Current Status of SERU-ICT in Teacher Education Curricula in Nepal

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Introduction

• Use of ICT has expanded tremendously and children are increasingly introduced to ICT at a very young age (UNESCO, 2015a, p. 11)
• Schools/colleges are facing a number of challenges and delusions about the use of ICT
• Schools should create a learning environment involving responsible use of digital technology.
ICT Development Index: Asia Pacific Region

Chart 3.6: IDI values compared with the global, regional and developing/developed-country averages, Asia and the Pacific, 2013

(International Telecommunication Union, 2014, p. 92)
Introduction

• Developing teachers who can promote Safe, Effective and Responsible Use of ICT (SERU-ICT) (UNESCO, 2015a) in their classrooms is the most pressing need

• Teacher education institutes and their curricula are vital
Purpose and Research Questions

To analyze and critique on the status of Nepali universities’ teacher education curricula

• What is the current status of SERU-ICT in teacher education curricula in Nepal?
• What pragmatic implications can be drawn about enhancing SERU-ICT in teacher education curricula in Nepal?
Conceptualizing SERU-ICT

• Digital technologies help educators become more connected (Swanson, 2015)

• SERU-ICT as a worldview is intended to “educate children, teachers, and parents on digital literacy and citizenship” (UNESCO, 2015a, p. 3)

• Creating a safe digital environment where young digital citizens can comfortably and confidently take advantage of technologies in an ethical and responsible manner
Methodology

• A desk research (DJS Research, 2015)

• Online search and email correspondence

• A course tutor and a student from each university and an ICT integration specialist from KU interviewed
## Analysis Matrix

<table>
<thead>
<tr>
<th>University/Institution:</th>
<th>Program:</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICT tools, benefits of ICT use, and e-learning</td>
<td>Responsible, legal (rights) and ethical behaviour</td>
<td>Safety, security, wellness, and protection against risks (frauds and awareness)</td>
</tr>
</tbody>
</table>
Tribhuvan University

- No specific course on ICT
- However, ICT.ED. at Bachelor and Master level
  - Many courses are too technical, and have little pedagogical implications
  - Only those which seemed relevant have been put into the matrix
**University/Institution:** Tribhuvan University, Faculty of Education  
**Program:** Master of Education and Bachelor of Education (ICT.Ed.)

<table>
<thead>
<tr>
<th>Course</th>
<th>ICT tools, benefits of ICT use, and e-learning</th>
<th>Responsible, legal (rights) and ethical behavior</th>
<th>Safety, security, wellness, and protection against risks</th>
<th>Values reinforcement (respect, empathy, etc.)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT Education Theory and Practices</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
<td>M.ICT.Ed.</td>
</tr>
<tr>
<td>Fundamentals of Computer and IT</td>
<td>✓</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>M.ICT.Ed.</td>
</tr>
<tr>
<td>Computer Fundamentals &amp; Programming</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
<td>B.ICT. Ed.</td>
</tr>
<tr>
<td>Teaching ICT, Object Oriented Programming &amp; Database</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>x</td>
<td>B.ICT. Ed.</td>
</tr>
<tr>
<td>E-learning</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>x</td>
<td>B.ICT. Ed.</td>
</tr>
</tbody>
</table>

Note: Courses on ICT.Ed. are heavily technical and not directly related to teaching, however they address one or the other element identified in the analysis matrix. To ease our analysis and make this comprehensible, here we have included only those courses that are explicitly related with teaching and learning.
In the existing general programs, we do not specifically have any course on ICT or Technology. But in the new program, we will certainly have at least one course on ICT in Education.

It is a pity that we do not have any courses on use of ICT in teaching. As we go for teaching practice, we feel the need to have some knowledge of ICT use in pedagogy, which we dearly lack in the present curriculum.

(Head of the Department and Tutor, Online Education/TU) (MEd 2nd Year Student, TU)
Kathmandu University

- ICT skills is an important attribute of KUSOED students
- Covered the idea of educational technology in various subjects as a crosscutting element
- Teaching ICT as a subject was a priority
- ICT, Network, Collaborative learning... buzzwords
<table>
<thead>
<tr>
<th>University/Institution: Kathmandu University, School of Education</th>
<th>Program: Master of Education</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td>ICT tools, benefits of ICT use, and e-learning</td>
<td>Responsible, legal (rights) and ethical behavior</td>
</tr>
<tr>
<td>ICT in English Language Teaching and Learning</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>Academic Reading and Writing</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CALL</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>ICT in Mathematics Education</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>ICT in School Management and Leadership</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>ICT in Teaching and Learning</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>EDSD 531 Technology in Sustainable Development</td>
<td>✓</td>
<td>x</td>
</tr>
</tbody>
</table>
The most obvious technique for professional development for teachers is to provide courses in basic ICTs knowledge and skills. We have at least one course each program.

KUSOED’s pedagogy directly supports effective professional development of teachers in to how to use ICTs in teaching and learning. I think KUSOED has brought an instructional shift in teacher education, preparing 21st century teachers to teach the 21st century learners.

| (ICT Integration Specialist, KU) | (MEd 3rd Semester Student, TU) |
Using ICT as the means of our teaching and learning, we seek what can be done to improve student learning and what opportunities can be created for them.

In response to our college’s new requirement that all the educational materials we use in the face-to-face class must be digital(ized), and thus uploaded in the Moodle course platform, we have given sufficient trainings to our faculty.

(Course Tutor, KU) (ICT Integration Specialist, KU)
Implications

• Need to equip teachers with the knowledge and skills in management of safe and responsible use of digital technology for learning.
  • Building institutional capacity of TEIs should be a focus.

• Effective initiatives are required to integrate ICT in the curriculum.
  • Important to have a distinct course / chapter on SERU-ICT
  • ICT as a crosscutting subject is to be integrated in all programs
  • TU needs to incorporate greater part of ICT use and awareness in most courses
Implications

• ICT enabled teaching-learning should be a priority
  • *Introducing ICT in all teacher education institutions is a must to familiarize all teachers with ICT pedagogy*

• All school headteachers need to have ICT orientation
  • *To help them build up digital resources for schools*,
  • *To ensure optimum use of the ICT facilities*

• Universities can design curricula with a view to developing digitally resourceful and responsible teachers and headteachers
Conclusion

• Though use of ICT in school education has been mandatory (Ministry of Education, 2013), not many teacher education programs have focused it.

• It is essential to encourage teachers for themselves and for their learners to make safe and responsible use of ICT.

• SERU-ICT is not just teaching about ICT; it is a culture that needs to be cultivated.
References


