



Symposium

Teacher Professional Development at Scale in the Global South

9 July 2019

University College London Institute of Education

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Aims of the Session

- Share findings of the landscape review of teacher professional development at scale (TPD@Scale), the review of emerging technologies in TPD@Scale, as well as different country cases; and
- Gather feedback on such TPD@Scale models and emerging technologies.
- Establish networks for potential collaborations

Session: Teacher Professional Development at Scale in the Global South		
Timeslot	Activity	Presenter / Facilitator
10.00	Overview of the issue and the structure of the session	Diana Laurillard
10.10	Overview of TPD@Scale for the Global South <ul style="list-style-type: none"> - Coalition and Membership - Landscape Review - Review of Emerging Technologies 	Cher Ping Lim
10.30	Q&A	
10.40	Cases in Southeast Asia <ul style="list-style-type: none"> - TPD@Scale Philippines: Early Language, Literacy and Numeracy (ELLN) Digital - TPD@Scale Indonesia: Teacher Learning Centres 	Cher Ping Lim
11.00	Q&A	

11.10	Personalised teacher professional learning: A holistic approach using tablets	Freda Wolfenden
11.30	Q&A	
11.40	BREAK for tea/coffee etc	
11.55	A local inclusion model for education without infrastructure	Diana Laurillard
12.15	Q&A	
12.25	Open Forum and discussion on Collaboration	Cher Ping Lim
13.00	Wrap-up	Diana Laurillard

Preparation

Invitations to go to key researchers and senior managers at UCL and nearby Univs; DfID, BC, DfE, charities and foundations funding our projects

List of participants, with emails, and projects

List of all GCRF projects at UCL, and other nearby univs

Abstract

Overcoming a massive teacher shortage and lack of teacher capacity around the world is a key challenge if we are to achieve Sustainable Development Goal 4 (SDG4) — ensure inclusive and quality education and promote lifelong learning opportunities for all by 2030. UNESCO estimates that 68.8 million teachers need to be recruited and trained in developing countries. However, current approaches to teacher professional development (TPD) often suffer from poor quality and high costs, particularly when trying to deliver training at large scale. New approaches are required to enable the delivery of large-scale, cost-effective, continuous professional development programs for teachers.

Landscape Review

Dr. Cher Ping Lim will provide an overview of the results of the landscape review of teacher professional development at scale (TPD@Scale) models across the Global South. TPD@Scale refers to large-scale, ICT-mediated learning environments that engage large numbers of learners, remotely and/or face-to-face, with limited expert intervention. The landscape review provides a comprehensive overview of the state of ICT-mediated teacher professional development at large scale for primary and secondary education teachers across the Global South.

A Review of Emerging Digital Technologies for TPD@Scale

Dr. Lim will also share insights on the review of emerging digital technologies, which aims to determine whether, how, and within what time frame these technologies may be employed in large-scale TPD to address three key issues that impact on effectiveness and efficiency at scale: 1) personalization of learning/differentiated instruction; 2) learner support; and 3) assessment for and of learning.

TPD@Scale: Philippines

For the Southeast Asian country cases, he will talk about the national scale up of ELLN Digital in the Philippines, which targets over 300,000 K to 3 teachers in more than 38,000 public (government-run) primary schools in a phased roll-out over the next two years. “ELLN” is short for Early Language, Literacy and Numeracy; “Digital” refers to the blended learning design of the course, a combination of guided independent study using multimedia courseware, classroom application and reflection, and face-to-face co-learning in school-based learning communities.

TPD@Scale: Indonesia

Dr. Lim will also talk about the establishment of the teacher learning centre (TLC) by the Putera Sampoerna Foundation – School Development Outreach (PSF-SDO) in Indonesia to address the challenges of teachers’ limited access to quality TPD. Established in a kabupaten or regency (equivalent to a municipality), the TLC is a systematic and structured independent learning organization managed by teachers under the supervision of the local government. The TLC is able to plan, develop, and initiate programs to strengthen teacher competencies and build a robust professional learning community of between 15,000 to 18,000 teachers.

A two-step cascade model for education without infrastructure

Laurillard present a two-step cascade model that offers TPD via MOOC platforms to support teachers and professionals working in the most challenging contexts, where the edtech infrastructure is minimal or absent. They use large-scale online platforms to orchestrate the collaborative development of new

knowledge by the teaching community on enhancing education for local groups, including the use of digital methods where available.

Personalised teacher professional learning: A holistic approach using tablets

Educators using a new mediational means such as a tablet have to change since it calls for new techniques and skills. This presentation shares evidence from three low resource sites – in Ghana, India and Nigeria, where teacher educators have been using tablets in school and college classrooms. Data analysis has revealed how participation with the tablet transforms teacher educators' professional identity and shifts their dialogue with teachers towards more formative feedback. Interactional data from the tablets helps teachers develop their understanding of how ways of knowing develop in different classroom situations and is valuable in setting targets for teachers.

About the Presenters

Cher Ping Lim is the Chair Professor of Learning Technologies and Innovation at The Education University of Hong Kong and the Editor-in-Chief of The Internet and Higher Education. He is the Research and Development Manager of the TPD@Scale Coalition for the Global South. Over the last two decades, he has engaged major education stakeholders at the national and international levels as his research and development partners for enhancing education equity, quality and efficiency.

Freda Wolfenden is Professor of Education and International Development at the Open University (OU). She is also currently the Education Director of the Girls' Education Challenge programme, a DFID initiative supporting the learning of marginalised girls. Freda has directed the TESS-India programme (www.tess-india.edu.in), an Open Educational Resources (OER) teacher education initiative working across seven Indian states to reach up to 1 million teachers, funded by DFID. Since joining OU, Freda has held a number of leadership positions including Associate Dean (Curriculum, Qualifications and Scholarship), as well as directed several teacher education programmes for both the UK and global cohorts.

Diana Laurillard is a Professor of Learning with Digital Technologies at the University College London (UCL) Knowledge Lab. Here she is in charge of developing the Learning Designer and Course Resource Appraisal Modeller tools for teachers. Her projects include: MOOCs on Blended Learning Essentials for teachers; the Transformational Potential of MOOCs in the Centre for Global HE; studies on Future Education in the RELIEF Centre; studies with the Learning Sciences Lab, Singapore, on neural-informed game-based interventions for low-progress learners; and studies with the AICFE, Beijing, on teacher community knowledge.