



COMMONWEALTH *of* LEARNING

Pacific Partnership for Open, Flexible and Distance Learning: Two Case Studies

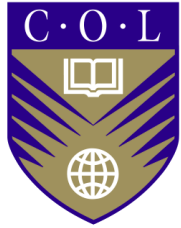
Ms Terry Neal: ES Technical and Vocational Skills Development

Dr Tony Mays: ES Open Schooling

Dr Betty Ogange: ES Teacher Education

NZVET Research Forum

September 09, 2021

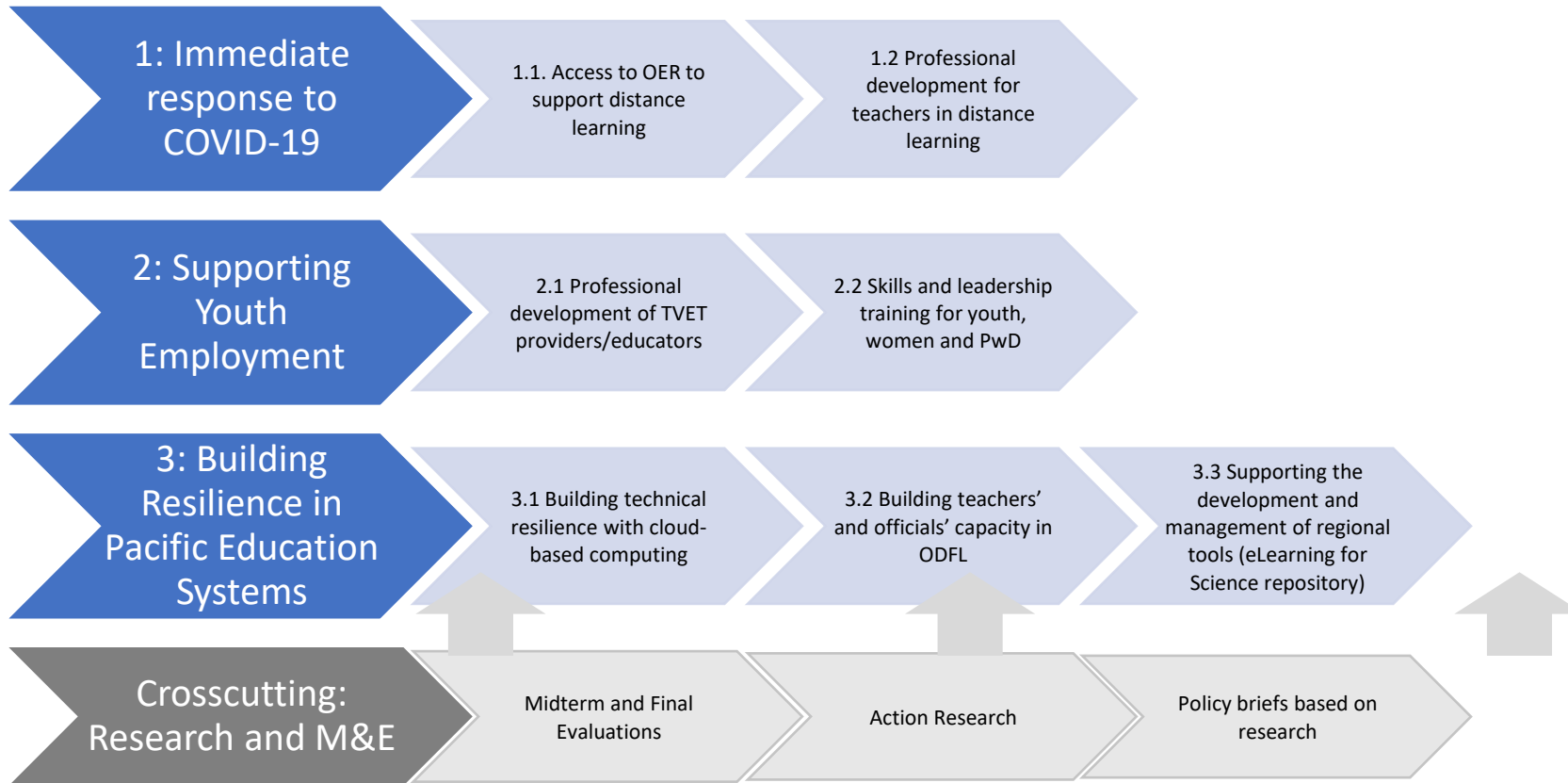


COMMONWEALTH *of* LEARNING



To help Commonwealth governments and institutions use distance and open learning for sustainable livelihoods

