

# WORKSHOP SEMINAR ON ICTs AND THE DESIGN OF TEACHER TRAINING ACTIVITIES

## Activity Feedback (post-its submitted)

### Activity 1: Effective use of ICT in Teacher Training depends on:

- Teacher-Preparedness
  - ⇒ Teacher's interest
  - ⇒ Very basic knowledge and skills in the use of the technology (e.g. for computers, keyboarding)
  - ⇒ Awareness of the many different ways ICT can enhance educational objectives
  - ⇒ Attitude (no technophobia / belief that ICTs are very relevant)
- Appropriate & relevant teacher training
  - ⇒ Include content and instructional design training program
  - ⇒ A unified approach and framework in the delivery of ICT for teachers (content, technology, etc.)
  - ⇒ "With a very limited resource pool, how do we get our acts together to be able to create more 'depth' rather than 'breadth'? (in terms of impact)"
  - ⇒ "Are there other unintended learnings/skills learned in the use of ICT in training teachers?"
  - ⇒ Individualizing teacher training according to variables (e.g. location of origin, etc.)
  - ⇒ Using ICT as tools in developing and producing teaching/learning materials to meet educational needs ("How teachers can "drive" technology to meet their needs rather than the technology "driving" the teachers?")
  - ⇒ Improved F2F teaching skills for teachers involved in the material development using ICT
  - ⇒ Teacher's enhancement of training received (follow-throughs)
- Change of perspectives of teacher training/education institutions regarding the role of ICTs
  - ⇒ Administrative Support
  - ⇒ Teacher training on how to use and when to use it – modifying and adapting teaching strategies depending on the expected interactions that will take place
  - ⇒ Inculcate paradigm shift from teaching ABOUT the technology to teaching and learning WITH technology
  - ⇒ Blended learning – comp. sci subjects should focus on blended learning solutions (using ICTs) – need to revise the curriculum of comp sci to have a contextualized learning environment
  - ⇒ With ICT, teaching-learning situation can accommodate bigger-sized classes and teacher facilitates learning process by enriching the program so teacher must be ready to do ICT-based teaching-learning processes – from "traditional teacher" to "facilitator" (a skill to be developed FIRST before introducing ICT4E)
  - ⇒ Alignment of the existing curriculum with ICT
  - ⇒ Faithful implementation of ICT Training received by teachers

- Effective monitoring and evaluation on how ICT is used post-training
  - ⇒ Sustainability:
    - Structure and content of the curriculum must be revisited for actual integration/implementation of ICT4E
    - “Learnings gained can’t be applied because there is no opportunity for application and/or teachers simply do not understand/appreciate the importance of the use of ICT in teaching/learning.”
  - ⇒ Giving recognition and reward to innovative and effective ICT integration
  - ⇒ Strong link between pre- and in-service TEIs, e.g. practice teaching activities
- ICT Infrastructure & Software Support/Availability as well as connectivity
  - ⇒ Funding for: facilities/equipment and training; alternative budget-friendly solutions
  - ⇒ Proper training in the proper use and maintenance of facilities
    - Support rather than intimidation from techies
  - ⇒ Dissemination of alternative ICT4E solutions
- Creation of a central body to establish, maintain quality and integrity of a teacher portal & share teaching resources
  - ⇒ Strong advocate of ICT at local government to integrate ICT in schools and government services
  - ⇒ Integrated ICT to Medium-Term Development Plans

