Pre-Service Teachers Managing their Own Learning and Practices: Cases of Teacher Education Institutions in Asia-Pacific

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Overview of Session

• Monitoring and Evaluation: Pre-service teacher monitoring and managing their own learning and practices
• Innovative Case Studies: Different forms of e-portfolios in Hong Kong SAR, Singapore and Australia
• Reflection and Research: Competencies and support
Monitoring and Evaluation
Monitoring and evaluation is an important phase of using ICT in education.

Although its monitoring and evaluation at the national and school level are important, more opportunities have to be given to teachers to engage in this phase.

The aim of this session is to share innovative cases in teacher education institutions of how pre-service teachers engaged in monitoring and managing their own learning and practices.
ePortfolios is purposeful collection of digital artefacts, that include evidences of students’ learning process and outcomes.
ePortfolios at HKIEd: Main Aims

• Empower pre-service teachers in monitoring and managing their own learning processes and trajectories;

• Engage pre-service teachers in critically reflecting upon their learning and become lifelong learners;

• Create opportunities for pre-service teachers and staff to engage in technology-rich learning environments;

• Support pre-service teachers in collecting evidences of their learning and practices throughout 5 years of the programme;

• Provide a platform for pre-service teachers to showcase their professional and 21st century competencies.
The ePortfolios reflect the pre-service teachers’ learning experiences and outcomes:

- Language Enhancement
- General Education
- Co-curricular Learning
- Overseas Learning Opportunities
- Field Experience
At the End of 4 to 5 Years

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# Implementation Timeline

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- **Language Enhancement**
- **Major and Co-curricular Activities**
- **Overseas Learning Opportunities and Work Experiences**
- **Field Experience**
- **GE consolidation**

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Example 1 - English Enhancement Programme (Year 1 core course)

- Student profile with contact info
- Learner plans on improving language skills
- Journals on Independent Learning Activities (ILAs)
- Reflection and plan for the next step
Example 2- GE Foundation Course (Year 1 Core Course)

- Student profile with contact info
- Reflective journals on topics discussed at lectures
Example 3 - Field Experience (Year 3-5)

- Profile information
- Reflective Journal about his/her teaching experience
- Lesson Plans and teaching materials
Example 4 – Overseas Exchange

• Self-introduction
• Record of student’s experience
• Reflection
The e-portfolios in NIE attempt to make salient the continuum in their role in charting the development of a pre-service teacher at NIE, his/her induction as a beginning teacher and his/her eventual professional development as a skillful teacher.
**Meta level**
(Monitoring & metacognitive control)
making adjustments to learning by consolidating and updating artefacts

**Self regulation strategies**
Tutor & peer feedback
Self-reflection

**Object level**
(Information processing)
defining tasks, setting goals in terms of teaching competencies, planning and organizing information, choosing content material for formative assessment and sharing

**Self regulation strategies**
Using models
Responding to prompts
Toggling
Editing
Assignment 2 involves the development of a website that:
(a) describes and evaluates an ICT project you have developed with school children;
(b) demonstrates your ability to structure and design electronic material;
(c) is the result of your professional management of the school-based project and your involvement in the course across the semester; and
(d) demonstrates your competent use of software and hardware encountered in the course.
As part of Assignment 2, you are required to:

**Design an ICT-based school project** in consultation with your Mentor Teacher. It can be developed as a new project or used to enhance ongoing learning with the whole class or a group of children. The project can take a variety of forms such as the development of a newsletter, a video of a play, the production of a short story, electronic storybook, etc. It is intended that the children in your classroom participate and use as much of the technology as possible. Your report should clearly indicate the level of child participation. Above all, the project should be designed in such a way that it can enhance and support the learning that the Mentor Teacher has already planned for the students in the class. To ensure confidentiality of the children’s identities, please do not use the school’s name in your assignment and change the children’s original names to pseudonyms (substitute names).

**Present a plan (using PowerPoint) of your school-based project** during the Week 5 workshop to your peers and your Tutor. Your peers and your Tutor will provide you with feedback to further develop your project.

**Implement and evaluate the ICT-based school project** that you work on with a group of children at your practice school/centre. The focus should be on engaging the children with technology. When you prepare the website to describe and evaluate the school project, you should also demonstrate your own ICT skills. The website is a method to report on how you planned, implemented and evaluated the project.

**Present** your assignment to your peers and your Tutor in the Week 12 workshop.
Reflection and Research
In order for teachers to transform practices with regards to the use of ICT for teaching and learning, they have to be provided with the opportunities to engage in reflective conversations about their existing practices and generate usable knowledge to inform their future practices.

Teachers are then more likely to explicate his/her personal theories that are underlying the decisions made. Without such externalisation, it is difficult to change the teachers’ perspective towards the use of ICT for teaching and learning.

Reflection and research by teachers provide these opportunities for teachers to research their own practices, use research to shape their practices and inform other teachers, scholars and policymakers about the critical issues of integrating ICT in teaching and learning.
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