WORKSTREAMS & PROJECTS





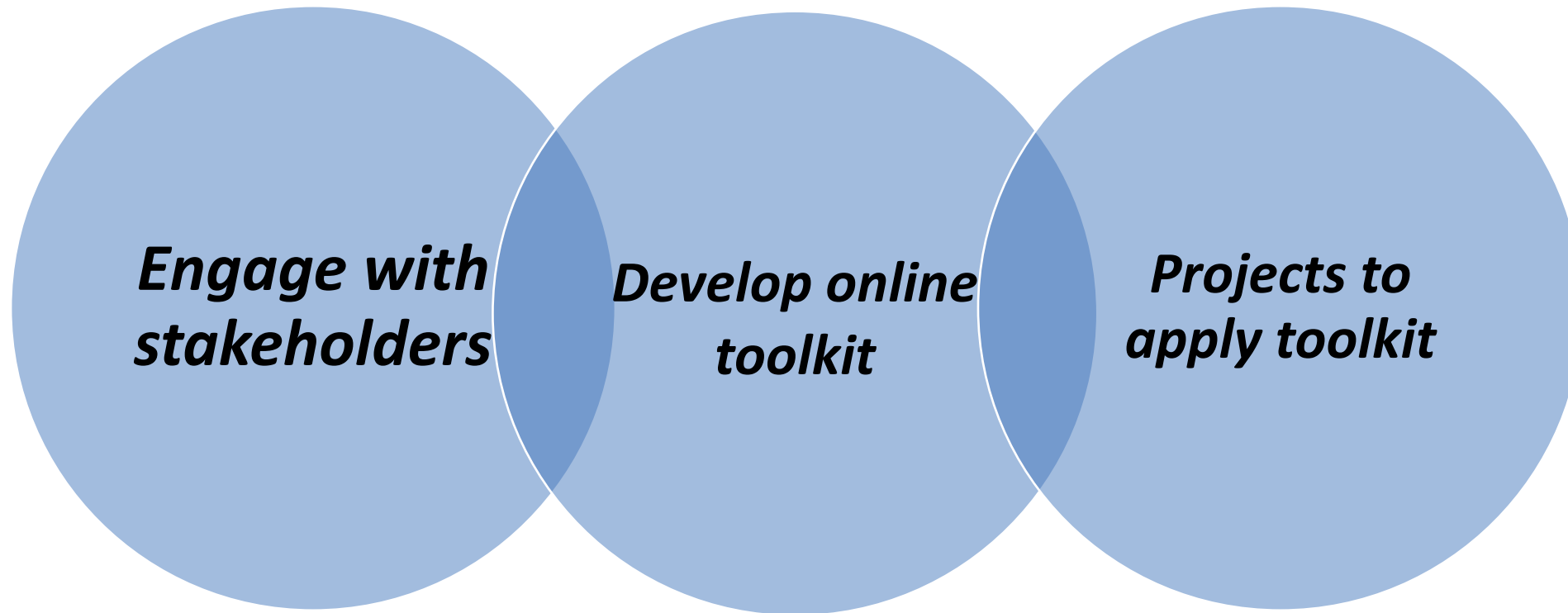
COMMONWEALTH *of* LEARNING

TVET Professional Development Toolkit: COL's experience and approach in participatory design

