



Life **Crown** Holdings LTD

— *making life simple* —

INTEGRATION OF ICT IN TEACHING AND LEARNING

eLearning Tailored trainings for Schools



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Our training manual is developed by crossing the three approaches to teaching based on human capacity development - Technology literacy, Knowledge deepening, and Knowledge creation, with the six aspects of a teacher's work (understanding ICT in education curriculum assessment, pedagogy, ICT, organization and administration and teacher professional learning) which is a framework of 9 modules created based on the UNESCO ICT-Conceptual Framework for Teaching as illustrated below;

THE FRAMEWORK			
	TECHNOLOGY LITERACY	KNOWLEDGE DEEPENING	KNOWLEDGE CREATION
UNDERSTANDING ICT IN EDUCATION	1	1	1
CURRICULUM AND ASSESSMENT	2	2	2
PEDAGOGY	3	3	3
ICT	4	4	4
ORGANIZATION AND ADMINISTRATION	5	5	5
TEACHER PROFESSIONAL LEARNING	6	6	6

The approaches represent different stages in the use of ICT in education. The approach will be adopted depending on the extent to which ICT is integrated into its organisation management, teaching and learning system.

Modules covered in our trainings

Our Training is Modular based and covers the following 9 Modules:

1. Professional Development with Technology
- 2. Designing Learning**
- 3. Technology Enriched Teaching**
4. Education in a Digital Society
5. Innovative Approaches
6. Planning Learning through Projects
- 7. Managing Technology-rich Learning Spaces**
- 8. Planning Technology Integration**
9. Change Leadership for Technology Integration

Note: For the online learning package, we are offering Modules Two, Three, Seven, and Eight that are tailored to prepare the schools and teacher for online teaching during the current closure. The following is the synopsis of each of the 4 modules

Module 2: Designing Learning

The purpose of this module is to inspire you to explore the possibilities of teaching in innovative, educationally sound ways. It is a foundational module which can provide an impetus for a more detailed exploration of various aspects of innovative teaching and learning, both in terms of your own practice (as a stand-alone), but also specifically as a basis for the other modules. You will critically evaluate some current innovative approaches which are broadly constructivist in approach. By becoming familiar with some key concepts and some principles of instructional design, you will understand the need to adopt and foster a constructivist approach. You will be introduced to the habit of reflecting on your own practice, and also to discussion and collaboration within the group studying the module, thereby setting up those skills for future modules.

Learning Objectives

Once you have successfully completed this module you will be able to:

1. understand and apply some basic theoretical concepts and instructional design principles.
2. justify adopting a constructivist approach where you feel it is appropriate in your teaching.
3. approach your teaching in an innovative manner.
4. recognise the importance of being a reflective practitioner and have a personal blog to journal these reflections.
5. work in a collaborative manner with fellow-teachers.
6. analyse examples of good practice and draw out applicable principles and practical ideas for your own practice.
7. be familiar with and be able to use a set of useful online tools for thinking and for sharing ideas.

Module 3: Technology-enriched Teaching

You are probably very aware that technology infuses the everyday life of our learners. You may already have mastered basic computer-literacy skills and use computers for professional tasks such as typing exam papers and recording marks. However, you may need support to take the next step: selecting and using appropriate digital resources and

tools for use in teaching. This module provides you with experiences to help you integrate technology resources with your teaching.

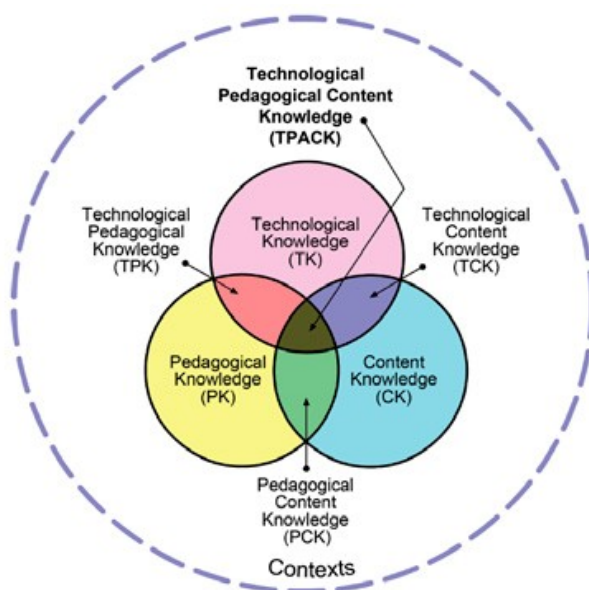
Note: during this module our focus is on using technology for your teaching and not the students' use of technology for learning.

