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TECHNOLOGY FOR TEACHING AND LEARNING 1 (EDUC 214)

MODULE 1: TEACHING AND LEARNING WITH TECHNOLOGY: AN INTRODUCTION

This module is all about the ICT Competency Standards for Teachers and the International Society for Technology in Education (ISTE). National Educational Technology Standards. This will inform the user what ICT requirements both local and international are set before the. Further, the introductory module includes the basic concepts of ICT and the roles of Technology in Teaching and Learning

LESSON 1: ICT COMPETENCY STANDARDS FOR PHILIPPINE PRE-SERVICE TEACHER EDUCATION

INTRODUCTION

If there is one thing that changed the world so fast, it is TECHNOLOGY. Technology has provided new environment for learning, new ways teachers teach and new ways of how learners learn. It has created a division between digital natives and digital immigrants. As y this has led to the new ears go by, this division become narrower and even blurred. This has led to the new educational revolution in teaching and learning which has been triggered by technology and resulted to better learning outcomes in the 21st century.

LEARNING OUTCOMES

At the end of this lesson the students should be able to:

- Identify the competency standards of ICT necessary in teaching for pre service teacher education
- Unpack the basic concepts of ICT to provide common understanding for teachers and learners.
- Value the use of ICT in the teaching and learning processes
- Define conceptually and operationally terms that are basic to the understanding of ICT
- Use the concepts and terms in communicating with peers for further understanding

LEARNING RESOURCES

- ICT Competency Standards (CHED-UNESCO) Policy Standards and Guidelines (PSG) s. 2017 for Pre-service Teacher Education
- ICT in Education https://en.wikibooks.org/wiki/ICTin_Education
- Educational Technology and mobile learning a resource of educational web tools and mobile apps for teachers (2018) Retrieved from <https://www.educatorstechnology.com/pteacher-tools.html>



LEARNING INPUT



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ICT Competency Standards (CHED-UNESCO) as provided in the 2017, Policy, Standards and Guidelines (PSG) for Pre-Service Teacher Education

The program outcome for teacher education degrees clearly state that every future teacher *“demonstrate proficiency in the development and utilization of Information, Communication and Technology (ICT) resources in promoting quality teaching-learning process”*

To ensure that the program outcomes related to ICT shall be achieved, competencies were identified to be developed by every pre-service teacher (CHED-UNESCO, Bangkok, 2009).

The ICT Competency Standards is made up of seven domains. Each domain has a set of competencies. The competencies are expressed in desired learning outcomes. Becoming proficient in the different competencies will enable you to handle learners of the 21st century in your future classrooms.

ICT Competency Standards for Pre-service Teachers

Domain 1: Understanding ICT in Education

- 1.1 Demonstrate awareness of policies affecting ICT in education
- 1.2 Comply with ICT policies as they affect teaching-learning
- 1.3 Contextualize ICT policies to the learning environment

Domain 2: Curriculum and Assessment

- 2.1 Demonstrate understanding of concepts, principles and theories of ICT systems as they apply to teaching-learning
- 2.2 Evaluate digital and non-digital learning resources in response to student's diverse needs
- 2.3 Develop digital learning resources to enhance teaching-learning
- 2.4 Use ICT tools to develop 21st century skills: information media and technology skills, learning and innovation skills, career skills and effective communication skills

Domain 3: Pedagogy

- 1.1 Apply relevant technology tools for classroom activities
- 1.2 Use ICT knowledge to solve complex problems and support student collaborative activities
- 1.3 Model collaborative knowledge construction in face to face and virtual environments

Domain 4: Technology Tools

- a.1 Demonstrate competence in the technical operations of technology tools and systems as they apply to teaching and learning
- a.2 Use technology tools to create new learning opportunities to support community of learners
- a.3 Demonstrate proficiency in the use of technology tools to support teaching and learning

Domain 5: Organization and Administration

- 1.1 manage technology-assisted instruction in an inclusive classroom environment
- 1.2 Exhibit leadership in shared decision-making using technology tools

Domain 6: Teacher Professional Lea



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- 6.1 Explore existing and emerging technology to acquire additional content and pedagogical knowledge
- 6.2 Utilize technology tools in creating communities of practice
- 6.3 Collaborate with peers, colleagues and stakeholders to access information in support of professional learning

Domain 7: Teacher Disposition

- 7.1 Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources
- 7.2 Show positive attitude towards the use of technology tools

These competency standards to learn and master will assure the 21st century learners in your class of a more enjoyable, creative, innovative ways in teaching and learning

SELF-CHECK QUESTIONS 1 (SCQ 1)

Identify the domain to which each given course learning outcome belong.

Course Learning Outcomes	Competency Domain
1. Explain ICT policies 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 and learning	
4. Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources	

ISTE National Educational Technology Standards for Teachers (NET*T)

International Society for Technology in Education (ISTE) was established for both teachers and students. These standards were referred to in the development of the Philippine ICT Competency standards which include the following:

Standard 1: Technology Operations and Concepts

This means that teachers demonstrate a sound understanding of technology operations and concepts.

Standard 2: Planning and Designing Learning Environment and Experiences

This standard implies that teachers utilize the use of technology to plan and design effective learning environments and experiences.

Standard 3: Assessment and Evaluation

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Standard 4: Productivity and Proficiency

