Annex 2

Summaries of the Training Contents of Various Organizations

**ActDen**

ActDEN is an interactive website with multiple purposes – It is a very software-oriented with no clear links to teaching/learning. The entire website targets teachers and students. ActDEN is sponsored by Microsoft and the content for teachers is predominantly a “point and click” animated demonstration of how Microsoft products are used in the classroom. Indeed, while the website is weak on curriculum content for skills development, the site does help people envision the future and what may be possible if they develop computer literacy for use in the classroom and apply their skills toward use of Microsoft’s products in their teaching and learning environments. The website is available as an open source tool, requiring no log on password or fees. The content is in English. A user can choose to view the content with or without Flash media – the time it takes to access the site as a result can be minimized to a certain degree. The viability of this website for higher end skills development or pedagogy study is quite limited. As a tool toward creativity and motivation the website has some use. When you can connect to the Internet, the site is free, but the products discussed are not and may not be affordable to people who want to learn more. ActDEN is one of the sites inventoried that have online modules.

**South Eastern Regional Computer Training (SERCT) Centre**

The Australian government, through the Colombo Plan, and further through Learning Technologies Teachers Capabilities has set in place a plan to build the capacities of teachers and students. Part of that effort has involved the development of centres for training of which SERCT is one. The centre provides face-to-face instruction to people who contract their services. The curriculum is comprehensive, including technical literacy and pedagogy. In the training programme,
teachers are first taught the various software and then the use of such software in teaching. The curriculum appears to be largely oriented towards technology and software - focusing on Word, Excel, Access, PowerPoint, e-mail, Dreamweaver, FrontPage, scanning text and graphics, etc. with sessions on how to use ICT in classrooms; how to create student reports using Word; how to search the Internet for teaching/learning; how to publish a newsletter for classrooms, using software for science and physics, preparing a webpage for classroom use, developing a digital portfolio etc. The training provided through the centre is not free, but rather, schools hire SERCT to provide professional development to parts of the faculty or individuals pay to learn through the centre as part of in-service professional development or pre-service credits.

**iTrain Bellanet**

The iTrain Bellanet programme is an effort on behalf of several international aid agencies to create content for training in technology literacy. The effort provides curriculum content in five languages for over 20 courses, consisting of basic computer software: e-mailing using Eudora, MS Outlook and Pegasus Mail; MS Access; Coldfusion; Netscape; the Internet and ICQ. It is software oriented training, rather poor in pedagogy. iTrain Bellanet encourages anyone to use and adapt the content to suit the needs of their own organization. All training curriculum modules for instructors and students are available by download over the Internet or by request through the mail. The open access of this resource and wide applicability because of the variety of languages available make it a very good resource for basic technical literacy curriculum materials.

**Philippines Edventure**

Philippines Edventure is being implemented in partnership with a combination of organizations, including a quasi-governmental foundation, corporate funding and support and universities. The strategy to develop a quasi-governmental foundation has been used several times, including with the Government of the Philippines and Australia’s Curriculum Corporation. This strategic organizational development gives implementing agencies greater freedom to achieve policy goals, while not being constricted by governmental regulations that sometimes inhibit reform or change. Currently,
Philippines Edventure is providing three courses, including information for administrators and teachers. They blend technical learning with pedagogy, which promotes motivation as learners begin to understand why learning technical skills has relevance in the development of their teaching skills. Distinctively, the teachers are taught using online communication tools, and project-based learning and tele-collaboration. The content for administrators includes knowledge, strategies and tools to set up a school technology plan; sustainability; policies on use; community mobilization and; resource generation, monitoring and evaluation. The teachers are given background/motivational information, such as using computers for teaching/learning, as well as the basic computer fundamentals and software (word processing, spreadsheets, presentations, the Internet for use in teaching). Teachers are also taught how to use online communication tools, project-based learning and telecollaboration, as well as how to design a school website. This is a true professional development model, with in-service high school teachers taught by university faculty members.

**Coca-Cola E-Learning for Life, Malaysia**

The objectives of the E-Learning for Life programme in Malaysia directly correspond to the national and educational policy initiatives of the government. A collaboration between the government, a corporate foundation and technology industry leaders, the programme is a secondary initiative to the Malaysian Smart Schools project which stressed the development of educational software for classroom use. The distinction between the Smart Schools programme and the Coca-Cola Malaysia E-Learning for Life programme is the education of teachers who will in turn promote the use of technology as a means of learning rather than the end. The training is delivered face-to-face. The curriculum is skills and pedagogy based. Teachers work in teams and are grouped by subject matter. Guidelines and techniques for building lesson plans are taught, as well as structuring thematic and topical lesson plans, building templates, and enriching the lesson plans through incorporating effective learning principles. This is followed by enhancing the lesson plans with multimedia technologies (PowerPoint, video, computer products, etc) and finally planning how this lesson can be integrated into a teaching unit for a specific subject.

As a train-the-trainer programme, the effort is meant to engage teachers from multiple subjects and regions. Those teachers will be responsible for training other teachers. The content for this programme...
is not in English and not widely available, as the face-to-face mode is preferred.

**Intel Teach to the Future**

Intel Teach to the Future is a worldwide effort to help both experienced teachers and pre-service teachers integrate technology into instruction and enhance student learning. Participating teachers receive extensive training and resources to promote effective technology use in the classroom. Teachers learn from other teachers how, when and where to incorporate technological tools and resources into their lesson plans. In addition, they are instructed on how best to create assessment tools and align lessons with educational learning goals and standards. The programme incorporates use of the Internet, web page design, and student projects.

