

Workshop
on
ICT Integrated Teacher Education



5-7 March, 2014



Organised by
Department of Education,
Allahabad University
&
Commonwealth Educational Media
Centre for Asia, New Delhi



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INTRODUCTION

Information and Communication Technology (ICT) has made deeper inroads into all spheres of our lives. In education, a variety of synchronous and asynchronous tools of ICT are available for teachers and learners for enhancing effectiveness of teaching and learning. To provide educational training and resources to school teachers, National Council of Educational Research and Training (NCERT) and State Councils of Educational Research and Training (SCERTs) were established. Since elementary is crucial and acts as a building block of secondary and higher education, Govt of India has accorded top priority to it. Different Education Commissions and Policies at National level have also laid great stress on improving the quality of education. Therefore as a result of recommendations of National Education Policy (1986), District Institute of Education and Training (DIETs) were established in almost all districts of all states in India. Main purpose of DIETs is to provide training and make educational resources available to teachers to maintain high quality and standards of education. The DIETs are mandated to conduct different kinds of trainings programmers to improve the quality of basic education and create a desirable environment within the district in regard to enroll more and more children of school going age and pave the way for retention of those who are admitted in the school and to ensure the high literacy percentage of male and female as whole. Another function of DIETs is to prepare master trainers / resource persons to guide and train the teachers who are working in primary and upper primary schools. As we are aware that technology changes very fast and thus there is a continuous need for the teachers to remain knowledgeable of the latest ICT tools which they can use effectively in teaching, learning and training settings. With this purpose in view, the CEMCA entered into a contribution agreement with University of Allahabad (Department of Education) for conducting a three day workshop for teachers educators of DIETS of Uttar Pradesh (UP) from March 5 to 7, 2014 at Department of Education, University of Allahabad.

This workshop was designed with the purpose to spread the awareness about CEMCA Community of Practice Platform for Teacher Educators, various ICT tools and Free and Open Source Software (FOSS) and provide a platform for faculty and others to gain hands on practical experience of using ICT in classroom and training settings. *{The workshop schedule is at Annexure 1}*.

OBJECTIVES

The objectives of the Workshop were to enable the participants to:

- Understand CEMCA Community of Practice Platform for Teacher Educators;
- Collaborate among themselves to expand learning networks with the help of synchronous and asynchronous technologies;
- Practice the process of creating and sharing the freely available Open Educational Resources;
- Prepare teaching content using audio, video, podcasts, vodcasts etc;
- Use Social Media effectively to enhance the impact of teaching and learning;
- Understand Creative Commons Licences; and
- Use innovative student assessment using ICT, including creating e-Portfolio.

INAUGURAL SESSION

At the outset Professor P K Sahoo, Professor of Education, University of Allahabad welcomed all the participants and conveyed the message of Vice Chancellor, University of Allahabad. He introduced the resource person, Dr R C Sharma to the participants. He also welcomed Prof Prashant Agarwal, Coordinator, E-Learning Lab and Media Centre, and Prof Dhananjai Yadav, University of Allahabad. Professor Sahoo explained the need of training on ICT tools for the DIET teachers and its role in increasing effectiveness of teaching and learning. The participants were requested to self introduce themselves. *{The list of participants is placed at Annexure 2}*.

Prof Dhananjai Yadav introduced and explained the objectives of the workshop. He highlighted the work done by University of Allahabad towards teacher education and the importance of training programmes for teachers. Prof Agarwal also welcomed all the participants to the E-Learning Lab and assured availability of all resources and infrastructure to the participants during training.



Inaugural Session: from right to left standing are Prof Prashant Agarwal, Prof Dhananjai Yadav, Prof PK Sahoo, and Dr R C Sharma

Dr R C Sharma, at the outset conveyed the greetings of Dr Sanjaya Mishra, Director, CEMCA thanking the University of Allahabad for collaborating with CEMCA and highlighting the significance of workshop on ICT integrated teacher education.