Learning Objectives

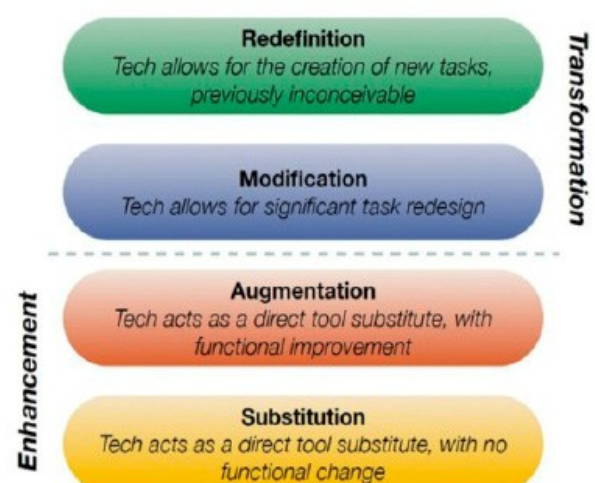
Once you have completed this module you should be able to:

1. Explain how your practice aligns with the SAMR and TPACK models for technology integration;
2. Create an online space to collect and organise resources to use in your own teaching;
3. Evaluate the use of basic office software for subject teaching;
4. Develop criteria for evaluating educational software;
5. Apply criteria to evaluate educational software;
6. Locate a variety of online resources for teaching and learning;
7. Evaluate online resources to judge their appropriateness and efficacy for classroom use;
8. Design a learning activity that integrates technology resources to support your teaching.
9. Evaluate learning activities that integrate technology to support teaching.

Models of Technology Integration



TPACK model



SAMR Model

Module 7: Managing Technology-Rich Learning Spaces

The purpose of this module is to allow participants to take a deeper look at the wide variety of technology options available to today's learners, and then to explore how to use these to create and manage innovative learning spaces. Participants will look at both traditional and new configurations and consider how they can use and manage these different technology options. Each raises unique issues to the teacher managing the class. These issues are related both to managing the class, and to designing the learning and the learning environment, no matter what options are available.

In this module we will attempt to raise and discuss these issues so we can draw our own personal conclusions and be more effective designers of learning experiences.

Learning Objectives

Participants who successfully complete the module will be able to:

1. Evaluate the potential value to learning and teaching offered by different technology configurations;
2. Describe learning experiences that exploit a specific technology's advantages;
3. Propose solutions to the management challenges of integrating technology in learning spaces;
4. Review the opportunities and constraints of physical learning spaces;
5. Articulate a vision for technology-rich learning spaces in the future.

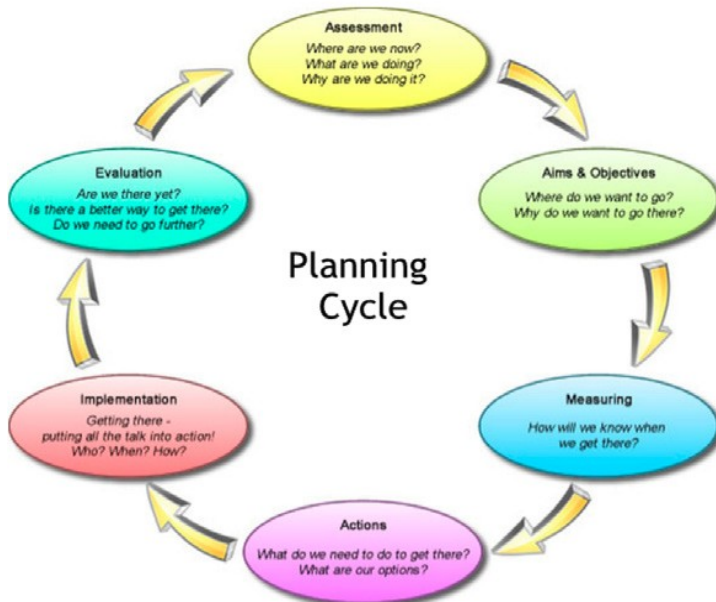
Module 8: Planning for Technology Integration

This module simulates a process (stretching over two modules) which school leaders could follow while planning/reviewing and preparing for technology-enhanced learning in their schools. Previous modules in this CCTI programme have shown us how technology-based resources result in an ever-changing landscape which requires stakeholders to develop a clear vision and for leaders to facilitate the capacity-building of these stakeholders to respond collectively to that vision.



Planning is a cyclic process, as shown in the image below. We will follow one cycle during the process of the two modules in this series. We will follow a cycle similar to that shown in the image.

This Module will follow the process starting with Assessment and going as far as Implementation in the Planning Cycle image.



Source: Warren McCoullough, Innovative Schools

<http://wazmac.com/ischools/planning/school-ict-planning/planning-cycle>

Learning Objectives

Participants who successfully complete the module will be able to:

1. Identify the constraints and advantages of their school's context and the resulting potential to harness technology for learning;
2. Analyse stakeholders and interact with each individual/group in a way that fosters ownership of the vision;
3. Conduct planning for e-learning;
4. Conduct technology planning;
5. Write a professional learning strategy.

The last **Module 9 Technology Leadership in Schools** will cover the change leadership aspects of Implementation and culminate in the Evaluation stage.