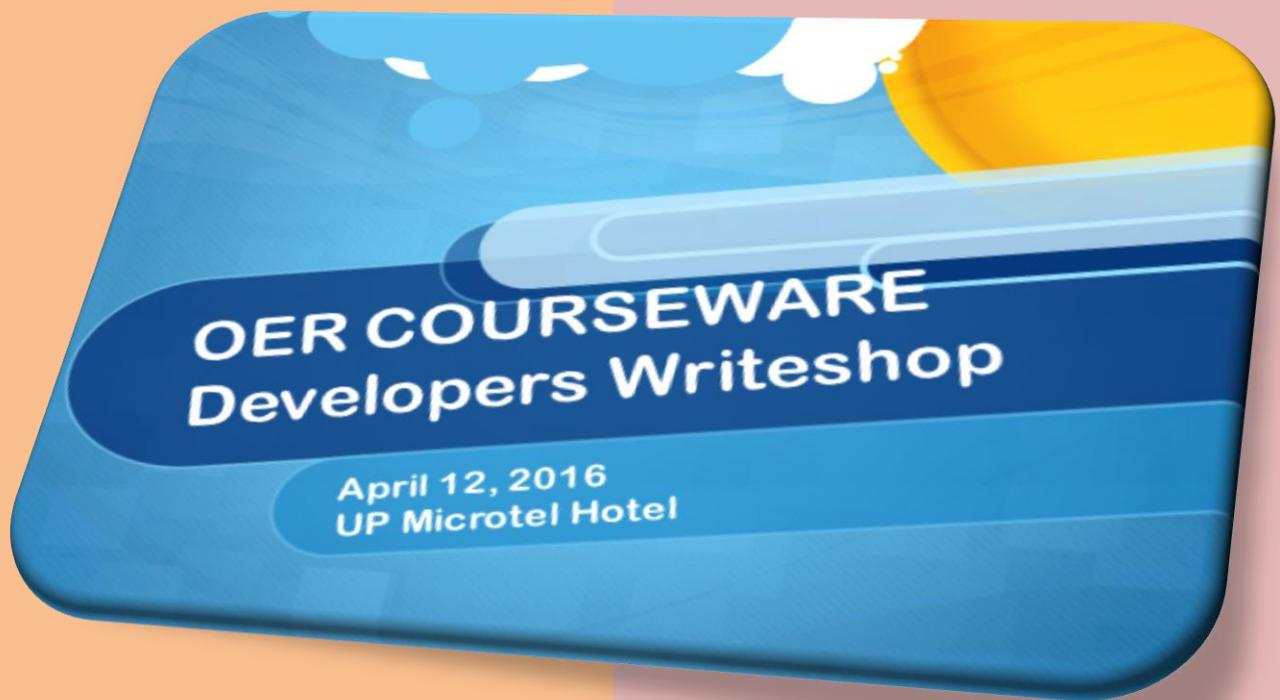


Completion Report



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COMPLETION REPORT

OPEN EDUCATIONAL RESOURCES (OER) COURSEWARE DEVELOPERS WORKSHOP

12 April 2016, UP Microtel, Quezon City, Philippines

Introduction

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.

These meetings/workshop were followed up by another *OER Courseware Developers Workshop* held on 12 April 2016 with the following expected outputs:

- 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.

Sources of Open Educational Resources (OER)

Mr. Neil Butcher
Consultant
UNESCO Paris

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:

- Kenyan ICF CFT Course, a UNESCO project in partnership with the Ministry of Education;
- OER4Schools Professional Learning Resource by University of Cambridge;
- Commonwealth Certificate for Teacher ICT Integration (CCTI) Online by Commonwealth of Learning;
- ICT in Education for Teachers in Guyana by the Ministry of Education with support from Commonwealth of Learning, Commonwealth Secretariat and Microsoft; and
- ICT Essentials for Learners by UNESCO.

Updates on the Proposed Technology for Teaching and Learning Courses

Ms. Donalyn Cielo Rasalan Lampa
Senior Associate, Educational Research Unit
SEAMEO INNOTECH

Ms. Lampa 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

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.

Part I: Inventory of EDTECH1 and EDTECH 2 courses

Prof. Lilian S. Reventar

Member Technical Panel on Transnational Education and Distance Education (TP-TNEDE)
Commission on Higher Education (CHED)

The members of the core group of OER Courseware Developers were given the tasks for presenting an inventory of Ed Tech courses. One of those members assigned was **Prof. Reventar**.