DAY 1

Session 1: ICT in Education

First session of Day 1 was conducted by Dr R C Sharma. He discussed the role of a teacher for knowledge creation, dissemination and advancement. Different revolutions in the field of education were explained. How the ICT and Internet are changing the roles of teachers was elaborated upon. UNESCO ICT Competency Framework for Teachers (ICT-CFT) was also explained. The ICT CFT is a framework that outlines the competencies that teachers need to integrate Information and Communication Technologies (ICTs) into their professional practice. It emphasizes the role that ICT can play in supporting 6 major education focus areas across 3 growth phases of knowledge acquisition:

- Understanding ICT in Education
- Curriculum and Assessment
- Pedagogy
- ICT
- Organization and Administration
- Teacher Professional Development

The three growth phases of knowledge acquisition are:

- Technology Literacy
- Knowledge Deepening
- Knowledge Creation

The ICT CFT can be used to support the professional development for:

- Teacher trainers (for both in-service and pre-service training);
- Teachers (for both in-service and pre-service training);
- Educational staff working in the area of ICT in Education (e.g. technology coordinators).

Session 2: CEMCA Community of Practice for Teacher Educators

This session was taken online by Sh Kasinathan Gurumurthy, ITfC, Bangalore. Since he could not travel to Allahabad, the session was conducted online through skype and his presentation was displayed on the large screen display. This session enabled us to show how the online technologies work for presentation and collaboration. Sh Gurumurthy interacted with the participants while seeing them over the screen on his machine in Bangalore and the participants were listening and seeing him in Allahabad on Skype. He deliberated upon pioneering new models of Teacher Education: Teacher Educators Communities of Practice and Open Educational Resources. He initiated the discussion by examining the current Teacher Education Models. There are no structured pre-service or in-service programme for teacher educators (Learn 'on the job') in most states. Teacher educators teach/train teachers but their own learning / professional development remains neglected. (NCTE is now formulating framework for professional development of teacher educators). The Classical teacher education model takes into consideration the – Supply driven, One size fits all model (Centralised module design + 'Content transmission'); point in time workshops / Limited follow up or support and there is limited impact on learning. He further discussed the National Curriculum Framework (NCF TE) 2010 – A new model of teacher education. He said, “It is necessary to conceive ways in which teachers can opt for

different kinds of trainings, on interest and requirement For this, training schedules need to be announced well in advance and teachers need to be able to register for trainings they wish to undergo.

Allocation of funds, training dates, duration and other logistics would need to be more decentralized and based on individual preferences". Similar paradigm needed for professional development of Teacher Educators as well and is possible with meaningful integration of ICTs An attempt to establish this through the "Teacher Educator COP" and "Open Educational Resources" programmes in Karnataka.



A participant interacting with Mr Gurumurthy online during the session on The Teacher Educators – Community of Practice (COP) platform

The Teacher Educators – Community of Practice (COP) platform was explained. DSERT (SCERT) runs 'web based induction programme' for DIET/CTEs. TE COP was established by DSERT, through the programme during 2013-14. Part of programme was to build DIET/CTE faculty capacities for ICT integrated learning, resource access/creation. IT for Change is the resource institution under a MOU with DSERT, with support from CEMCA. ITfC has conducted two rounds of 3 workshops for faculty members from (30) DIETs and (6) CTEs. Each round covers 23 faculty members per institution and batch size is 1830 members. A third round of 3 workshops scheduled in March 2014. TE model based on 'Communities of Practice' (COP) has features like:

- Workshops learning complemented by interactions on an email list as well as web portal
- In workshops, faculty have learn variety of digital methods: text/image/audio/video editors, public educational software tools, web tools (maps, albums, translation) and access web resources.
- Faculty become members of mailing list for teacher educators and join web platform
- Peer learning and support is a powerful teacher education method

- Virtual forums can provide opportunities for continuous mentoring as well as selfdirected
- learning
- Resource Persons and DIETs in touch over email
- Edu news/updates/circulars shared regularly with members