## **Activity 2: Optimising teacher training practices in the Philippines**

### Positive aspects of current practice:

- A National Framework for ICT in Basic Education
  - ⇒ Articulation of the standards and competencies (DRAFT) for teachers and students on ICT utilization
- In good schools, ICT skills are taught to students even at the elementary level
- Assessment is embedded in the program and it is authentic in nature
- Computer Labs visited are often full
  - ⇒ Good Internet connectivity in the country
  - ⇒ “For every ICT hardware development project – training in the use of the hardware in teaching is a must, to include also the learning materials.”
  - ⇒ Training provided in the integration of ICT is coupled with infrastructure
- Presence of teacher-training coordinator (TTC) in every SUC (State Universities and Colleges)
  - ⇒ There are efforts to bridge pedagogy and practice
  - ⇒ At least one university providing distance education – offering online courses on teacher education
- Presence of Community eCenters and tutorial centers
  - ⇒ Use of learning centers in the different regions and capacitating these learning centers for them to deliver the training
- Sharing of resources and best practices
  - ⇒ Initiatives of tri-partite organizations in helping the education sector
  - ⇒ There is a portal where members can share best practices
  - ⇒ SUC-HS partnership for sustainability
  - ⇒ (in Cebu) partnerships with universities and IT companies

- ⇒ Use of team approach in developing ICT materials
- ⇒ More coherent and concerted networking for ICTs in Education
- ⇒ Appreciation of the importance of ICT training for teachers with support from government and private sectors
- ⇒ Existing private sector and NGO initiatives on ICTs in Education (includes teacher training –ICT literacy & pedagogy – and infrastructure projects – improving facilities)
- ⇒ Existing multi-sectoral partnerships for community involvement (e.g. CLEANSE)
- The presence of M&E component

### Shortcomings/Issues:

- No National ICT in Education Implementation Plan disseminated yet
  - ⇒ Lack of implementable master plan for teachers' continuous education/training
  - ⇒ Lack of foresight in the application of ICT in education
  - ⇒ Need for deeper understanding and commitment from key players and movers of DepEd, CHED, and other relevant government agencies on appropriate and effective use of ICTs in education
  - ⇒ Need for appropriate and relevant content development – lacking basic/indigenous/localized content
  - ⇒ Lack of incentives for the use of ICT in teaching
  - ⇒ Lack of awareness and motivation to use ICT in education
  - ⇒ Lack of clear policies to support the adoption of ICT in education
  - ⇒ Weak national policies, poor track record in terms of implementation, inconsistent political support
  - ⇒ Lack of policy support and political will
- Lacking in motivation – most teachers are not open to the idea of role-change
  - ⇒ Not ready to change role from the center of the classroom to a facilitator of learning
  - ⇒ Lack of ownership – IPR
  - ⇒ Administrators focus on solutions (ICT) before understanding the educational problem at hand
- Question: which technology is more accessible?  
Radio/TV/SMS/phone/computers – training should use the technologies that are most accessible (note: digital divide may actually widen through training)
- Training:
  - ⇒ very expensive licenses for training
  - ⇒ cost of training
  - ⇒ Need to contextualize module training
  - ⇒ Inadequate ICT curriculum in college education
  - ⇒ Lack of ICT infusion in entire teacher education curriculum
  - ⇒ Focus on the hardware & software not much on pedagogy
  - ⇒ Lack of implementation and monitoring of training skills gained
  - ⇒ Lack of enhancement of training received
- Lack of resources
  - ⇒ Widening of digital divide between rural/urban schools
  - ⇒ Lack of equipment; problematic access to ICT facilities
  - ⇒ Technology obsolescence

- ⇒ Lack of connectivity/infra (internet, HW) in schools and state universities
- ⇒ Problem: availability of electricity!
- ⇒ Teacher appropriations
- ⇒ Major consideration: Proprietary vs. Open Source
- ⇒ Conflict-affected areas make it more difficult
  - Issue of equity (i.e. lack of resources in Mindanao)
- Underutilization of computer laboratory and other hardware due to cost-cutting measures
  - ⇒ Also because of administrative policies and accountability
- Sustainability of ICT programs
  - ⇒ Not much institutionalized
  - ⇒ Lack of support group
  - ⇒ Need to harmonize efforts
  - ⇒ Lack of programs/procedures in monitoring trainees
  - ⇒ Parochialism: unwilling to share information