Creative and Responsible Use of Mobile Technology
Increased mobile device penetration in Southeast Asia

8th SEAMEO INNOTECH FYDP prioritizes areas related to the use of mobile technology

Drawn from the Competency Framework for Southeast Asian Teachers in the 21st Century
• Facilitating 21st Century Teaching and Learning
Mobile Technology for Teachers

Mobile Technology on Emotional Intelligence
Mobile Technology for Teachers

a teacher resource kit that promotes the use of mobile technology in the context of Southeast Asia by providing guides in using mobile devices for teaching and learning HOTS and values as well as for personal and professional development
Many students use mobile devices and social media to connect with peers, get information, share & discuss ideas, organize group activities, share photos, etc.

Mobile technologies in education will give more access to relevant & updated content, networking, improvement in instructional delivery

Need to ensure the use of mobile technologies in ways that:

- are positive and creative rather than destructive
- foster curiosity, critical and reflective thinking rather than just passive consumption of information
- promote respect for diversity and instead of negativism and cyber bullying
Digital natives & digital migrants

Prepare teachers to suitably guide, mentor and coach their students to use mobile technologies productively and embedded with appropriate values.

Equip them with skills and resources on the many possibilities and usage of mobile technologies for personal and professional development and instruction.

Enhance teacher’s 21st century skills acquisition and develop higher order thinking (HOTS) skills & that of their learners.
Levels of Users

- basic
- intermediate
- advanced
- expert

**MT4T Portal**
Web portal where teachers can download materials and join online discussion

**MT4T eBooks**
A kit containing the main eBook and sub-eBooks, and some task-based videos to make learning more interactive

**eBook reader**
Allows consistency in style, format & readability of materials in iOS, Android and Windows-based devices
Key concepts and themes embedded in the 7 eBooks

- Conversation
- Collaboration
- Creation
- Initiation
- Critical analysis
- Inquiry
- Synthesis
2012
Project conception

2013
Project planning
Regional Consultation on Design
Content development (eBook)
eBook Design

2014
Content development & finalization
Web portal & eBook reader development
MT4T eBook launching
Pilot testing & Teacher Training

June 2014

2015
M&E Finalization
Policy Research and Development of a Mobile Technology Toolkit on Cyber Safety and Emotional Intelligence
Negative polluting side effects of IT resources, e.g., open access to obscene materials, internet/video game addiction, cyber-violence, spamming

A project to address infollution and encourage responsible use of ICT within the educational context of Southeast Asia
By enhancing the emotional intelligence, children are better able to protect themselves from the effects of infollution and become responsible digital citizens.

Social and emotional learning will help learners manage their emotions, resolve conflict non-violently and make responsible decisions in both online and offline worlds.

Promote Southeast Asian values and global citizenship within the context of ASEAN 2015 integration.
1. Regional Policy Research on Infollution

Policy research to study data on policies and programs of MOEs within the region that have begun to address the issue of infollution and digital citizenship

Gather policy recommendations and craft policy notes

2. Development of a Toolkit on Cyber Safety and Emotional Intelligence using Mobile Technology

A resource kit for teachers and even parents to enhance their capacities to develop in learners emotional intelligence as a foundation to responsible use of ICT and safe, green and empowered digital citizenship

The kit, in the form of an eBook, will be comprised of existing multimedia materials on emotional intelligence, and social and emotional learning
2013
Project conception and preparatory activities

2014
Policy Forum-Consultative Workshop
Design & development of eBook content and web portal
MTei launching, Tryout, Teacher training
Monitoring, Finalization, Dissemination
critical factors

- clear rationale in promoting safe-learning environment for young people’s holistic development
- emphasis on primacy of child protection, focusing on behavior
- inclusive to address specific needs of different groups
- relevance to setting/context
- poverty which may lead to increased risk and vulnerabilities
- critical role of school head as technology and instructional leader
critical factors

partnership education key players, parents, students and community

clear accountabilities education stakeholders

capacity to address both "safety" and "security" issues

ICT-safe culture (whole-school and life-wide approach)

clear definition of risks (content, contact and conduct) and strategies to address risks
The DCSF has recently released new guidance on preventing violent extremism. Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism


Policies (national & school-level) need to promote positive opportunities offered by ICT to foster holistic child development (including HOTS and emotional intelligence) while outlining risks and need for proactive preventive action to support safe, responsible and ethical use of ICT.

Policies should promote positive digital citizenship with clear codes of conduct, sanctions and accountabilities for inappropriate and illegal behaviors.
Policies should include clear incident response protocols to ensure that all school administrators, teachers and parents are aware of how to deal with breaches of policies and codes of conduct.

4. Policies should be formulated collaboratively involving education personnel, parents, and where appropriate students.

5. Need for systematic and sustained advocacy and information dissemination regarding policies and codes of conduct to promote awareness and behavioral change regarding safe and responsible use of ICT (includes cyber safety info for parents).
policy implications and recommendations

6. Integrate safe and responsible use of ICT within and across the curriculum that is inclusive, age appropriate and context relevant.

7. Develop contextualized teaching and learning materials that promote safe and responsible use of ICT.

8. Integrate safe and responsible use of ICT in competency frameworks/standards of school heads, teachers and other education personnel.
policy implications and recommendations

9. Implement professional development programs for teachers, school administrators and stakeholders on promoting safe and responsible use of ICT anchored on their roles, responsibilities and accountabilities for cyber safety.

10. Develop cyber safety monitoring tools e.g., student technology audits to establish how students use ICT as entry point for conversations regarding safe and responsible use of ICT.
Thank you!

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Dedicated to identifying and anticipating common and unique education problems and needs of Southeast Asian countries and developing innovative and technology-based solutions to address these problems