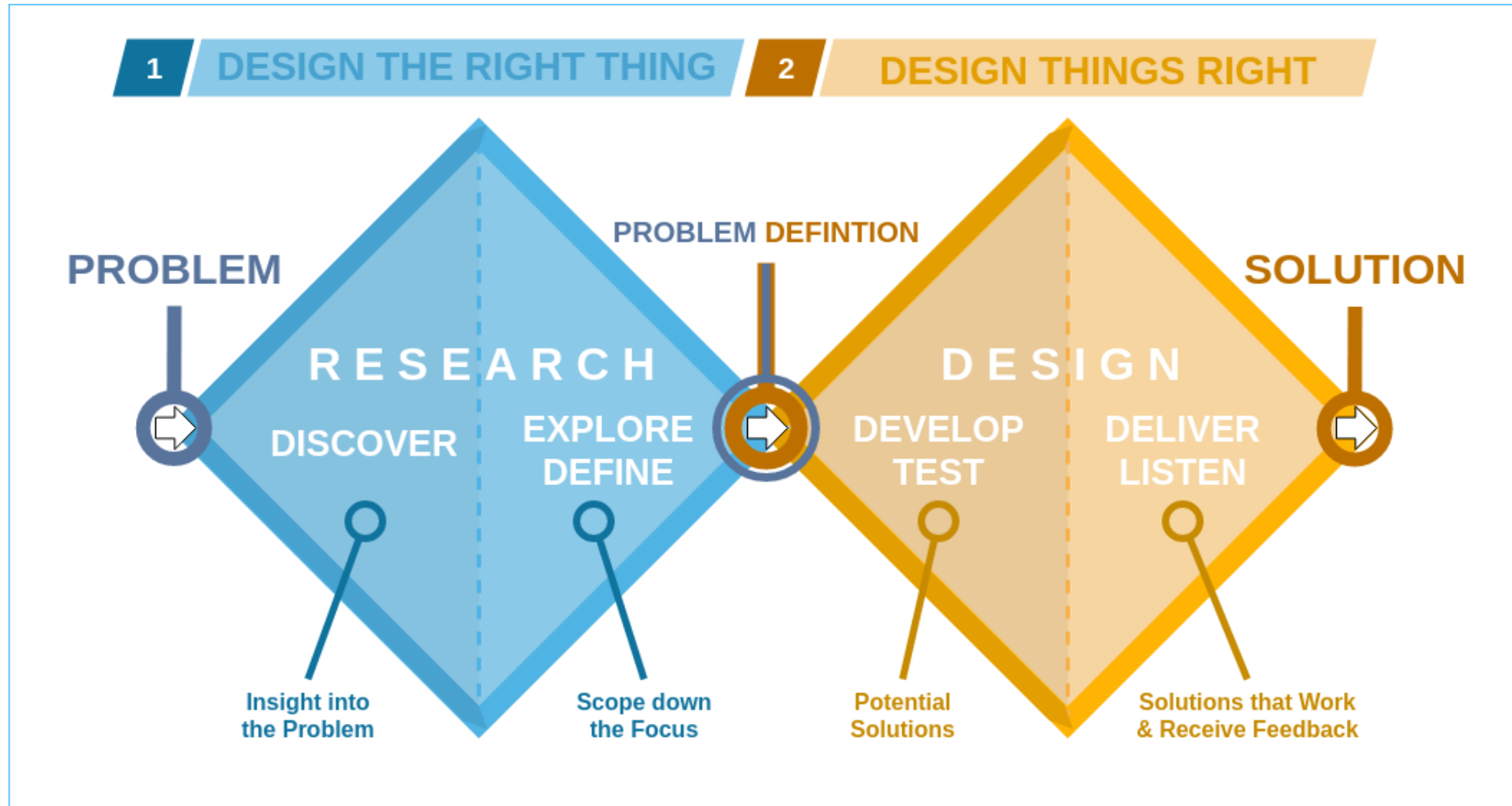
Ms Terry Neal: ES Technical and Vocational
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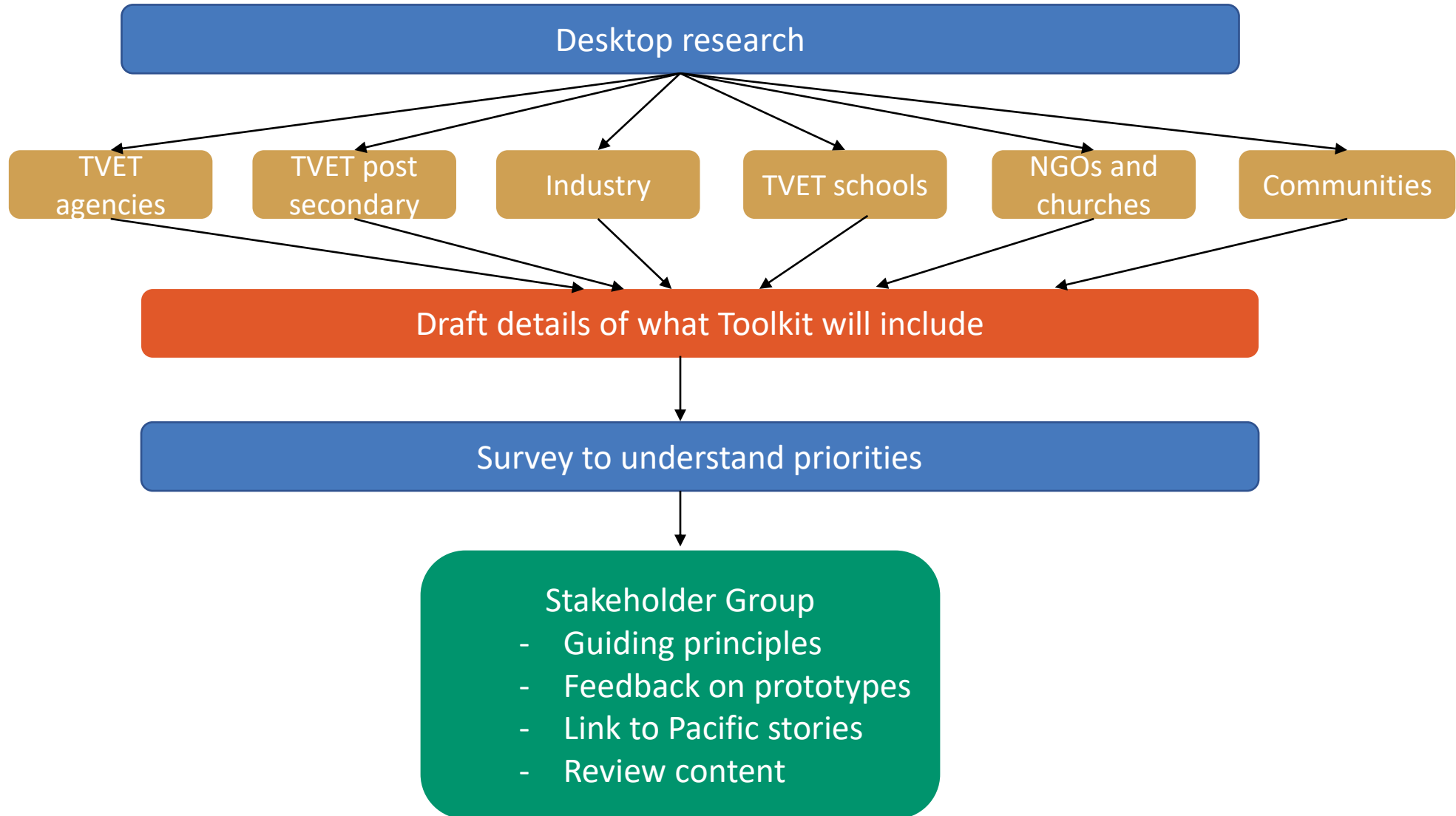
TVET Professional Development



Double diamond process



In practice



Research - Discover

- Three priority audiences
 - TVET teachers and trainers
 - TVET institution managers
 - Employers who train and employ TVET learners
- Six key problem statements
 - Lack of financial resources
 - Lack of TVET teaching resources
 - Challenges implementing competency-based learning and assessment
 - Lack of professional development opportunities for TVET trainers and teachers
 - Lack of clear pathways into and through TVET
 - Stereotypes related to TVET



