



## **Mission Report**

### **Open Education Resource Workshop**

**12 April 2016**

**UP Microtel Hotel, Quezon City  
Philippines**

Prepared by

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#### **A. SEAMEO Officials and Staff Member on Mission**

1. Dr Ethel Agnes Pascua Valenzuela, Deputy Director for Programme and Development

#### **B. Background, Description and Objectives of the Activity**

UNESCO Paris, in collaboration with the Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat and the Philippine Commission on Higher Education (CHED), is undertaking the development of *Information Communication Technology Competency Framework for Teachers (ICT-CFT) Open Educational Resources (OER)-Based Course for Pre-Service Teacher Training*.

In relation to this project, two meetings and one workshop were held 1) *National Consultation Meeting on OER-Based Teacher Training Materials to Support ICT CFT* held last 28-29 October 2015; 2) *Philippine/UNESCO ICT CFT Project Task Force Meeting* on 28 January; and 3) *OER Courseware Developers Workshop* on 29 January 2016.

#### **C. Objectives**

The April OER workshop aims to:

- Finalize the development of OER-based materials for TTL1 and TTL 2;
- Discuss plans to ensure that OER TTL courses are online;
- Identify OER-based materials, training of courseware developers and teacher implementers as necessary; and
- Recommend system for uploading the OER materials on a dedicated Learning Management System that can be accessed by educators at a national level.

#### **D. Highlights of the Meeting**

1. Mr. Butcher provided an introduction to workshop through his audio-visual presentation on suggested OERs for each domain of the *Draft Philippine ICT Competency Framework*. With the aim of helping the group develop OER materials for each of the competency, Mr. Butcher presented several existing courses that could be used and adopted. As he presented each course, Mr. Butcher provided explanations on the advantages and drawbacks, content, and type of Creative Commons license. The

OER courses that he shared were:

- A. Kenyan ICF CFT Course, a UNESCO project in partnership with the Ministry of Education;
  - B. OER4Schools Professional Learning Resource by University of Cambridge;
  - C. Commonwealth Certificate for Teacher ICT Integration (CCTI) Online by Commonwealth of Learning;
  - D. ICT in Education for Teachers in Guyana by the Ministry of Education with support from Commonwealth of Learning, Commonwealth Secretariat and Microsoft; and
  - E. ICT Essentials for Learners by UNESCO.
2. Ms. Donna Lampa of SEAMEO INNOTECH presented the draft proposed course outcomes for the Ed Tech subjects in the undergraduate TE curriculum as follows:

**Technology for Teaching and Learning 1 (3 units)**

1. Explain ICT policies and safety issues as they impact on the teaching-learning process
2. Integrate media and technology in various content areas
3. Apply learning theories and principles in the design and development of lessons through appropriate media and technologies for teaching learning
4. Formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies
5. Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources.

**Technology for Teaching and Learning 2 (3 units)**

1. Evaluate the relevance and appropriateness of digital and non-digital resources based on the learning context
2. Produce learning resources using technology tools in various subject areas
3. Use open-ended tools (such as word processing, spreadsheets, presentation software, and authoring tools) in subject specific application
4. Develop project- and problem-based, collaborative activities using technology tools
5. Use ICT to develop 21st Century Skills: Information, Media and Technology Skills, Learning and Innovation Skills.
6. Use technology tools to collaborate and share resources among communities of practice

3. Open Discussions 1

- The presentation came with an explanation of the differences between Ed Tech and TTL courses. According to Ms. Lampa, Ed Tech courses were not required while TTL courses were being proposed to be required courses.
- Moreover, it was also mentioned that TTL subjects are not about OER, but more on the culture of the use of OER. It was also clarified that TTL 2 is about the use of technology in teaching specific subject such as use of technology to enhance mathematics curriculum.
- It was also emphasized that the use of OER is a means to empower teacher who can design a program and upload it to be shared with other teachers. The given example was a teacher explaining “an area under the curve” using a video. It was suggested that there be a collection of videos wherein experts explain mathematical concepts. It was likewise suggested that the group’s initial action be the identification of experts whose works could be used in the OER-based course.

- After the presentations on the inventory of Ed Tech courses, the offered several suggestions:
  - Resources from the sites presented should be curated/tagged by a community of practice;
  - Course guide should be developed--to include list of resources and how the course will run;
  - ICT committee of CHED should be involved by inviting them to attend the next meeting wherein the OER output would be presented and validated.
- It was reiterated that the role of TPTE is to make sure that the output is within the context of ICT CFT of UNESCO and NCBTS of the Philippines as the target of the course are teacher educators. The group was likewise tasked to put content in TTL courses.
- The group went over the sample course available and agreed that it should include ways on how teachers should use it in blended learning and how to tap OER-based materials.
- In designing this course, there was an assumption that teacher educators already have ICT background and that this particular course would provide them the competencies on how to integrate ICT in their teaching.
- The product of the write shop should be the TTL 1 and 2 course outline and course guide which would be the reference in specifying the EOR-based materials. In doing the work, the group would have to refer to the TPTE approved TTL 1 and TTL 2, as had been discussed during the last meeting.
- The group went over the TTL courses and there were discussions on the scope of the TTL courses' competencies within the framework of ICT competencies.

#### 4. Agreements Reached

- In consideration were the differences in academic year as there are universities that start the first semester in August and the second semester in January. Development and production of OER materials were expected to be done prior to the piloting for the first semester in August 2016.
- To be considered in selecting the schools for piloting were the existence of blended learning and learning management system.
- The next phase would be developing and **curating all EOR materials by June 2016** and
- The orientation training for the administrators and teachers of implementing pilot institutions in July 2016.
- The production of materials would be from May 2016 to June 2016 after receiving the final TTL! And TTL courses from CHED TP on Teacher Education.
- One strategy in developing OER materials, experts would be sent guide questions along with instructions on how to videotape their lectures on their particular topic.
- Various formats were suggested in producing the OER such as TED talk style.
- The group decided between Moodle and Edmodo as learning management system that would be used. For the Philippines, the group considered Moodle as a better system because most are familiar with it. On the other hand, most SEAMEO countries use EDMODO. The group agreed to pilot test in Moodle with a possibility of migrating to EDMODO in the future.

## E.Participants

See Final Report Annex 1.

## F.Organizer/s

SEAMEO Secretariat  
Commission on Higher Education  
UNESCO Paris HQ  
UNESCO SEACLLSD

## G.Role/Participation of SEAMEO

1. Managed the OER workshop with the Commission on Higher Education
2. Ensure that the Philippine government would adopt the OER products

## H.Follow-up Actions Needed

- As the group has identified the resources and prospective resource persons, the next step would be organizing them in paper. Using the presented syllabus, another column will be added to put in all that were discussed that day.
- An online group would be created to facilitate the sharing of materials. Another meeting was suggested to further discuss the output.
- The group agreed on the following timeframe for the next activities:
  - **April 2016**      **Work and financial plan approval by UNESCO Paris**
  - **May 2016**      **Researching/curating for existing and production of new OER materials**
  - **June 2016**      **OER Task Force Meeting**
  - **July 2016**      **Orientation Training**

## I.Photo Highlights

