICT in the educational process for students of training courses in educational-methodical council in the central Institute for improving qualification named after Avloniy	MoPE, Central institute for improving qualification named after Avloniy	1) Letter from MoPE to central institute for improving qualification named after Avloniy for review and testing of the curriculum 2) Reviews from specialists practitioners and professors
3	Formation of the group of experts on the development or improvement of content on the topics of the curriculum	<b>January 2017</b>	List of experts	MoPE, Central institute for improving qualification named after Avloniy, regional piloting institutes for improving qualification.	1) Wages (financial incentives) for the Developers
4	Approval of the curriculum and in the context of the curriculum	<b>January 2017</b>	Curriculum approved by the administration of MoPE	MoPE, Central institute for improving qualification named after Avloniy.	1) Preparation of a policy paper

# WORK PLAN FOR MOPE

	Action	Timeline	Results/Outcomes	Main participants/partners	Necessary resources and support
5	Conducting master classes on content development for the curriculum	<b>January – February 2017</b>	Master class training for developers and participants of the pilot implementation (curriculum on training)	UNESCO, MoPE, Central institute for improving qualification named after Avloniy.	Training with the participation of international experts and specialists, training and handouts
6	Development of training materials (content) to the curriculum by a group of experts	<b>January – June 2017</b>		UNESCO, MoPE, Central institute for improving qualification named after Avloniy.	Wages for developers, Internet, computers and software, consultations with UNESCO
7	Pilot implementation of the curriculum in the central and regional pilot institutes of improving qualification	<b>January – June 2017</b>	Education for ICT teachers, taking into account the approved ICT competence requirements	Central institute for improving qualification named after Avloniy, the regional institutes for improving qualification	Wages for teachers, professors, electricity, internet, computers and teaching aids, paper (for handouts)
8	Preparation of the report on the pilot implementation and review of the results	<b>July 2017</b>	Preparation of reports	Central institute for improving qualification named after Avloniy, the regional institutes for improving qualification	Human and time resources

# ROLL-OUT MODALITIES, SCHEDULE, AND TARGET NUMBER OF TRAINEES



## IV. NEXT STEPS



# FURTHER PROCEDURES FOR ENDORSEMENT


- ▶ *Detailed in the work plan 2017 (project)*

*In previous slide*





# CONCERNS & SUGGESTIONS

- ▶ Need for technical support for content development;
  - ▶ Need for training of educational resources (materials) developers;
  - ▶ Need for preparing teacher educators.
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**Katta raxmat!**

**Thank you very much!**

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