

# Teacher Skills in a connected world: ICT competency for the transformation of teaching and learning

Workshop proposal for Mobile Learning Week 2018

## Background

The International Task Force on Teachers for Education 2030 (Teacher Task Force) is a multi-partner voluntary alliance committed to the achievement of Sustainable Development Goal 4 (SDG4), and most particularly that of its target 4.c calling for the increase of “the supply of qualified teachers”.

Through its thematic working group on *Information and Communication Technology and distance education for teacher development*, coordinated by The UNESCO International Institute for Educational Technologies (IITE), the Teacher Task Force focuses on ICT as both a mean of teacher capacity and skills building and development but also as a tool for teaching necessitating the development of new skills.

In order to increase access and improve quality of 21st century education and achieve the overarching goal of Education 2030, new models of teacher professional development are required. Moreover, with the ever-changing demand for the workforce qualifications and apparition of new skills needed, teaching and teacher training/development have to build on successful use of ICT to improve learning. Teachers have to adapt the way they teach to put focus on skills needed for an increasingly connected world, skills teachers need to understand and possess. Teachers as the leaders of a new educational strategy should be transformed from those who impart knowledge to those who facilitate learning.

## Workshop

The main **goal** of the Workshop is to share innovative pedagogical approaches and teachers’ teacher management and professional development methods based on ICT use.

The Workshop will feature examples of responses to the new ICT-based educational environment and will offer the opportunity to interrogate the models of emerging approaches and practices for teaching and learning from the network of the TTF. The workshop will collect feedback on the potential for scaling up the examples presented and their replicability to other contexts. The result will be used by the TTF WG to pursue its action towards the increase of qualified teachers and the improvement of teaching for better learning outcomes.

The Workshop will enable participants not only to consider several models of teacher ICT competency development, but also to compare and to discuss exiting approaches and online training platforms. It will also discuss the need of an ICT competency requirement framework for teachers, in order to ensure teachers have the required skills to adapt to both an ICT-based education system as well as understand the skills learners need to develop.

The participants of the Workshop are expected to be able to enhance their understanding and develop knowledge and skills in the following domains:

- Identification of demands for new ICT competencies of the 21st century teachers;
- Barriers faced by teachers and assessment of the crucial role of ICTs in overcoming them and facilitating the teaching and learning process;
- Planning main stages of ICT competency development for teachers;
- Approaches to online teachers’ professional development.

### Structure of the workshop

No	Title of the activity	Responsible person	Description	Duration
1	Presentation on ICT and distance education potential for International Task Force on Teachers for Education 2030	Mr Edem Adubra Ms Natalia Amelina		3-min
1	Camara Learning Academy	Mr Mathieu Lacasse, Head of Education, Camara Education	The Camara Learning Academy (CLA) is a Camara Education initiative to meet the local learning needs of teachers. The CLA has demonstrated a win-win strategy to provide teachers and head teachers with a relevant learning experience while widening access to learning opportunities. The platform uniquely provides a mechanism of financial and educational sustainability. The CLA is powered by edX, a nonprofit online initiative created by founding partners Harvard and MIT.	14 min (with A&Q)
2	Technical assistance for improving ict competencies of teachers in remote area schools in Indonesia	Dr Gogot Suharwoto	The program consists of three services; <ol style="list-style-type: none"> <li>1. Provision of internet access</li> <li>2. Providing ICT equipment which is laptop, router, external hard disc, and server</li> <li>3. Teacher training on the use of ICT in teaching</li> </ol> <p>The program aimed to close the digital divide among teachers and schools especially for teachers and schools at the disadvantaged areas, in accordance with Presidential Regulation No. 131 of 2015 on the Determination of Disadvantaged Regions 2015 - 2019 which establishes 122 Regencies of 24 Provinces in Indonesia.</p>	14 min (with A&Q)
3	EMIS.Education Training manual Mobile Education App	Ms Angela Arnott	Share an update on our pilot of a new Learner Management System that we have developed with our partners, JET using our mobile App designed for remote schools that have no connectivity.	14 min (with A&Q)

			<p>We are piloting it in five South African schools in a mountainous area near Lesotho. The App using a single cheap device (a mobile phone or tablet) and allows multiple teachers to connect to their "Learning Locker" and access teaching materials related to their subject area (in this case mathematics).</p> <p>The App tracks each individual teacher's time on task (8 topics per week) plus their results on an interactive quiz at the end of each week. The reports of time on task and results are visible on the device to each teacher (password protected) and also the school head and administrator on a global level.</p>	
4	Digital solutions for 21st century teachers and learners	Mr Dai SHEN, President of Brest Brest Business School Senior Vice-President of Weidong Cloud Education Group, and Director of DEMOS Group.		14 min (with A&Q)
5	ICT in the system of professional development of teachers. A look into the future	Ms Anzhela Dolzhikova, Vice Rector for continuing education; Ms Veronika Kholina, Head of Department of regional economy and geography  Peoples' Friendship University of Russia (RUDN University) Focal point of the Russian Federation for TTF	<p>The introduction of digital technologies in education creates a fundamentally new communicative environment, which, of course, requires the teacher not only to have the ability to work with digital information, but also to have "soft skills" - the ability to search and work with information, interpersonal communication, teamwork, flexible and creative thinking.</p> <p>Teacher group should be segmented by the criterion of inclusion in the digital educational environment. One of the ways to introduce digital educational space worldwide is to create a "navigator" of the best practices in digital education, the one which would include their detailed description and trial access, some "pedagogical Wikipedia".</p>	14 min (with Q&A)

6	Brainstorm ideas, using the google Docs (online activity): "Supporting teachers and leaders"	Moderator: UNESCO staff	Discussion on the needs for teacher training and development and how to further scale up and/or adapt the initiative presented during the workshop. The replies will be saved in a Google Doc and will be available for further project development	17 min
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