Research – Explore and Define

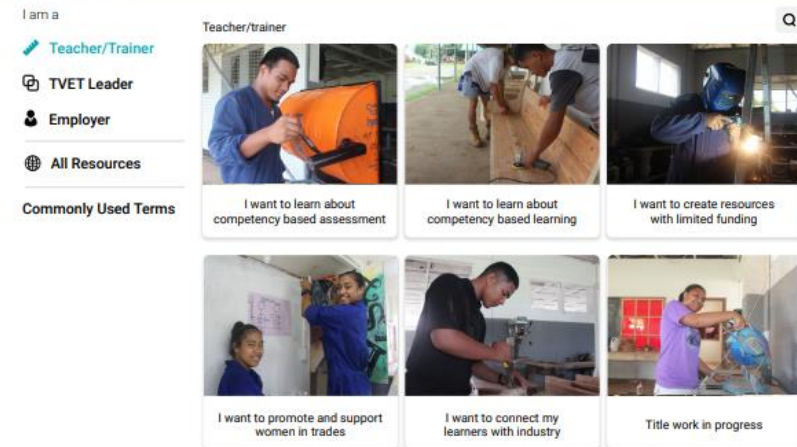
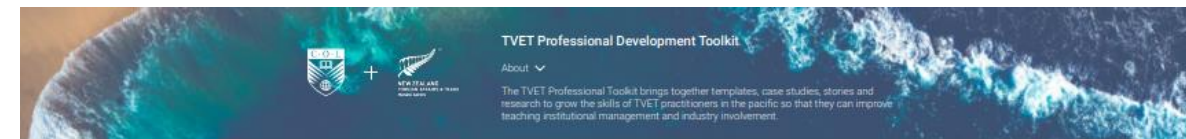
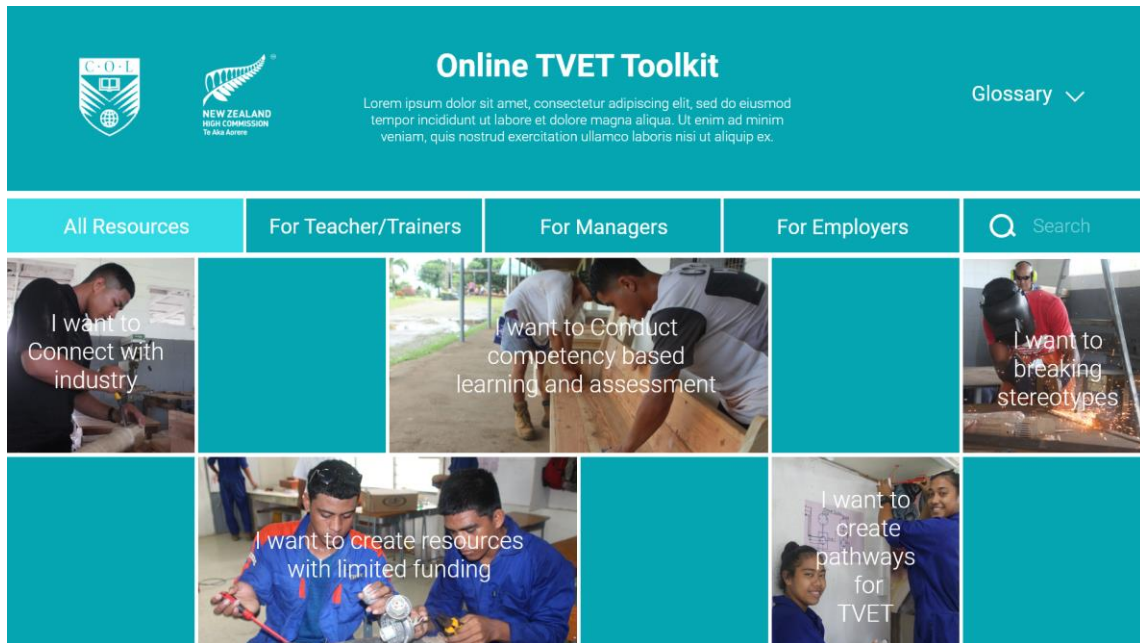
Guiding principles



Research – Define Priorities

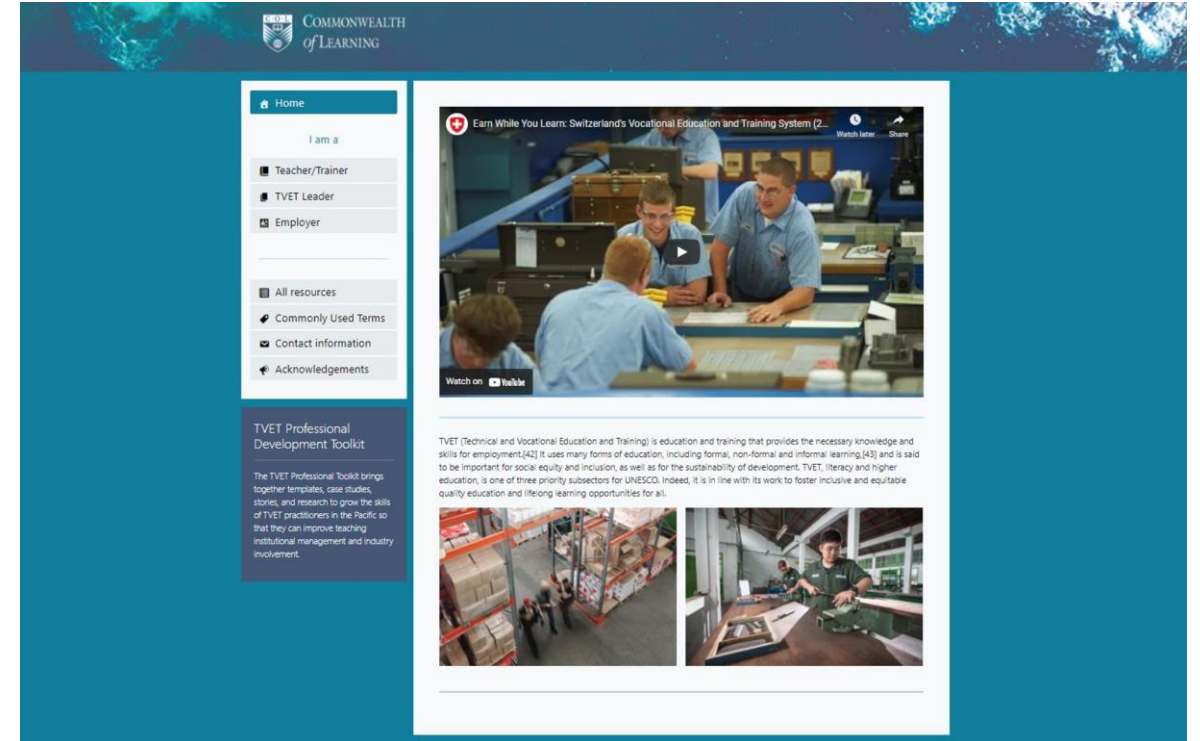
	TVET teachers and trainers	TVET institution managers	Employers of TVET learners
Higher	<ul style="list-style-type: none">• Competency based learning and assessment• Working with limited resources• Industry connection• Teaching practical skills	<ul style="list-style-type: none">• Better professional development for staff• Stronger links to industry and workplace learning• Promote benefits of TVET to parents and community	<ul style="list-style-type: none">• Stronger links to TVET institutions• Effective workplace learning• Support learners to find work after training• Promote benefits of TVET to parents and community
Lower	<ul style="list-style-type: none">• Teaching industry relevant skills• Teaching online	<ul style="list-style-type: none">• Address gender stereotypes in TVET	<ul style="list-style-type: none">• Address gender stereotypes in TVET

