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Agenda Item:

*Futuristic models of teacher training through
comparative study of teacher competency standard
for ICT in education*

Submitted by:

*México
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RESEARCH REPORT FORMAT

Facesheet

Project Number: 2005/IACE/AFEF004-003,4	Date received by Secretariat: 2005-09-05
Name of Research Team (Research Topic): Future APEC teacher training for human resources capacity building with recent technology	
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Project Start Date:	Project End Date:
Brief description of Research: Purposes: <ul style="list-style-type: none">• To find common standard of teacher competency for ICT in education among APEC member countries• To recommend a common standard for teacher competency for ICT in education among APEC member countries Principal Activities include: <ul style="list-style-type: none">• Data gathering : end of May• Data analysis : end of June• First draft report : second week of July• Final report : second week of August	
Signature of Research Team Leader: Date:	

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Abstract

Objectives

The results of the project show a relationship with the objectives established at the beginning of the development.

- To find common standard of teacher competency for ICT in education among APEC member countries
- To recommend a common standard for teacher competency for ICT in education among APEC member countries

Linkages

Methodology

- Content analysis of teacher competencies standard for ICT in education among APEC member countries
- Target : formal education
 - Primary
 - Secondary
 - (Tertiary)

Progress since last report

Completed

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Abstract

During the course of this research, we searched for standard in teacher competency for the different economies in the Asia - Pacific region. We found information about them in several documents contained in the UNESCO and in the Ministry of education of each country. After that, we started looking for common strategies to propose a model for teacher training with ICT and in the use and introduction of ICT in school. We found that there are a lot of coincidences, specifically that teachers should be competent in a variety of software and technological tools appropriated to the topic they teach and the students' age, assess the software and technological tools relevance to the topic they teach and their potential to be used in class, use the computers in a constructive way and to prepare and utilize work plans that incorporate the use of technology. But despite all the advances and recommendations about ICT introduction in teacher training, we still lack of a common model that allows us to exchange and share information regarding this issue even within the Asia – Pacific region. We tried to put some of this competencies in one single place so that people can access and consider them we developing a teacher training or ICT introduction in classrooms program

1. Background

Education systems around the world are searching for ways to help learners gain access to knowledge and information by using technology. Teacher training institutions must prepare a new generation of teachers for the twenty-first century. This requires setting up high technological standards for teachers to follow. Providing high standard technology training for teachers today will help tomorrow's generation.

In this context, each economy's ministry of education should dictate the standard skills required to teach with technology. However it is impossible to determine the pre-service required skills in all the countries but there have been some attempts to define international standards. The ministry of education should prepare teachers in the use and application of information technologies in the classroom. This can be done in pre-service or in-service training. However, the true question is: How can we link Technology and learning? No simple answer can given to this question, however, it is believed that part of the answer resides in technological fluency or understanding people's ability to apply, explore and adapt technology to serve important purposes (Baker and O'Neil, 2003). The topic of technological fluency arises two more questions: What kind of technological skills must teachers develop as school acquire more technology to support pedagogy and management? What public policy actions are necessary and effective in bringing education technology into schools and classrooms? (Fulton, 1997). To ensure that teachers can develop such skills and the policies are taken into account, we must consider re-dimensioning the role of the teacher to respond to the new challenges of the continuum reality, to create a unique permanent training program which includes pre-service and in-service training, to support the necessary transformation within the institutions responsible of teacher training so that learning occurs in a favorable context, to implement new alternatives for distance education teaching and learning and to transform the curriculums and programs to include pedagogical education (<http://www.campus-oei.org/webdocente/brasil.htm#2>).

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Many countries in the Asia - Pacific region have realized this need for redefining teachers' roles and have responded by launching professional development programmes to train teachers in the use of computers. However, most of these training activities are crash programmes which focus on computer literacy per se and do not enable teachers to actually integrate ICTs in day-to-day classroom instruction. Learning to use computers and the Internet is a relatively simple task, but mastering ICT use as an effective tool to improve teaching and learning is certainly not (<http://www.unescobkk.org/index.php?id=782>).

