In this rapidly changing and connected world, Information and Communication Technology (ICT) is an integral part of our lives. Using ICT in teaching is thus no longer an option but an expected practice. Teachers face growing pressure to be forefront actors in integrating technologies in education and developing innovative classroom practices to facilitate higher order learning. Teacher education institutions and teacher educators make great efforts to incorporate ICT into initial teacher training curricula. They also train pre-service (or novice) teachers to be able to practise ICT-enhanced 21st century pedagogy in their future classrooms. Various forms of professional development are offered to in-service teachers to keep them abreast of new learning technologies and help to enhance teaching effectiveness in order to improve student learning outcomes.

In many cases, these professional development programmes entail a one-time off-site workshop or seminar. Although workshops and seminars are effective in renewing the content knowledge of a certain subject, teachers need far more than one-time training in order to change their practices through reflection. Changing any daily practices indeed requires more than one time intervention. One needs time and several opportunities to reflect on their teaching styles, learn from what worked and what did not, draw from best practices and redesign the actions for next time. It should be noted that this recurring process of reflection and action is an integral part of the teaching practice, but may be of particular significance when introducing new pedagogies and approaches, including ICT. An increasing number of research shows evidences that single-day’s training has little impact on changes in teaching. In fact, professional development can be most effective when it occurs within a school setting where teachers can reflect on their own practices, collectively take stock of challenges and provide constructive feedback on each other’s undertaking of new and different ways of ICT-innovated teaching.

A number of techniques and approaches have been developed to promote teachers’ reflective practice for effective ICT-pedagogy integration. For example, self-reflection, teaching journals and action research are strategies and tools for individual reflection, whereas lesson study, participation in a

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network of teachers, mentoring and/or peer observation or coaching are collaborative approaches to professional learning. The core idea of being a reflective practitioner, whether it is individual or collaborative, is to learn to develop a habit of documenting one’s own practices and seeking evidence of improved practices and impact on student learning outcomes. Reflective practices, after all, are a vital trait of lifelong learners. Through making reflection on and in teaching as habit, teachers can grow to be lifelong professional learners.

Although it is important to train teachers on various techniques to be reflective practitioners, there is at least another essential factor – the need of the whole school support for on-going professional development. This school-based support for reflective practices requires institutional culture that nurtures a community of professionals. It also requires a change in the mindset of school leaders and a positive school climate, which promotes both constructive feedback and teamwork. Teacher education institutions therefore play a key role not only in training initial teachers to be actively reflective practitioners, but also in raising awareness among school leaders and administrators on the importance of cultivating a nurturing environment where teachers are encouraged to reflect on their daily teaching practices, share their experiences and challenges in innovative ICT-supported pedagogy and collectively build shared responsibility for student learning.

In recognition of the importance of building a culture of reflective professional learning, this year’s UNESCO Resource Distribution and Training Centres (RDTC) Regional Seminar aims to provide the Members with a venue to actively exchange different views, strategies and institutional experiences in reflective teaching. The Seminar intends to help the RDTC members strengthen their capacity in cultivating a culture of reflective practices, promote teachers’ lifelong professional learning and eventually serve as frontier in advocating the reflective teaching practices for the effective ICT-pedagogy integration in the region. The Regional Seminar will be co-organized by UNESCO, Chiang Mai University and Microsoft in celebration of the 50th Anniversary of Chiang Mai University on 10 – 12 November 2014 in Chiang Mai, Thailand.

RDTC focal points will be invited to exchange ideas and share relevant cases of classroom research, collaborative professional learning, and institutional strategies to promote reflective teaching practices and ways to implement them in the training of pre-service teachers. Promising international and regional cases will be presented by invited experts to share the actual practices, concrete tactics and tools, and impacts of diverse reflective practices on teaching and learning. This will be followed by a half-day training workshop to further aid in building the capacity of RDTCs. In addition, RDTC members will have the opportunity to present various accomplishments since last year’s Regional Seminar, including research outcomes, the proceedings of the national conferences supported by UNESCO Bangkok. Finally, a session will be organized to jointly plan future activities in 2015.

Objectives
The Seminar will provide the opportunity for the participants to:

- Strengthen their capacity for promoting reflective teaching practices among teacher educators and pre-service teachers
- Learn from exemplary cases of classroom research methods, such as action research, teaching journals as well as collaborative tactics and tools such as lesson study, mentoring/peer-coaching, e-portfolio and so on.
- Update each other on the RDTC activities of the past year, such as results from UNESCO-supported research projects and national conferences and discuss work plans, themes and other issues crucial for the successful implementation of the RDTC network in 2015

Presentations by RDTCs
The RDTCs are invited to share their own research and cases during the Regional Seminar on reflective teaching experiences, including but not limited to:

- Teaching journal, self-reflection on teaching
- Action research to improve innovative pedagogy
- Lesson studies
- Peer coaching and mentoring programmes
- E-portfolios and its system at your institution, etc.

If your institution has undertaken such research previously and would like to make a presentation, please submit a brief abstract, no longer than 200 words, by 10 October 2014 to h.schmid@unesco.org.

Participation
- Two representatives (1 fully sponsored/1 partly sponsored) from each of 24 UNESCO Resource Distribution and Training Centre from 12 countries.
- Resource persons and experts
- Lecturers/students of Chiang Mai University

Venue and date
Chiang Mai University (CMU) in Chiang Mai, Thailand on 10-12 November 2014.

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4 Twenty four RDTCs who have signed the Term of References in 2014 only will be sponsored.