Design – Develop and Test



Design – Develop and Test

- Develop using guiding principles
- Finding local videos and stories has had its challenges
- Stakeholder group feedback
- Support TVET practitioners to use through projects
- Improve iteratively



The screenshot displays the Commonwealth of Learning website interface. At the top, the logo and name 'COMMONWEALTH of LEARNING' are visible. Below the header is a navigation menu with options: Home, I am a (Teacher/Trainer, TVET Leader, Employer), All resources, Commonly Used Terms, Contact information, and Acknowledgements. The main content area features a video player titled 'Earn While You Learn: Switzerland's Vocational Education and Training System (2...'. Below the video player, there is a text block defining TVET (Technical and Vocational Education and Training) as education and training that provides the necessary knowledge and skills for employment, and a small image gallery showing various vocational training environments.



COMMONWEALTH *of* LEARNING

Skilling Teachers in the Pacific to Teach Online: COL's experience and approach in scalable training

Dr Tony Mays: ES Open Schooling

Dr Betty Ogange: ES Teacher Education

NZVET Research Forum

September 09, 2021

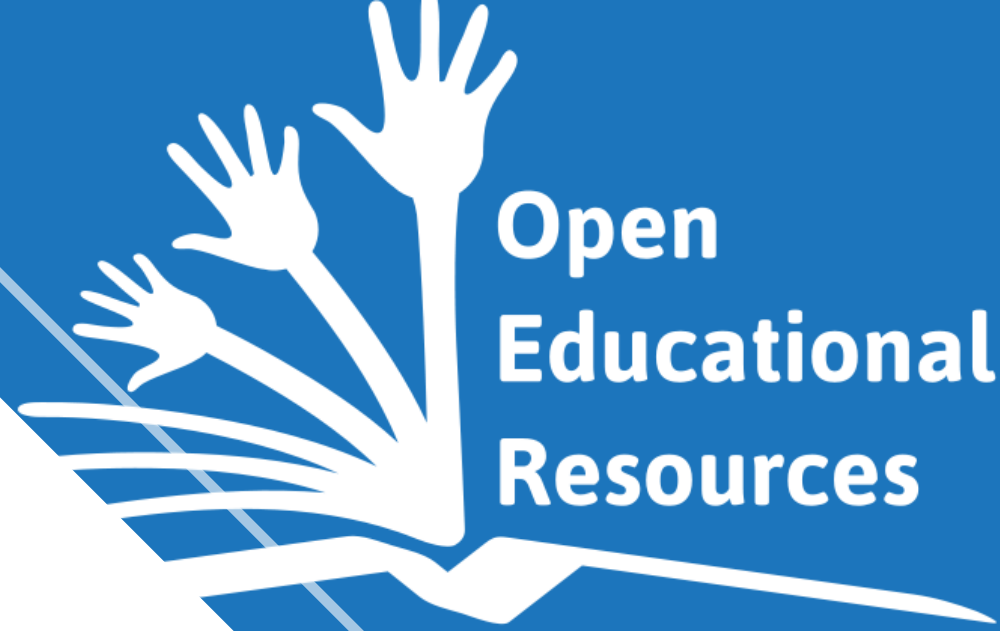


Using Open Educational Resources for Online Learning: An Introduction

Commonwealth of Learning



Annette: Vanuatu Teacher by Connor Ashleigh for AusAID CC-BY 2.0



Open Educational Resources

OER Global Logo by Jonathas Mello is licensed under CC-BY 3.0

What did the short course explore?



Students from Fasi Moi Afi Government primary school by Connor Ashleigh is licensed under CC BY





Film camera by Andrew McLaren is licensed under CC BY 4.0

Why use a MOOC?

**Using
Open Educational Resources
for Online Learning:
An Introduction**

Starting May 15, 2020

 **COMMONWEALTH of LEARNING**
Learning for Sustainable Development

 **PACFOLD learn**
*Public Center for
Flexible & Open Learning
for Professionals*

 Using Open Educational Resources for Online Learning - 3
Users Online : 1

Dear participant We apologise for the delay in certification

- ▶ Week 0
- ▼ Week 1
 - Introduction
 - ▶ Introduction 02:13
 - Unit 1: Developing learning activities
 - ▶ Unit 1 05:50 
- ▼ Week 2
 - Unit 2: Selecting and integrating OER in the learning activities
 - ▶ Selecting and integrating OER in the learning ac... 07:35 
 - ▶ Assignment Due on: 14/7/2021 03:30
- ▼ Week 3

Course Home
Announcements
Resources
Forums
Hangout
My Profile
Logout
Help
Feedback

Select Language
English

powered by 



Teacher professional development and curriculum: Enhancing teacher professionalism in Africa

Yusuf Sayed & Eva Bulgrin
June 2020



Education International
Internationale de l'Éducation
Internacional de la Educación
Bildungsinternational

Underpinning approach: learning through professional sharing

A new approach to professional development is needed – one which conceives of development as “learning”. Framing professional development as learning privileges the idea of teachers as members of a profession worthily engaged in continuous development of skills and knowledge throughout their professional career. This frames development as within the agency of teachers who not only identify what they need, but also what is appropriate to their own learning (Sayed and Bulgrin, 2020, p. v).