Intel approaches ICT skills development in an integrated manner. The main goal of the training is for teachers to develop a unit plan template on a particular subject, a portfolio rubric and a sample unit portfolio of ICT-based lessons. To build on this, the teachers are then taught the various software and applications like Internet searching; developing multimedia presentations, publications, support materials; creating a website; and developing and showcasing the portfolios. In this way, all of these tools and outcomes (multimedia presentations, publications, websites, assessment tools, handouts, templates, worksheets, classroom management documents) developed are integrated into the teaching of a unit plan of a specific subject.

Teach to the Future works with governments. Both those governments who want to provide in-service training and educational institutions that want to provide pre-service training must apply to become active partners. As a result, programme delivery assures coordination with governmental policies for the training of educators in core pedagogical issues related to technology in the classroom. Intel has a set of core programme components, including the development of a train-the-trainer model where teachers rather than technologists become the future trainers. Also, they demand 40 hours of face-to-face hands-on training with an additional 20 hours of homework. Finally, they work with the governmental offices to develop the curriculum content to be localized for the country in which it is being implemented.
A key issue for Intel Teach to the Future is their focus toward improving the teaching of in-service teachers who use technology, rather than the development of their technical literacy skills. The Intel Teach to the Future worldwide leadership was most forthcoming with UNESCO, sharing much information, including the curriculum and also spreadsheet files related to the actual numbers of teachers trained in each country they serve. They have a worldwide goal of training over 1,000,000 teachers by the end of 2003.

**World Links**

The World Links training course, previously funded by World Bank, is strongly geared towards the use of the Internet for teaching/learning, as well as for tele-collaborative learning projects, both within schools and globally. The course also links pedagogy and ICT use, focusing on the integration of telecollaboration and online discussion forums into existing curriculum. The training goes beyond the classroom by providing school-based telecentres and covering the training of policymakers to provide them with skills on planning and technical support. World Links is currently updating their training modules. This analysis is based on their old training contents which were accessed in outline form only.

**SEAMEO INNOTECH**

SEAMEO INNOTECH Technology Applications in Education for teachers and trainers involves media design, development and production to develop a package of both print and non-print materials that can be used for teacher training. The training design is strong on creativity, elements of design and layout, fonts, graphics and other production techniques in developing both print and non-print materials, including computer-based presentations and video production. The training develops skills in the use of various software and tools for production such as Desktop publishing, presentations (PowerPoint) and interactive multimedia software. It also deals with the appropriate selection of technologies for teacher training and various digital tools for teaching (the Internet, electronic discussion groups, creating a web page); integrating technology into instructional design and catering to special learning needs.
The Institute of Computer Technology (ICT)

The Institute of Computer Technology or ICT is a non-profit organization which provides technology training and planning services.

The institute is quite unique for several reasons. First, they have produced online learning modules of accredited courses for university study within a degree-seeking programme in the California state university system. Second, they are working with industry partners, such as Intel, to gain intellectual capital so as to develop innovative, effective programmes. The institute developed the curriculum for Intel’s Teach to the Future Programme. The curriculum developed by leaders at the institute is being implemented in the education departments of nine Asian nations, and will soon be used in many more.

Only an outline of the content was available for review. The training directly develops the skills of teachers in integrating ICT in teaching specific subjects such as languages, mathematics, science, social studies, and elementary grades. The course also develops teachers’ skills in tools that will enable them to teach these subjects, including skills such as word-processing, desktop publishing, spreadsheets, multimedia presentations, using the Internet, creating a webpage for teachers, and creating multimedia presentations. Here is a good balanced combination of learning the various tools and software, and using these tools for integrating ICT into various subject teaching.

PBS Teacher Line

PBS TeacherLine is a direct collaboration between the Department of Education in the U.S.A. and the Corporation for Public Broadcasting to provide educational materials for teachers related to pedagogy for applying technology in the classroom. Curriculum for this project is online and available to people in the United States who register through their local public broadcasting affiliate television station. International access is not currently available, but PBS TeacherLine representatives indicated they would like to expand a pilot beyond the borders of the nation at some point in the future. The curriculum titles and expanded outlines provided by PBS TeacherLine representatives show the most advanced pedagogical approach reviewed in this inventory, offering both
pedagogy and integrated ICT approaches in two parts – teaching practices and technology integration. The teaching practices/pedagogy sessions focus on building critical thinking; constructivism in the classroom; creating units to support differing learning styles; curriculum mapping; assessment and evaluation and utilizing technology in creating problem-based curriculum. Meanwhile, the technology integration sessions deal with communicating and collaborating online; use of computers for personal productivity; enhancing multicultural education with technology; searching, evaluating and organizing Internet resources and content; integrating the Internet into the K-12 language arts curriculum; Acceptable Use Policy of the Web; publishing on the Web; how to start putting computers in the classroom; teaching with WebQuests, etc.

**IBM Reinventing Education: Victoria, Australia**

IBM has partnered with the Department of Education in Australia to assist in the implementation of technology in underprivileged communities in Melbourne. They are working to build teacher capacities towards proficiency in student performance along key areas of development called “strands”. They approach change in teaching holistically and encourage transformation throughout the learning community, including teachers, administrators, students and parents. The change is encouraged through an action research model, based more on a process of consideration and evaluation conducted through teamwork, rather than on classes for professional development in ICT. If training modules exist, they were not made available. IBM uses a network system to provide ongoing structure and support through computers to learning communities. Furthermore, if teachers decide they need specific functional literacy related to computer operation or programmes, they indicate what they need and the skills development they require is provided. All subjects are approached and the whole school is involved. No specific programme participant numbers were provided by the project contact.