

ERASMUS+ COURSE: ICTs for Technology Literacy, Knowledge Deepening and Knowledge Creation

AUDIENCE: Teacher training and edtech technical knowledge for knowledge deepening, knowledge creation and ICT literacy

VENUE: Barcelona, Spain, partnering with the Catalonia College of Arts, Letters and Sciences,

Bring your school administrators, teachers and edtech team to learn the latest technologies for collaborative experiential learning in primary and secondary classrooms and transform learning that imparts Knowledge Economy skills while meeting international standards for technology literacy, knowledge deepening and knowledge creation.

Objectives of the Course and Learning Outcomes:

- * To understand the concepts behind UNESCO's Informational and Communication Technologies (ICT) Competency Framework for Teaching (CFT) for knowledge deepening, knowledge creation and ICT literacy;
- * To use knowledge-building pedagogy and methodologies in the classrooms especially around phenomenon learning and/or teaching by topic;
- * To implement edtech knowledgeware (Knowledge Forum) electronic workspace accessed via the Internet or hosted on a local server;
- * To join an international network of teachers, administrators and technicians in a Community of Practice to share knowledge, experiences and best practice;
- * To explore rethinking education through OECD's innovative classrooms.

Participants will learn the basic principles of Knowledge Building, an alternative method around idea that takes a multi-disciplinary approach to learning and teaching. Course participants will become more familiar with the benefits for their students of this type of pedagogy for 21st Century learning and teaching. Time will be spent on learning how to implement the Knowledge Forum electronic workspace and incorporate assessment tools and how to manage small group learning tasks. Technical visits include job shadowing at local primary and secondary schools that have successfully implemented the model in their classrooms. Upon completion of the training, participants will return to their country of origin with a complete ecosystem that can be implemented in their own classrooms

All participants will become members of an international Community of Practice to nurture further relationship-building among colleagues. This space will facilitate communication and mentoring while allowing access to resources and best practice.

Languages of Instruction: English, Spanish, Catalan, French, Portuguese

Course Provider: Global Skills Network

Full legal name of the organization: Global Skills Network, S.L.

PIC Number: 936464385

VAT Number: CIF/TAX ID B66955006

Type of organisation: SME – Hosting organization

Legal Status: Private (PR)

Commercial orientation: S.L.

Size (staff): S1

Legal Representative: Ms. Montserrat Gonzalez, Director

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Is the partner organisation a public body? No

Is the partner organisation a non-profit? No

About UNESCO's Information & Communication Technologies Competency Framework for Teaching - ICT CFT



Governments and practitioners in the education sector alike recognize that information and communication technology (ICT) can play an important role in supporting educational improvement and reform.

To be successful in today's information-rich and knowledge-based societies, students **and** teachers must utilize technology effectively and develop ICT skills. Bringing ICT into the classroom serves to:

- Help students develop the skills necessary to live and work successfully in the 21st century;
- Support teachers to improve students' classroom learning experiences with interactive and dynamic ICT-based resources.

One of the challenges in incorporating a technology element in education has been to ensure that teachers have developed the appropriate ICT knowledge. Similarly, curriculum and training providers lacked a clear set of internationally-recognized guidelines on what constitutes appropriate ICT professional development for educators.

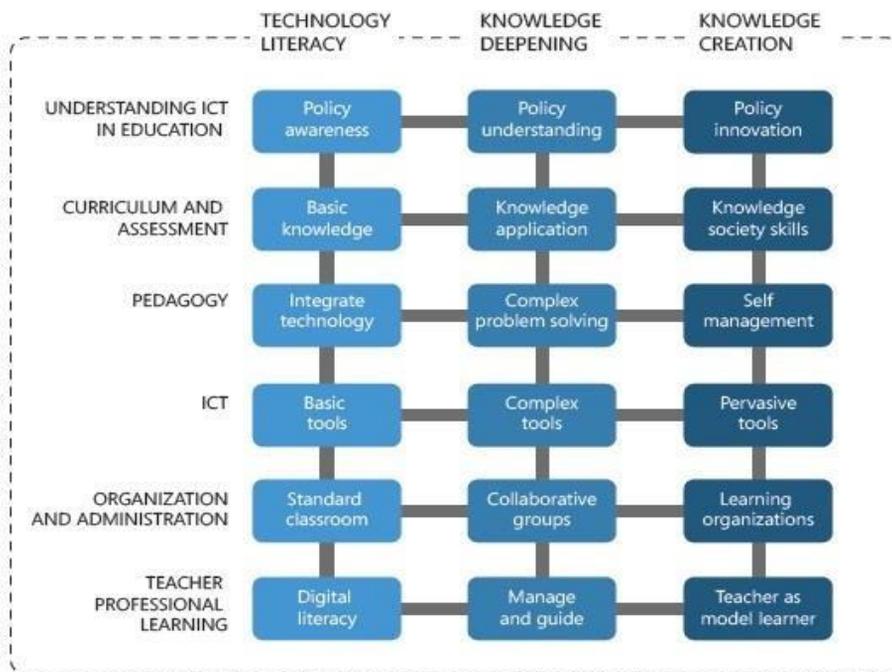
Competencies for Incorporating ICT into the Classroom