Teachers need training not only in computer literacy but also in the application of various kinds of educational software in teaching and learning. Furthermore, they need to learn how to integrate ICTs into their classroom activities and school structure. Because one of the needs in developing countries is an increasing number of ICT professional, to create a workforce of ICT literates. Additionally, it is necessary to use ICT in schools to enhance teaching and learning and of course, for school management.

However, it is also known that teachers need a great deal of motivation when it comes to implementing technology in the classroom (Gahala, 2001). There are many obstacles to overcome. Technology can be very intimidating for many teachers "because introducing technology almost always requires new learning" (Dyrli & Kinnaman, 1994). "Teachers may lack the time and the motivation to learn technology skills" (Gahala, 2001).

In the case of México, the PRONAP (Programa Nacional para la Actualización permanente de los maestros de Educación Básica en Servicio "*National program for the permanent upgrade of primary Education in-service Teachers*) states that *the educational program of Informatics is in charge of promoting the incorporation of informatics skills within the professional practices.*

These informatics skills will help teachers to (http://cnets.iste.org/teachers/t_stands.html)

- A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B. Apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. Identify and locate technology resources and evaluate them for accuracy and suitability.
- D. Plan for the management of technology resources within the context of learning activities.
- E. Plan strategies to manage student learning in a technology-enhanced environment.

Additional to these concepts we also must consider the pedagogy of ICT use and the ethical uses of ICT in teacher training programs.

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1.1. Pedagogy and ICT

As the use of technology in education increases, so our necessity to implement it as a model of pedagogical intervention, it is an urgent matter to train the teachers in the expertise of those new languages of communication through a pedagogic of image and the rational and critical use of the technological resources and its application in education. It is today one of the main challenges educational institutions face, to facilitate teachers to adapt technology within their own contexts of intervention.

If we pretend to integrate the new information and communication technologies within educational environments, we must account a high number of teachers in those scenarios, who are able to use technology and that it is not limited to a small number of teachers with the typical pioneer spirit. In this aim, it is indispensable to create the favorable conditions through support measures to teaches, where we can recognize their results and effort.

Most of researchers agree that one key aspect to integrate technologies into curricula is to use it to train teachers. Professor Vazquez (1994:58) states that the Information technologies in teacher training have three meanings:

- Introducing technological focus into teacher training.
- Using new technologies in their perfectionism.
- Selecting those technologies with high pedagogical capacity.

However, our starting point, anytime that is possible, should be teacher reflection, because the very nature of Information Technologies not always allows that.

Professor Medina (1989) points to two fundamental aspects that justify Teacher technological training:

- Technological interpretation and conceptualization.
- Technological conceptualization based on a scientific teaching and learning process.

It is, however, highly recognized that the introduction of technology, even in teacher training, always raises questions about their ethical uses. Specifically in the area of software piracy and information plagiarism, Ethics in technology means considering the privacy of individuals and respecting the intellectual property of others. The way oneself perceive morality determines the action they will take. They consider its benefits and shortcomings, and decide which alternative will lead to the best overall consequence. The respect of others should be the most important thing in their minds. The rank they hold in the moral development stage (Kohlberg, 1971) determines how they decide.

2. Objectives

Teacher education programs can play an important role in preparing teachers for using new technologies in the classroom. However, “Not using technology much in their own research and teaching, teacher education faculty have insufficient understanding of the demands on classroom teachers to incorporate technology into

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their teaching” (NCATE, 1997: referenced in http://www.reading.org/downloads/positions/ps1048_technology.pdf). So, before we can introduce the technology into the classroom we must have a deep understanding of the characteristics and skills needed by teachers to use and teach those technologies and given the great number of standards and approaches to information technology introduction and competencies required to use it for teachers in different countries with the APEC community we propose the following objectives during our research:

- To find common standard of teacher competency for ICT in education among APEC member countries
- To recommend a common standard for teacher competency for ICT in education among APEC member countries

To accomplish these objectives we propose the following methodology.

3. Research Methodology

The purpose for this study is to find coincidences in Teacher Training standards of the different economies included in the APEC community. We conducted a bibliographic study about the standards in each economy to determine if we could create a common model for teacher competency in using ICT in education technology.