Prof. Reventar presented some useful tools on how to make lessons interesting using technology, how to be connected and how to plan using technology.

Moreover, she shared an example of the use of technology. The particular example was her experience in the use of technology in teaching languages i.e., Mandarin language curriculum. The lesson flow was

explained from featured lessons and experiential practice, followed by the showing of a video that was actually used in teaching the Mandarin language.

Part II: Inventory of EDTECH1 and EDTECH 2 courses

Prof. Ninia I. Calaca

Associate Professor

University of Santo Tomas

The other member of the core group of OER Courseware Developers assigned to present an inventory of Ed Tech 1 and Ed Tech 2 courses was **Prof. Calaca**. She shared sites of OER that were related to the proposed TTL course content, particularly that of MIT that offers various formats i.e., PDF, HTML as well as various subjects in engineering.

She also presented sites that target specific audience such as those in the academe and researchers. These sites offer different formats i.e., online course.

Likewise shown were other sites that have available OER. As each site was shown, **Prof. Calaca** provided an explanation of its advantages.

She also showed various tools that were related to what was presented earlier by **Prof. Reventar**.

Lastly **Prof. Calaca** explained that the courses come with a course pack or in full. Others come with downloadable files, self-running courses, blended courses, among others.

Open Discussions 2

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 NCBS 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.

Brainstorming the Content of Draft Competency Standards

Domain 1: Understanding ICT in Education

During the discussions, the group agreed on adding specific domains of the ICT competencies that were not specified in TTL courses such as policies. For this, existing OER-based UNESCO policies, such as those provided by Mr. Butcher, could be used but for CHED and national policies, the group would have to do research and to develop original the OER materials.

The group planned to get statements from key people from UNESCO and CHED in endorsing ICT policies as part of OER materials.

Domain 2: Curriculum and Assessment

For theories, the group would refer to available OER such as constructivist theory shown by Mr. Butcher during the earlier part of the workshop. For evaluating digital and non-digital resources, video lectures would be produced.

For assessment of teachers' competency in evaluating materials, the suggested output was a lesson plan and while in assessing competencies in producing materials, the suggested output was a PowerPoint presentation.

Domain 3: Pedagogy

The group also suggested activities, such as presentation of a video lecture, and output, such as lesson plan, for each competency. To do this, they would have to tap Ed Tech experts whose actual experience would be documented. These so called "rock stars" in Ed Tech would have to come from various contexts and have various levels/areas of expertise. Names such as Allan de Guzman and Jaime Caro came up.

As the group continued to brainstorm, particularly on collaborative knowledge construction, there was also a discussion on the sources of EOR materials that would be explored such as MIT, Coursera, Future Learn,

SEAMEO SEAMOLEC's digital class and SEAMEO INNOTECH's flexible learning, UPOU, among others. The use of locally available print materials was also mentioned.

Domain 4: Technology Tools

There was an emphasize on changing paradigm in this domain from technology as a tool to technology as part of the core, that is, intertwined with content.

The communities of learner's were also identified such as those in basic education, professional education, higher education and alternative learning system.

There were also domains that would have to be merged into one (4.2.1 and 4.2.2).

Domain 5: Organization and Administration

For the domain pertaining to managing technology-assisted instruction in an inclusive classroom environment, print materials such as on flexible/blended and theory-based materials could be used. Learning commons and flipped classrooms were also mentioned.

For the other domain, OER material suggested was a video with running script interspersed with experiences on the ground of teachers. Another was a video showing examples of lead / links to talks (international experts) and best practices. Google Scholar and forex were also suggested.

Domain 6: Teacher Professional Learning

The group clarified and rationalized the performance indicators such as creation of communities of practice. A video showing a short spiel on experiences was suggested.

In creating communities of practice, the emphasize should be the learners as co-creators.

Use of social networking and teacher collaboration in sharing materials were discussed.

Domain 7: Teacher Disposition

Under this domain, the group suggested the inclusion of distinguishing IPR materials and application of ethics in the use of materials. Suggested materials include UNICEF's child's rights and cyber-bullying.

They also mentioned resource persons for this such as experts in creative commons and IPR.

Background on the inclusion of Teacher Disposition was discussed, particularly in changing mindset in the pertaining to use of technology in education, and in the context of digital culture. Resources containing digital culture would include those available in ASEAN Cyber University and SEAMEO digital class.

Teachers' role would have to change with the digital culture, particularly using technology in designing instruction to teaching and learning to assessment.

AGREEMENTS

- 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.
- 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**