To address these challenges, the United Nations Educational, Scientific and Cultural Organization (UNESCO) teamed up with Cisco, Intel and Microsoft, as well as the International Society for Technology in Education and the University of Virginia, to develop the ICT Competency Framework for Teachers (ICT-CFT) project.

Launched in 2008 after five years of research, **UNESCO's ICT-CFT** provides guidance for Ministries of Education, educators, and curriculum and training providers on how to improve teaching through the use of ICTs. The ICT-CFT will be available in English, Spanish, French, Portuguese, and Russian, and is being used by many practitioners to define and reform their offerings, including:

- Policy Framework that explains the rationale, structure and approach of the ICT-CFT project;
- Competency Framework Modules that explain how three stages of educational development can be mapped against six aspects of a teacher's work to create a framework of teacher competencies modules;
- Implementation Guidelines that provide detailed specifications for each module.

The **UNESCO ICT-CFT** was built to support local governments and public and private sector organizations to create content, execution frameworks and measurement of teacher competencies as part of a comprehensive approach to education reform.



“Education is crucial in building inclusive knowledge societies and improving understanding and use of technology. The ICT Competency Framework for Teachers enables educators, learners and their communities to advance the proliferation of ICT skills for the next generation. We are proud of our partnership with private sector technology partners to develop this framework which supports teachers as they incorporate ICT into their teaching methodologies and classrooms.”

Janis Karklins, UNESCO Assistant Director General for Communication and Information.

The ICT-CFT framework is arranged in three different approaches to teaching, corresponding to the successive stages of a teacher’s development: **technology literacy, knowledge deepening, and knowledge creation**. It includes six components of an educational system – policy, curriculum, pedagogy, ICT, organization, and teacher training.

Application and deployment of ICT-CFT

To address the issue of quality assurance, UNESCO is providing assistance in the deployment of the ICT-CFT at different levels:

- Strengthening the national capacity to localize and further develop ICT-CFT standards,
- Capacity building for public teacher training institutions in adapting curriculum and improving the capacity of teacher educators, and
- Capacity building for examination developers and examiners.

Awareness-raising and training of UNESCO field staff on the ICT-CFT will be a key component of this strategy.

Each of the matrix cells constitutes a module in the framework. Within each of these modules, there are specific curricular goals and teacher skills.

While **UNESCO’s ICT-CFT** specifies the competencies needed to bring ICT into education, it remains up to governments, education systems, non-governmental organizations and private providers to deliver the curriculum and training programs that align with these competencies. Some examples of how the ICT CFT has been adapted include: ICDL for Teachers program, Cambridge University’s ICT Certification offerings, Cisco’s Networking Academy instructor training, Intel’s Teach Program Curriculum, Microsoft’s Digital Literacy and Learning curricula, and others.

Providers interested in participating in **UNESCO’s ICT-CFT** Framework are allowed considerable flexibility in their implementation.



ABOUT UNESCO

The United Nations Educational, Scientific and Cultural Organization (UNESCO) - is the UN agency responsible for the promotion of international cooperation in the fields of education, science, culture and communication. UNESCO functions as a laboratory of ideas and standard setter to forge universal agreements on emerging development and ethical issues. It also serves as a clearinghouse for the dissemination and sharing of information and knowledge, while helping Member States build their human and institutional capacities. www.unesco.org.



ICT Competency Standards for Teachers: Implementation Guidelines

Implementation guidelines providing a detailed syllabus of the specific skills to be acquired by teachers within each skill set or module.

Download at <http://unesdoc.unesco.org/images/0015/001562/156207e.pdf>



ICT Competency Standards for Teachers: Competency Standards Modules

While the ICT-CFT specifies the competencies needed to bring ICT into education, it remains up to approved governmental, non-governmental, and private providers to deliver the curriculum and training programs that align with these competencies. The ICT Competency Standards for Teachers have been designed by UNESCO and its partners to help educational policy-makers and curriculum developers identify the skills teachers need to harness technology in the service of education. Download at <http://unesdoc.unesco.org/images/0015/001562/156209E.pdf>



ICT Competency Standards for Teachers: Policy Framework

The document explains the policy framework, with the rationale, structure and approach of the ICT CFT project.

Download at <http://unesdoc.unesco.org/images/0015/001562/156210E.pdf>