Conceptualization of Next Generation of Teacher’s Project
Context: Education is at a crossroads

Tertiary education and life-long learning

Emerging science and innovation (ICT literacy and 21st century skills)

Traditional knowledge and skills

Education for All (EFA)
UNESCO Bangkok’s Work:
Enabling the successful use of ICT

- Standard setter
- Capacity builder
- Clearing house
- Promoter of international cooperation
The potentials of ICTs for education: UNESCO’s Recognition

- As a delivery medium for EFA
- As a pedagogy-enabling tool
- As an education management tool
- As a subject for ICT literacy

Within overall education system for the education priorities
Overall Goal of ICT in Education Programme
UNESCO Bangkok

Assisting member states in harnessing the potential of ICT towards achieving quality education for all goal in the Asia-Pacific region
Focus areas of ICT in education programme of UNESCO Bangkok

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

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

1. ICTs equipped in political **showrooms**, no rooms to show the real impact

2. ICTs are over-used by students outside schools, but under-used by teachers in classrooms

![Pie chart showing the frequency of ICT use](chart.png)

2-4 hours/day ...
3. Educators grown from non-information society, educatees born as **ICT Natives**

4. Teachers are lack of ICT competency, teacher educators not better; individual capacity is insufficient, institutional capacity not better
5. Teachers prepared by teacher-centered approach, asked to teach with student centered pedagogy.

6. Student-centered pedagogy is labeled as trademark of teacher-centered instruction, not being used as ‘marks’ to trade students’ achievements.
An evidence-based project conceptualization

Where we are:
Current situation

E-readiness

Where we are going:
- International standards
- National standards
- Local social needs

?
An evidence-based project conceptualization

1. Based on **E-readiness of TEIs**

2. Help overcome obstacles
   - Lack of policy support
   - Lack of technical support
   - Lack of institutional professional development approaches for instructors

3. Catalyze systemic change: Leadership, Peer Coaching, Curriculum Reform ...
An evidence-based project conceptualization

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

A teacher training ecological system
Objectives and expected outcomes

From: Filomena Dayagbil <ftdayagbil@yahoo.com>
Subject: Collaboration with Cebu Normal University

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

....

We have institutionalized our ICT training for graduating Education students in the university. For the past two years, all 4th year Education students (600 students every year) cannot graduate without undergoing the training on ICT integration into teaching and learning.
Main activities organized by UNESCO: I. Dean’s Forums

Three Dean’s Forums covering over 150 deans/heads of TEIs; The current event is the 4th one
Main activities organized by UNESCO:

II. Peer Coaching Workshops

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

→ Peers are the long-term trainers ...
Main activities organized by UNESCO:

III. Building Capacity of Teacher Educators

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

→ Tackling the difficulty TEIs can not afford themselves
Main Objectives of the Forum: UNESCO’s Expectations and Yours
I. Catalyze Institutionalization: MOE Driven, Leading TEI Driven, & Self-Driven

UNESCO Country Offices
- National Commissions for UNESCO

Government Driven Initiatives
- Country Project Team
  - Responsible Sector
  - Country coordinator
  - Heads of TEIs
  - Team members

Activities led by Lead Institutions

UNESCO Bangkok
- Project Management Team

UNESCO Initiated Activities
- Regional Events

Implementing Partners
- Cisco System, Intel, Microsoft, etc.

Institution Led Reforms
- Authorized by the MoE

Lead Institutions
- Dean/Head, curriculum developers, and instructors

National initiatives led by Lead Institutions

TEIs

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

- First Regional Meeting
  - UNESCO Bangkok
  - Experience sharing

- First Curriculum Development Workshop
  - UNESCO Bangkok
  - Resources synergy

- Technical assistance and monitoring
  - UNESCO Bangkok

- Second Curriculum Development Workshop
  - UNESCO Bangkok
  - Co-ordinated by UNESCO Bangkok, hosted by Lead Countries and Lead Institutions, in cooperation with other Partners

- Capacity Building Workshops for Instructors (Pre-service teacher educators) on ICT Skills, ICT-pedagogy integration, and Peer Coaching

- Innovative Practices of pre-service teachers in designing and practicing pedagogically proper ICT-based lessons
  - Facilitated by instructors who have received trainings from UNESCO Bangkok
### Curriculum Development Initiative of UNESCO: Five-day workshop ➔ technical assistance ➔ Grants

#### Morning session

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<tr>
<th>Day</th>
<th>Focus</th>
<th>Afternoon session</th>
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<td>Day 1</td>
<td>Goals of the curriculum</td>
<td>Mapping out the Framework</td>
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<td>Vision of the 21st Century Skills</td>
<td>Baseline assessment from the country</td>
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<td>Jonathan Anderson’s Four Stages of Learning</td>
<td>Understand the limits of technology that you want to reach</td>
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<td>Illuminate/direction setting – curricular examples from Korea, China, Thailand</td>
<td>Knowing the cost and added value</td>
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<td>Identification of gaps and decision of actions from the “menu”</td>
<td>Diagnostics; Local framework</td>
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#### Afternoon session

<table>
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<tr>
<th>Day 2</th>
<th>Content (I-IV)</th>
<th>Content focus: Level I, II, III or IV depending on needs</th>
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<td>Day 3</td>
<td>Take one unit: Objectives, Content, Process, Assessment</td>
<td>Other units (break-up sessions)</td>
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<td>Day 4</td>
<td>Group reports</td>
<td>Review and suggestions</td>
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<td>Day 5</td>
<td>Revision</td>
<td>Action planning</td>
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**Diagram:**
- **Pedagogy**
  - ICT for Pedagogical Innovation
  - ICT integration in Pedagogy
  - Teacher experiments good pedagogy as a student
- **Professional Competencies**
  - Autonomous Professional Learning Skills
  - ICT-based Subject-Specific Pedagogical Skills
  - Generic Pedagogical Skills
  - Enhancing Teaching & Learning
  - Productivity tools Internet
- **Technology**
  - LMS
  - Specific learning tools Web 2.0
  - Mind Mapping, Note-taking
Thank you

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