Sustainable Training on Innovative ICT-Based Lesson Development

Maria Gina M. Rocena
Quezon City High School, Philippines
Introduction

The continuous development in the educational environment requires all education stakeholders to be receptive to changes. The emergence of Information and Communication Technology (ICT) has provided a global impact due to the vastness of knowledge available and the ease to access them.
Introduction

To address this condition, an in-depth and sustainable training among in-service teachers is a vital investment in the new global economy. The teachers must be equipped with the skills on how to qualify, use and integrate ICT in teaching and learning. This new role of the teachers would empower them as facilitators of knowledge – allowing a paradigm shift in the manner of delivering knowledge and providing students the skills to acquire a life-long learning as they perform tasks that are interactive, collaborative, problem-solving and higher order thinking skills (HOTS) oriented.
Objectives

The Quezon City High School (QCHS) Training Program on ICT-Based Lesson Development sponsored by the QCHS International Alumni Association was launched in order:
Objectives

- To integrate ICT into teaching/learning that will enable students to participate and compete in a knowledge society.

- To develop pedagogical competencies among the teachers and thus promote better learning through the use of higher order thinking skills.

- To enrich curricula that employ learner-centered and interactive teaching/learning methods.

- To establish an ICT culture in the school and broaden access to information and learning/teaching resources through the use of ICT.
Description of Training Program and Strategies

The ICT Training Program consist of four series:

- ICT Productivity Tools
- Principles and Theories of ICT Integration and Pedagogy in ICT Teaching
- Web2 Tools
- ICT Lesson Development & Microlesson Development
- Intel Teach Essentials
Description of Training Program and Strategies

ICT Productivity Tools
- MS Word
- MS Powerpoint
- MS Excel
- Internet

Principles/Theories of ICT Integration & Pedagogy in Teaching
- Elements to consider in an ICT-based curriculum
- Criteria for identifying which units ICT can best be integrated into in teaching/learning
Description of Training Program and Strategies

Web2 Tools

- Blogging for Education
- Wikis and Wikipedia
- Social bookmarking and Social networking
- Social spaces
- Podcasts
- Mushups
- YouTube
- Digital storytelling
- Video making
Description of Training Program and Strategies

ICT Lesson & Microlesson Development

- What is microlesson?
- What are the features of a microlesson?
- How to design microlesson

*Intel Teach Essentials*

*How to prepare Unit Plans which are collaborative, interactive and problem-based lessons.*
International Trainings & Study Tours

Participation in International Conferences

- CITE Conference at University of Hong Kong, 2008
- UNESCO Next Generation of Teachers: 1st Philippine Conference on ICT on Teacher Education, 2009
International Trainings & Study Tours

International Study Tours

• Singapore Study Tour 2007 – NIE, Bendeemeer School, Innova Junior College
• Hong Kong Study Tour 2008 – Singapore International System, Kau Yan School
• Singapore Study Tour 2009 – NIE, Bendeemer School, Hai Sing Catholic School
• Thailand Study Tour 2011 - UNESCO, Wachirathathsatsatit School
Trainers

- **Mr. Philip Wong**, Divisional Director, National Institute of Education, Singapore
- **Mr. Daniel Churchill**, Professor, University of Hong Kong
- **Mr. John Macasio**, ICT Consultant, Department of Education, Philippines
- **Lois Villanueva**, Formerly UNESCO ICT Specialist & QCHSIAA Coordinator
- **Mr. Paul Soriano**, ICT Coordinator, Department of Education, Philippines
- **Ms. Juanita Ferido**, National Capital Region ICT Coordinator
Trainers

- **Mr. Robby Manubay**, Microsoft Philippines Coordinator

- **Ms. Marivic Rosales**, Intel Teach Philippines Representative

- **Mr. Shiir**, Refox Technology IT Personnel

- **QCHS ICT Core Team**, *Teachers who had been trained has become trainers as well*
Duration of Training

- **1st Batch**
  August – September 2005
  (Every Saturday Only)
  6 teachers from the core subjects, English, Math and Science

- **2nd Batch**
  April 2007 (Two Weeks)
  16 teachers from 8 subject areas, English, Math, Science, Filipino, History, MAPEH, TLE, Values Ed.
Duration of Training

• **3rd Batch**
  August – October 2008
  (Every Saturday Only)
  20 teachers from 8 subject areas, English, Math, Science, Filipino, History, MAPEH, TLE, Values Ed.

• **4th Batch**
  August, October 201 & April 2011
  20 teachers from 8 subject areas, English, Math, Science, Filipino, History, MAPEH, TLE, Values Ed.
Training Output

The following are the training outputs:

• PowerPoint Presentations
• ICT-Based Lesson Plans
• Microlessons
• Videos
• Digital stories
• Facebook for lessons
• Blogging for lessons
Challenges

Fall-out of teacher-trainees

Some teacher-trainees drop at the middle of the training due to limited skill in the use of computers and insufficient motivation and interest.

Insufficient computer units

The two computer laboratories donated by the QCHSIAA and Dell Philippines are not enough for all the trained teachers when they use the ICT-Based developed lessons in all their classes.
Challenges

Technical support team

The need for a technical support to address both hardware and software problems by the teachers as they develop lessons and use the same in the teaching-learning process.

Internet connectivity problem

• There were times when the internet connectivity of the school was disconnected due to issues of who will pay the subscription fee.
• Support & logistics are required to train other teachers in the coming school year
Lessons Learnt

The success of the training program is assured when:

• The management supports a program of continuous training and retraining on various ICT aspects and tools.

• ICT international experts and ICT companies like Intel and Microsoft are involved in the training.

• When the former ICT expert and benefactor also acts as its Training Coordinator and plans & directs the training courses.

• When training is practicum oriented and use of templates and tools that direct trainees to improve their teaching strategies and lesson plan development.
Lessons Learnt

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• When training content are based on tested local and international programs.

• When trainees are assured that they will be supported by facilities to enable them to apply what they have learned.

• Teachers are motivated when they participate in international training & study visits to countries with excellent ICT programs in schools.
Good Practices

**Sustainability.** The sustainability in the ICT Program of QCHS has been assured through the following ways:

1. The School is committed in reaching rest of the Faculty members who have not been trained.
2. The ICT Core Team/Trainers and the next batch of teachers who had been trained are willing and able to train the other teachers and implement a peer training modality where the teachers can serve as peer adviser to others who need further training.
Good Practices

Sustainability

3. All four series of training integrate practicum that force the teacher-trainees to develop teaching strategies and lesson plans that are interactive and student-centered, and the use of Microlesson template ensure that teaching uses problem solving approaches.

4. Constant feedback and critique by ICT and subject specialists from the Division and Regional offices of the Department of Education of the teacher-trainees outputs keep them reminded to streamline their ICT lessons and teaching methods along the higher order thinking skills approaches of teaching.
Good Practices

Sustainability

5. The involvement of ICT experts from Singapore and Hong Kong, as well as Intel and Microsoft have ensured that the training given were of high quality and world class.

6. The organization of competition for the most interactive, student-centered and HOTS-oriented ICT lesson plans at the end of the series of teacher training ensure that all the knowledge and skills acquired throughout the training course are applied and challenge teachers to display their best in ICT lesson plan development.
Good Practices

Incentive (Recognition and Reward System)

Participation in International Training and Study Tours serve as further incentives and motivation for teachers which also contributes in widening their knowledge and horizons and learn from the best practices, strategies and tools used in successful countries.
Documentation: 4 Batches
THANK YOU!

ginarocena@yahoo.com
mgmrocena@teacher.deped.gov.ph