Free and Open Source Software were explained like Lunar eclipse with Stellarium, Maths with Geogebra, Geography with Marble, Kalzium - Chemistry, Image editing through GIMP, OpenShot Video Editor, Audio editing through audacity, Mindmap - Freemind, etc. Mr Guru also highlighted the Web platform for teacher educators across India available online at [Http://Teacher-Network.in](http://Teacher-Network.in) and the Teacher education model - Karnataka Teacher Educators Forum available at https://groups.google.com/forum/#!forum/karnataka_teachereducators

He further explained the features of KOER (Karnataka Open Educational Resources portal) and urged all participants to make best use of this platform.

Session 3: Synchronous and Asynchronous ICT tools

In this session participants were introduced to various synchronous and asynchronous tools of ICT which are available online and how they can be used in teaching and learning settings. Some of the tools explained were:

Synchronous

- Skype,
- Google talk,
- MSN,
- Yahoo Messenger,
- video messaging

Asynchronous

- Email,
- Blogs,
- Wikis,
- Newsgroups,
- Podcasts,
- RSS Feeds,
- YouTube,
- Audiographics,
- online forums

Computing Tools

- Word processors
- Spreadsheets
- Presentation software
- Database maintenance

Course Management

- LMS / CMS: Moodle, Joomla, Sakai etc

Knowledge base

- Online Encyclopedia,
- Online libraries,
- Online journals,
- Online magazines

Social Networking

- Facebook
- Twitter
- YouTube
- Instagram
- Pinterest
- Flickr

Session 4: Open Educational Resources

In this session, what are open educational resources was explained and what are their benefits. Different formats of knowledge resources like books, periodicals, audio-video media, online web resources (text, audio, video, graphics and animation) can be created as OERs. The history and developments in the field of OERs were discussed like in 2001 MIT offered OpenCourseWare, followed by UNESCO holding a Forum on the impact of Open CourseWare for Higher Education in Developing Countries in 2002 and then OER Paris Declaration in 2012. OER can be defined as any teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaption and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work. He clarified that OERs are open in the sense that they can be reused, revised, remixed and redistributed and no permission is needed as long as the open license is respected.

Session 5: Hands on practice

At the end of Day 1, the last session was on hands on practice on the topics the participants learned in above sessions. They already saw the online session taken by Mr Guru via skype and thus experimented on using synchronous and asynchronous tools of ICT in groups and individually.

DAY 2

Session 1: Teacher Activities supported by ICT

In this session, Dr Sharma explained the role of ICT in curriculum planning, instructional design, content delivery, student assessment and recent trends in online education. Different models of online and blended learning were also discussed.



Participants creating their ids and userpages in WikiEducator

Session 2: Creating Blogs and Using WikiEducator for content creation collaboratively

In this session, participants were explained how to create a blog. Then they were given hands on practical and participants created their blogs on Blogspot.com and wordpress. They were also introduced to WikiEducator and accounts were created in WikiEducator. The participants made edits in their userpages.

Session 3: creating teaching content using audio and video

In this session, participants were introduced to Audacity, an open source software to create audio content. They were also shown how to create video content with Windows Movie Maker. The participants created podcasts and movie samples from still images and added voice to these. These products were demonstrated during the valedictory session next day.

Session 4: Using Social Media

In this session, different social media platforms like Facebook, YouTube, Twitter, Google Hangouts, Flickr, Instagram etc were explained and how they can be used in classroom for instructional purposes.

Session 5: Hands on practice

The participants created content based on the topics learnt during the day like creation of podcasts, opening an account and creation of userpage in WikiEducator, trying social media for content sharing etc.

DAY 3

Session 1: Creative Commons Licences

Six types of Creative Commons open licenses (CC-BY, CC-BY-SA, CC-BY-NC, CC-BY-NC-SA, CC-BY-ND, and CC-BY-NC-ND) were explained to the participants.