What was involved?

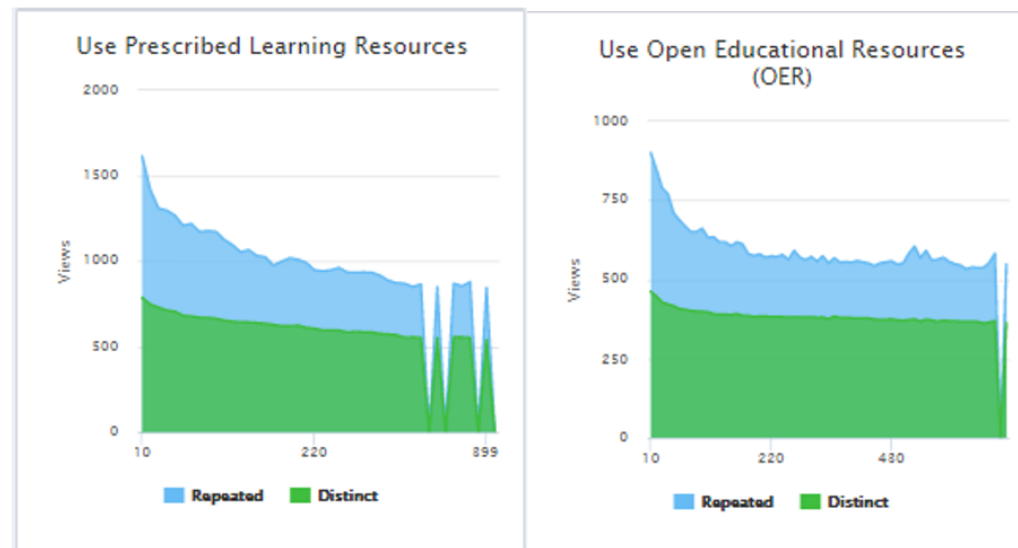
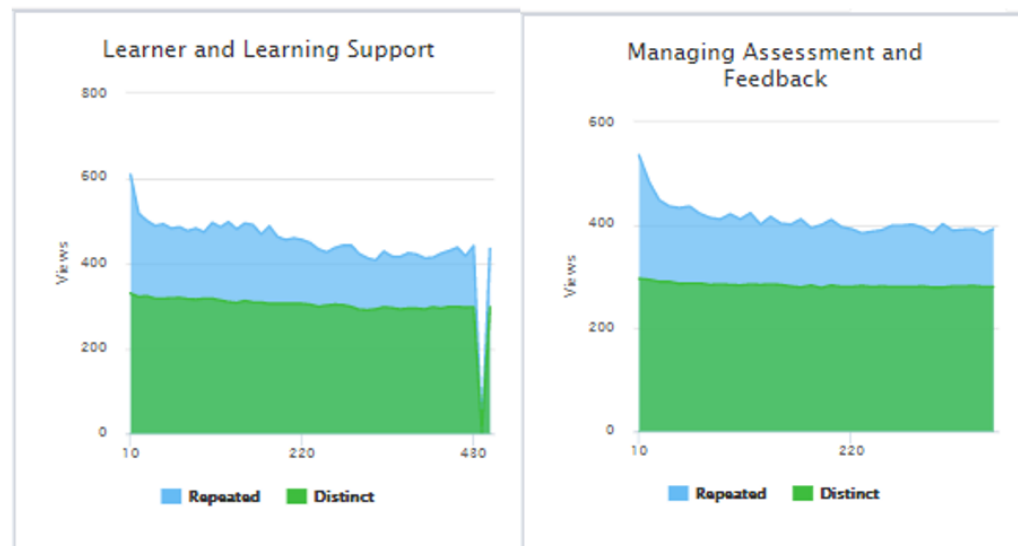


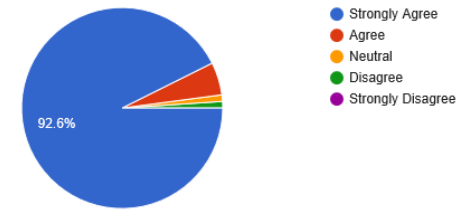
Figure 5: Interaction with Units 1 and 2



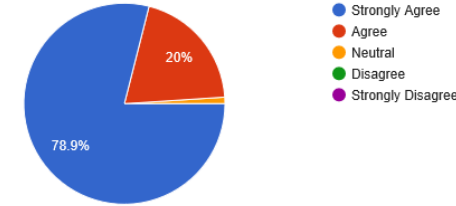
How did we evaluate impact?

- Pragmatic: action and change (Goldkuhl, 2012)
- In platform data analytics
- Surveys: pre-, mid-, end-
- Teachers' guided reflections
- Forum postings
- Review of artefacts created and shared
- Unsolicited emails

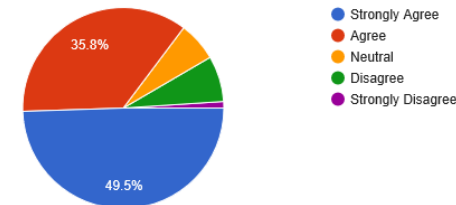
Statement 1: Education is a human right. Of 95 respondents, 92.6% strongly agreed.