Once we recollect the documentation of different economies standards we conducted a content analysis of the information. We selected this technique because Content Analysis has been defined as a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding (Berelson, 1952; GAO, 1996; Krippendorff, 1980; and Weber, 1990). Holsti (1969) offers a broad definition of content analysis as, "any technique for making inferences by objectively and systematically identifying specified characteristics of messages" (p. 14).

Content analysis enables researchers to sift through large volumes of data with relative ease in a systematic fashion (GAO, 1996). It can be a useful technique for allowing us to discover and describe the focus of individual, group, institutional, or social attention (Weber, 1990). It also allows inferences to be made which can then be corroborated using other methods of data collection (Stemler, 2001). Content analysis is also useful for examining trends and patterns in documents.

During this research we focused on the required competencies for teachers in formal education, primary, secondary and tertiary. The results are shown in the following section.

In some cases, we consider it better to quote exactly as we found the information because it was more representative that way, instead of going through the content analysis and reducing the scope.

4. Detailed Findings

Once we finished with the bibliographic research and had applied the content analysis, we found the following important points in the outcomes that should be addressed when training teachers with and to use technology. These points are categorized according to

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the country in which they are applied.

In the USA, we found that the ISTE NETS list and I quote exactly as in the page (http://cnets.iste.org/teachers/t_stands.html) the following standards for teacher competency in the use of technology:

1. **TECHNOLOGY OPERATIONS AND CONCEPTS.** *Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:*
 - demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education [Technology Standards for Students](#))
 - demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
2. **PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.** *Teachers plan and design effective learning environments and experiences supported by technology. Teachers:*
 - design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
 - apply current research on teaching and learning with technology when planning learning environments and experiences.
 - identify and locate technology resources and evaluate them for accuracy and suitability.
 - plan for the management of technology resources within the context of learning activities.
 - plan strategies to manage student learning in a technology-enhanced environment.
3. **TEACHING, LEARNING, AND THE CURRICULUM.** *Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. Teachers:*
 - facilitate technology-enhanced experiences that address content standards and student technology standards.
 - use technology to support learner-centered strategies that address the diverse needs of students.
 - apply technology to develop students' higher order skills and creativity.
 - manage student learning activities in a technology-enhanced environment.
4. **ASSESSMENT AND EVALUATION.** *Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:*
 - apply technology in assessing student learning of subject matter using a variety of assessment techniques.
 - use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
 - apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.
5. **PRODUCTIVITY AND PROFESSIONAL PRACTICE.** *Teachers use technology to enhance their productivity and professional practice. Teachers:*
 - use technology resources to engage in ongoing professional development and lifelong learning.

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- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
 - apply technology to increase productivity.
 - use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
6. **SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.** *Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:*
- model and teach legal and ethical practice related to technology use.
 - apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
 - identify and use technology resources that affirm diversity
 - promote safe and healthy use of technology resources.
 - facilitate equitable access to technology resources for all students.

Additionally, teachers should have the following components of knowledge:

- understands how to use various educational technological tools to access and manage information.
- understands how to integrate educational technology into classroom instruction.
- understands how to review and evaluate educational technologies to determine instructional value.
- understands the uses of instructional technology to address student needs.

Performance Indicators

- designs instruction to promote student skills in the use of educational technologies to access and manage information.
- uses a wide range of instructional technologies to enhance student learning and problem solving.
- uses technological advances in communication to enrich discourse in the classroom.
- uses appropriate educational technology to create and maintain data bases for monitoring student progress.

