ICT Capacity-building: Integrating UNESCO Open Resources into National ICB Project

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Brief Introduction to ICHEI (International Center for Higher Education Innovation under the auspices of UNESCO)

- Opening date: June 2016
- Our mandate: Knowledge creation, capacity building, technical support, and information sharing
- Video (3 minutes)
Background of the NTT Project

- Initiated date: 2012
- Investment: RMB500 Billions
- Participants: 50M teachers from K1-12
- Categories:
  - Short-term training;
  - Long-term training;
Background of NICB Project

Date: 3 years (2015-2017)

Participants: All K1-12 teachers (60M)

Contents
- Improving ICT capacity for K1-12 teachers;
- Transforming teaching;
- Transforming learning;

Training approaches
- School-based training
- Online training
- Online workshop
The Framework of Core Literacy for Chinese Students

- Culture
  - Humanities
  - Science

- Self-development
  - Learning to learning
  - Learning to Live

- Social Participation
  - Accountability
  - Creative
The Framework of Core Literacy for Chinese Students

**Culture**
- Foundation
- Awareness
  - Aesthetic

**Science**
- Rational thinking
- Critical thinking
- Inquiry

**Learning to learning**
- Attitude
- Reflection
- Information awareness

**Learning to live**
- Life and value
- Confidence
- Self-management

**Accountability**
- Social accountability
  - National belonging
  - International understanding
- Self-management

**Creative**
- Labor awareness
- Problem-solving
- Technology utilization
The practical framework for optimizing teaching and transforming learning with ICT

Four types of training settings
1. Simple multimedia
2. Interactive multimedia
3. Online multimedia
4. Smart multimedia

2 dimensions
- Optimizing teaching with ICT
- Transforming learning with ICT

6 domains
- Technology literacy
- Planning and preparation
- Organizing and management
- Evaluation and diagnosing
- Learning and development

Supported by UNESCO OER
Case Study

Title: Project-based Learning (transforming learning approach)

Participants: 32 school teachers from Chengdu

Time: 3 weeks

Training activities
- Online learning activities (3 weeks)
- F2F learning activities (4 days)
- School-based pilot activities (3 weeks)

Achievements
- Designing a project
- Organizing project-based learning
- Learning and teaching with PBL
Case Study

Online learning activities
- Online learning based on UNESCO resource CD: project-based learning;
- Online workshop;
- Online learning community of practice;

F2F learning activities
- Experiential learning: Learning by doing;
- UNESCO resource integrated;
- Collaborative learning

School-based pilot activities
- Pilot teaching with PBL;
- Designing and implementing a PBL in their class;
Teachers’ feedback to UNESCO educational resource

1. Teachers’ attitude to UNESCO educational resource

![Bar chart showing teachers' feedback]

- Very useful: 5 teachers
- Useful: 20 teachers
- Nutual: 1 teacher
- Useless: 0 teachers

(Number of teachers)
2. Which contents are impressive to you for UNESCO educational resource?
3. How could UNESCO educational resource help you?

- Expanding the knowledge of PBL: 25
- Offering systematic knowledge: 25
- Anytime, anywhere: 30
- No pressure, no rush: 18
- Easy to control: 20
- Certificate: 30
- Others: 5

Number of teachers
4. Would you like to know more about UNESCO open educational resource?
Conclusions

Advantages of UNESCO OER

- Lower cost;
- Anytime, anywhere;
- Quality;
- Network support;
- Expanding the knowledge;
- Easy to access;
- Multi-cultural perspectives;
Conclusions

Limitations of UNESCO OER
- Language problem;
- Number of OER;
- Less structure;
- Ideas to develop and share OER;
- Locating the contents (how to search);
- Quality assurance

Suggestions
- Localization;
- Structure of the contents;
- Distribution network: sharing and advancing;
- Third-party recognition;
- Ethic & cultural issue
Thank you!