Statement 2: Technology can enhance the teaching-learning process. Of 95 respondents, 78.9% strongly agreed and a further 20% agreed.



Statement 3: Teaching is about getting the learners to simply understand the subject matter content. Of 95 respondents, 49.5% strongly agreed and 35.8% agreed.



Statement 4: Education resources developed with public funds should be available cost free. Of 95 respondents, 67.4% strongly agreed and 28.4% agreed.

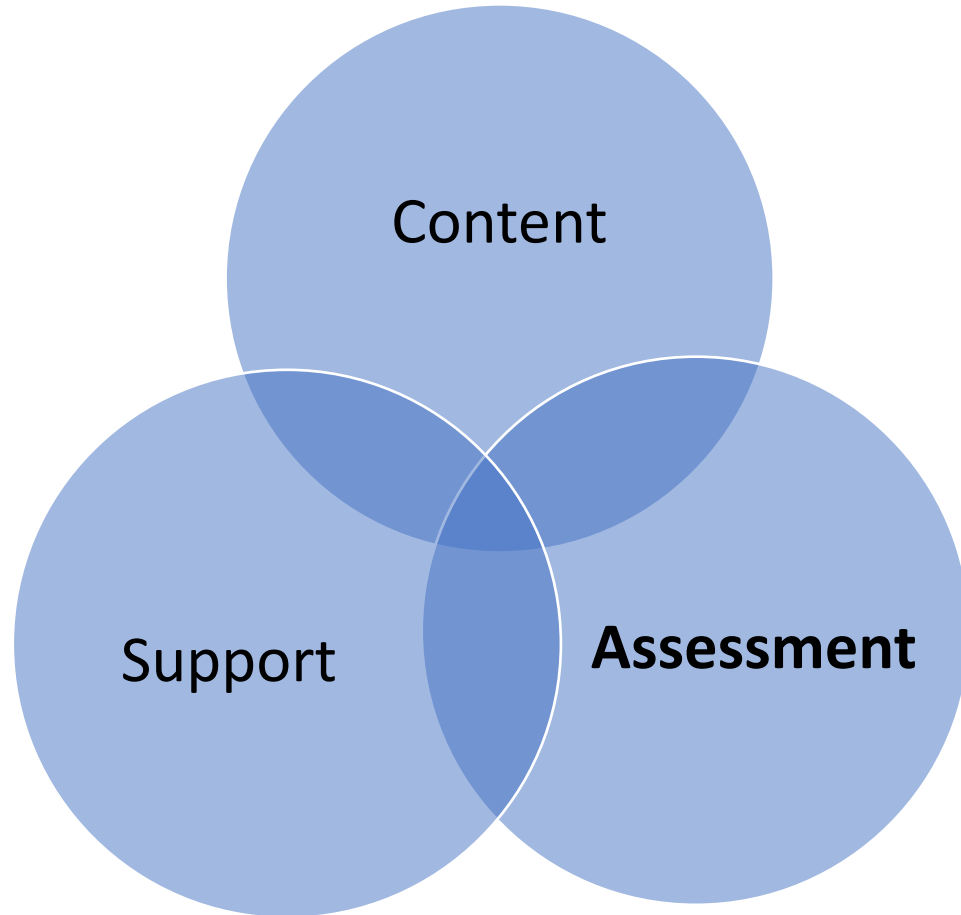


What did we find?

- The best decision that I took in 2020 was to take this course. It has been so fulfilling and enjoyable. I have started to use all the skills learnt in preparing my worksheets and using OER wisely, ensuring that it is not copied but open for use.
- ~ *Mrs. Nazmeen Raju, Teacher Educator, Sabeto College, FIJI*
- OER is something that I hadn't heard of before the course and the resources we used were mostly plagiarized. However, being exposed to OER for online learning course, has taught me how to find relevant resources that can be reused, remixed etc without infringing copyright law.
- ~ *Manasa Naeqe, Science Teacher, FIJI*
- I am now more knowledgeable in searching for OER and its correct use for my courses, especially for supplementary items in my assessment books and exam writing like graphs, maps, images, drawings, articles, among other things.
- ~ *Geraldine Cabañero, Teacher, PAPUA NEW GUINEA*



Key message



- There are many factors which impact on teaching remotely/online at a distance.
- At the core is ensuring:
 - Teachers and learners have access to appropriate content (units 1 and 2)
 - Learners have a variety of ways to access learning support (Unit 3)
 - Assessment is designed to encourage learning and the feedback provided is both quick and constructive (Unit 4)

How did we respond to feedback from participants?

- Formal review by OERF
- Regional mentors
- Updated version flighted June/July 2021;
- But retained focus on collaboration and sharing; in many ways the content of the course is constructed by the learners themselves




Initial response to new version

...

- Fiji: I am glad I joined this course. I was just browsing through our education website here in Fiji FEMIS and I came across this course which was suggested by them. Out of curiosity and trying to adapt from a classroom based teacher to an online teacher which I think will be the new norm now, I wanted to upgrade my internet skills and finding resources online. Today IO learnt about the CCs copyright and I've never been taught that at University 18 years ago when I achieved my degree and 5 years ago for post grad. We have just been taught to always acknowledge in the bibliography section but did not go into further details on copyright.

Future plans

- 6-month follow up on impact on practice
- New course *Digital Skills for OER Sharing*: OER Foundation
 - The course will be facilitated online by the Pacific's UNESCO Chair in OER from 15 Sept to 8 Oct, 2021. Thereafter, the content will remain freely available for self-paced learning
- In development: *Communication Skills for ODFL*
- Planned: *Assessment skills for ODFL*



The banner features logos for the Commonwealth of Learning, New Zealand Foreign Affairs & Trade, and PACFOLD learn (Pacific Centre for Flexible & Open Learning for Development). The title 'Digital Skills for OER Sharing' is prominently displayed in white text on a blue background with a blurred image of people working.