AUSTRALIA

(Pearson, 2003). 'Professional standards' are expressed in the following statements:

- determine students' learning needs in relation to the use of available information and communications technologies;
- select learning strategies and resources based on the use of information and communication technologies to cater for students' learning needs and styles;
- create learning experiences in which students actively use information and communication technologies to organise, research, interpret, analyse, communicate and represent knowledge;
- evaluate the effectiveness of teaching and learning approaches based on the use of information and communication technologies;
- use information and communication technology tools to access and manage

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information on student learning. (Education Queensland, 2002, p. 1)

In Western Australia, the *Competency Framework for Teachers* includes reference to the selection and use of learning technologies to enhance student learning. It is anticipated that a teacher in Phase 1 of the competency framework:

- applies personal knowledge to relevant learning areas in evaluating instructional resources and learning technologies ...;
- uses a range of instructional resources and learning technologies within and across learning experiences;
- encourages students to select and use appropriate instructional resources and learning technologies to enhance thinking and to further conceptual understanding (Martin, 2001, p. 26, referenced in Pearson, 2003)

and that a teacher in Phase 2 of the competency framework:

- implements learning experiences to promote the development of student skills in the use of educational technology to access, present and manage information;
- links use of technology with attainment of planned learning outcomes;
- provides opportunities for students to use technology for a variety of purposes: for example, to support inquiry, advance communication, extend access to resources, [and] encourage expression of ideas;
- ensures students have equitable access to educational technology;
- adjusts use of technology to cater for diversity in learning styles and needs. (Martin, 2001, p. 26, referenced in Pearson, 2003)

MÉXICO

Primary and Secondary school teachers should be able to (PRONAP & UNESCO Document):

- be competent in a variety of software and technological tools appropriated to the topic they teach and the students' age.
- assess the software and technological tools relevance to the topic they teach and their potential to be used in class.
- use the computers in a constructive way and to prepare and utilize work plans that incorporate the use of technology
- evaluate the different modes of technology use and how these can produce changes in the very nature of the teaching and learning process,
- use ICT to teach the whole class
- use and include ICT to plan the lesson and how to select and organize the resources in a correct line.
- Assess the student's work with technology.

Bangkok

A technically competent teacher is able to:

- Operate computers and use basic software for word processing, spreadsheets,

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email, etc

- Evaluate and use computers and related ICT tools for instruction
- Apply current instructional principles, research, and appropriate assessment practices to the use of ICTs
- Evaluate educational software
- Create effective computer-based presentations
- Search the Internet for resources
- Integrate ICT tools into student learning activities across the curriculum
- Create multimedia documents to support instruction
- Create hypertext documents to support instruction
- Demonstrate knowledge of ethics and equity issues related to technology
- Keep up-to-date as far as educational technology is concerned

5. Conclusions and Recommendations

Despite all advances in teacher training and common goals to use technology there is a clear need for countries in the APEC community to formulate their basic standards/benchmarks and ICT competencies for teachers, managers and students that can serve as basis for developing teacher training programmes on ICT. Another possibility is full integration of technology throughout the teacher education programme. This approach differs from the integrated technology component in that instructional technology is embedded in all courses of teacher education majors, including general education, content area, methods, etc.

Best practices and lessons learned in teacher training/professional development on ICT should be documented in a more in-depth manner, as it is more cost-effective and wiser to learn from other countries' experiences which have pioneered in this area and have accumulated lessons learned rather than start from zero.

To enable countries to learn from each other, especially the less technologically advanced countries learning from those more developed, attachments and study visits should be considered as one effective training modality because:
(http://college.hmco.com/education/mehlinger/tech_and_teach_ed/1e/instructors/chapters/ch03/#standalone)

- Provides a good overview of the technology skills that need to be developed
- Provides an opportunity to practice technology skills
- Faculty in subsequent courses know what technology skills students have

Additionally, experiences with computer assisted instruction and distance education as a technology component can provide students with exposure to technology, model appropriate uses of technology for instructional purposes, and provide students with the opportunity to practice and refine their use of technology. Although these tools may not be useful on their own to ensure that students know how to use technology, they can be part of a successful technology integration approach.

