Developing Competency Standards (1): Identifying Domains

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• **Step 1:** Identify domains/areas *(Worksheet A)*
• **Step 2:** Set the standards for each domain *(Worksheet B)*
• **Step 3:** Draft competency performance indicators *(Worksheet C)*
• **Step 4:** Draft validation plans *(Worksheet D)*
Recap: What are the competency standards?
What are the competency standards?

- Combination of knowledge, skills and attitudes that an individual uses at work, school or other environments
What are the competency standards?

- Areas/Domains -> Competency standards -> Performance indicators
Domain, Standards and Indicators

- Key areas of competency.
- Should address all aspects of teachers’ work.

Domain

- A unit of competency.
- Basic outline of the knowledge and skills required in the given area.
- Stated in observable terms.

- Specific knowledge, skills and attitude that a teacher should be able to demonstrate.
Domains
Step 1: Identify Domains/Areas

- Identify 3-5 domains/areas that your group think would be the most relevant to the current needs of Uzbekistan. (Drawn on the needs analysis)

### THE UNESCO ICT COMPETENCY FRAMEWORK FOR TEACHERS

<table>
<thead>
<tr>
<th>Category</th>
<th>Technology Literacy</th>
<th>Knowledge Deepening</th>
<th>Knowledge Creation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding ICT in Education</td>
<td>Policy awareness</td>
<td>Policy understanding</td>
<td>Policy innovation</td>
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<tr>
<td>Curriculum and Assessment</td>
<td>Basic knowledge</td>
<td>Knowledge application</td>
<td>Knowledge society skills</td>
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<tr>
<td>Pedagogy</td>
<td>Integrate technology</td>
<td>Complex problem solving</td>
<td>Self management</td>
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<td>ICT</td>
<td>Basic tools</td>
<td>Complex tools</td>
<td>Pervasive tools</td>
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<td>Organization and Administration</td>
<td>Standard classroom</td>
<td>Collaborative groups</td>
<td>Learning organizations</td>
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<tr>
<td>Teacher Professional Learning</td>
<td>Digital literacy</td>
<td>Manage and guide</td>
<td>Teacher as model learner</td>
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Approaches/Stages

Focusing on pedagogical progress

- Technology literacy
- Knowledge acquisition
- Knowledge deepening
- Knowledge creation

Know Use Produce Innovate

Focusing on technological progress

- Emerging
- Applying
- Integrating/embedding
- Transforming
The Knowledge Ladder

**Basic Education**
- Increased participation
- ICT as subject
- ICT literacy
- Traditional pedagogy with some ICT
- Central control

**Knowledge Acquisition**
- Blended learning
- ICT embedded in the curriculum
- Digital content
- School-based decisions
- Empowering ERfKE II

**Knowledge Deepening**
- Project-based learning
- Real world problem solving
- No paper text/test
- School autonomy and accountability

**Knowledge Creation**
- Knowledge-building pedagogy
- Communities of practice
- Continuous innovation

Task 1: Identifying domains

1) Based on the readiness assessment and needs analysis results, please identify core or priority domains for teachers to perform regarding integrating ICT in teaching.
2) You may want to specify different stages/levels as well.
3) Please justify why each domain is prioritized.

<table>
<thead>
<tr>
<th>Domains</th>
<th>Stage 1 (e.g. ICT literacy)</th>
<th>Stage 2 (e.g. Knowledge acquisition)</th>
<th>Stage 3</th>
<th>...</th>
<th>Justification</th>
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THANK YOU.

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