Course description

This course helps teachers to improve their digital skills using Free and Open Source Software to develop teaching materials for their classroom and share these as Open Educational Resources (OER). The course is particularly suited for teachers in the Pacific Region but will be of benefit to any developing country context. It will run over 3 weeks. It will require 3-5 hours of time each week. Participants will learn from readings, videos as well as discussions with fellow teachers and mentors. A Certificate of Completion will be given to those who complete all the tasks in the course.

Course details

This is a hands-on, activity-based course in which teachers will complete:

- Enabling activities covering: what constitutes an OER, Creative Commons licensing, attribution, and remix compatibility.
- Four digital skills learning challenges to develop teaching resources for use in the classroom:
 - Open image challenge
 - Vector chart or diagram remix challenge
 - Static audio graphic remix challenge
 - Lesson plan challenge

Dates

The course will be facilitated online by the Pacific's UNESCO Chair in OER from 15 Sept to 8 Oct, 2021. Thereafter, the content will remain freely available for self-paced learning.

Learning outcomes

In this short online course teachers will:

- Discuss and reflect on why open matters in education with Pacific teachers
- Review what constitutes an Open Educational Resource (OER)
- Apply knowledge of the six Creative Commons open licenses including legal remix compatibility for derivative works and requirements for attribution.
- Search for openly licensed images and audio for reuse.
- Gain hands-on experience in using Free and Open Source Software packages to remix content, images and produce audio graphics for use in your classroom.

Course summary

No of Challenges/Digital Badges: 6
Length of the Course: 3 Weeks
Workload: 3-5 hours per week
Language: English
Level: Introductory – Basic Computer Skills and access to the internet required
Prerequisites: None

Certification

Participants who successfully achieve the six digital badges for the DS4OERS course will receive a PDF Certificate of Completion.

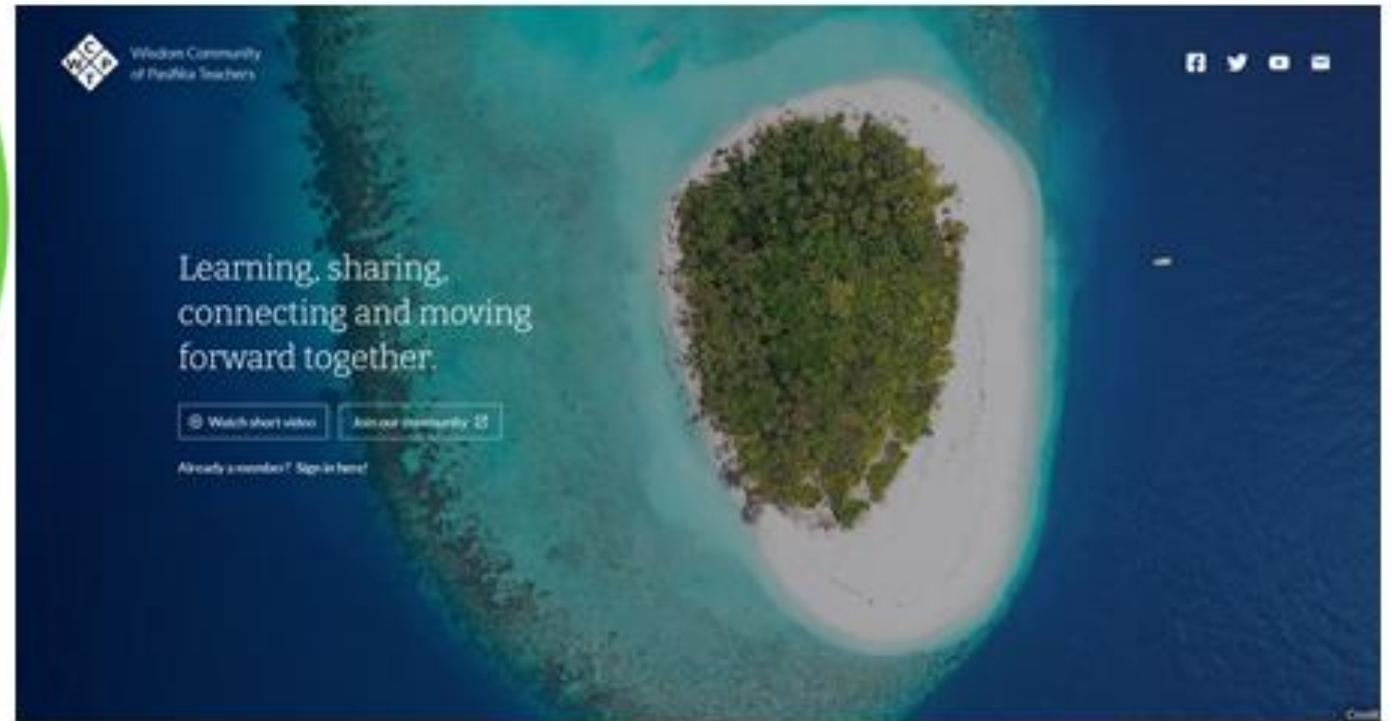
Registration

To register, please go to: <https://oer.nz/ds4oers21>

BTW, I've started a CoP for Pasifika teachers, I posted the info, did u see it?



Figure 3. WisCom Framework.



Source: Created by Casey Frechette for Gunawardena, Frechette, & Layne (2019).
<https://jl4d.org/index.php/ej4d/article/view/403/453>

<https://www.pasifikateachers.org>

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Thank You



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