However, before we could propose and introduce any new model for teacher training or for introduction of technology with classrooms, we should consider that some medullar changes have to be made in order for it to success. Some of them are:

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- Governance (policies, examination, management)
- Infrastructure (physical equipment, software, architecture of classrooms)
- Applications (curriculum uses)
- People (skills, training and development programmes)

In the APEC community there have been several attempts to integrate technology in teacher training and to establish common goals, some of them are (Sadiman, 2004):

- A Master Plan for ICT in Primary and Secondary Education was developed in 2000. It includes providing professional skills development for students and teachers and development of physical and technological infrastructure to support ICT development (Brunai).
- Localized teacher training based at the school or school cluster;
- Since 1995 conduct primary school in-service teacher training by distance, under Distance Learning Education Project (Cambodia)
- Conduct in-service training based on cluster school (Laos)
- Use of Distance Learning approach and ICT in delivering the program;
- Promote the use of ICT as an integral part of T-L in the classroom (Indonesia)
- 4 Over-arching initiatives:
 1. The MSC Project
 2. The National Information Technology
 3. Agenda
 4. The K-Economy Master Plan
 5. The skilled HRD Plan
- Integrate the use of ICT in teacher training programmes (Malasya)
- Conduct ICT projects in schools (Smart School, Computers in Education Project)
- Computerisation Programmes for primary and secondary schools

In assuming their new roles in the model that introduces technology, teachers are expected to upgrade their knowledge and acquire new skills in the following areas (Unesco Bangkok, <http://www.unescobkk.org/index.php?id=1683>):

- Pedagogy - Teachers need new pedagogical skills so they can take full advantage of the potential of technology to enhance student learning. The use of questioning strategies is an essential component of developing an inquiry-based classroom where a structured discussion raises basic issues, probes beneath the surface of things, and pursues problematic areas of thought.
- Curriculum development - Teachers need coaching in how to develop an appropriate, effective curriculum that enables students to construct meaning, develop new knowledge, and communicate understanding.
- Full integration into curriculum - Teachers need strategies to meaningfully integrate technology into the curriculum. Technology must be considered as a learning tool, not merely treated as a subject area in itself. In particular, teachers need long-term skills and strategies for using technology to support their curriculum, student outcomes, and student learning goals.
- Staff development - Activities that simply provide skills in using particular software applications, for instance, showed little impact on students' classroom learning. Ultimate student success depends on teachers using technology to

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support sophisticated, hands-on/minds-on, multidisciplinary learning projects. These projects must be tightly linked to overall strategic goals and to contents standards.

- Support system - Teachers need a system of support at various levels - region, district, and school - for integrating technology and overcoming their isolation as they grapple with new and unfamiliar approaches to teaching and tools for learning. They also need real-time technical support in resolving problems related to hardware, software, and computer networks; problems that often interfere with or even derail the learning of both teachers and students.
- Introduce applications that provide clear benefits for pupils and teachers and not simply on how to use the technology - this will create interest and an incentive to learn.
- Encourage a broadening awareness of a wide range of ICT resources with less emphasis on word processing and more on resources which are currently underused such as the Internet, e-mail, and video-conferencing.
- Promulgate the idea of ICTs as tools for lifelong learning for teachers as well as their students.
- Promote information literacy as well as ICT literacy - by focusing on the content of ICT and not only on the technology, will teachers become more aware of the value and benefits of ICT to themselves and their pupils.
- Consider the types of ICT resources available to teachers in school - training in the use of ICT resources before they are available will result in demotivation.
- Enable teachers to work with a range of computers and operating systems; despite the fact that some authorities are moving towards a more coordinated approach in terms of hardware, teachers still need to be able to transfer their skills between different types of computer.
- Encourage teachers to reflect on and make decision about their own ICT development needs on an ongoing basis. This will ensure more involvement and ownership and greater integration of ICT within the teaching and learning process.
- Flexible training and development opportunities by allowing choice and guidance where appropriate for teachers who are at different stages of ICT literacy, who teach different levels and curricula, and who are at different stages in their own career progression.

When considering all the recommendations, we should avoid to fall in the misconception that ICT is the means, when it is really only a tools to reach our objectives and what should direct learning is Education, not technology, because this can cause over expectations on the tools and may reduce their effectiveness and efficiency, and of course, it is indispensable to keep in mind that it is Human ware who will make the difference in teaching with technology, not the hardware, not the software. In this long path we have to keep in touch with the human part of technology, the students, teachers, managers and all the staff that participates in creating a new model of education.

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