Dr Sharma explaining Creative Commons Open Licences

Examples were cited for different technology and platforms for OERs like Wikipedia, Wikieducator, Wikiversity, Wikispaces, Connexions, MIT OpenCourseWare, OLI-CMU, FlexiLearn, OpenLearn and OER Commons. Resources were told from where OERs can be searched. Further, the Wiki-approach to content development and teaching was informed.

Session 2: Collaborative practice: using Google Drive (Documents)

In this session, cloud computing was explained and how the google applications can be used for teaching and learning purposes. Google Forms were created and demonstrated on how we can collect data and how this can be used for assessment purposes.

Session 3: Student Assessment using ICT

The participants were introduced to creating ePortfolio. They were shown using Google sites and Mahara for creating electronic portfolios.

Valedictory Function

Prof J A Ansari, Coordinator, ICT Cell, University of Allahabad was the chief guest for the valedictory function. Prof Dhananjai Yadav presented the report of the three days about the skills acquired by the participants. Some of the participants also expressed their views about the workshop and expressed their thanks to CEMCA for organizing the workshop.



Group photo of the participants

The certificates were distributed to the participants. Prof Ansari in his speech explained the role of ICT in education and training and highlighted how the ICT Cell of the University of Allahabad extends help to the teachers and students.

Analysis and Interpretation of Participants' Feedback

A questionnaire was distributed to the participants with the purpose to obtain their feedback about the presentation methods, content material, topics covered and duration of the workshop etc. All the 23 participants responded to the feedback questionnaire. In 5 cases they did not respond to some of the questions (page 2 of the questionnaire) and thus those questions have been analysed with that data less. Presented below is the item-wise analysis:

Table 1: Overall reaction to this workshop

| Particulars | Number of participants | Percentage |
|-------------|------------------------|------------|
| Very Good | 15 | 65.2 |
| Good | 7 | 30.4 |
| Fair | 1 | 4.3 |
| Poor | 0 | 0.0 |
| Very Poor | 0 | 0.0 |

The workshop has been received very well by the participants as majority (65%) of the participants found it “very good”. If we put “Good” and “Very Good” together, then 95 percent of the participants have given a thumbs up to the workshop!

Table 2: Workshop meeting the expectations

| Particulars | Number of participants | Percentage |
|-----------------------|------------------------|------------|
| To a large extent | 10 | 43.5 |
| Upto a certain extent | 11 | 47.8 |
| Poor | 0 | 0.0 |
| Not at all | 1 | 4.3 |

One participant did not respond to this question. Out of 22 respondents, almost equal percentage have indicated that this workshop met their expectations “to a large extent” and “upto a certain extent”. One participant reported that it did not meet his or her expectations at all!

Table 3: Duration of the workshop

| Particulars | Number of participants | Percentage |
|-------------|------------------------|------------|
| Too long | 2 | 8.7 |
| Sufficient | 14 | 60.9 |
| Too Short | 7 | 30.4 |

60 per cent of the participants have found the duration “sufficient” while 30 per cent “too short”. In fact in the suggestions it has been requested to increase the span of the workshop.

Table 4: Logical sequencing of the workshop

| Particulars | Number of participants | Percentage |
|-------------------|------------------------|------------|
| Very useful | 17 | 73.9 |
| Somewhat useful | 5 | 21.7 |
| Not very useful | 1 | 4.3 |
| Not at all useful | 0 | 0.0 |

Majority (73 %) of the participants have found the logical sequencing of the workshop “very useful” while around 22 per cent have reported it to be “somewhat useful”.

Table 5: Overall organizational arrangements of the workshop

| Particulars | Number of participants | Percentage |
|-------------|------------------------|------------|
| Very Good | 9 | 39.1 |
| Good | 12 | 52.2 |
| Fair | 2 | 8.7 |
| Poor | 0 | 0.0 |
| Very Poor | 0 | 0.0 |

Half of the participants have found the organizational arrangements of the workshop as “Good” while 39 per cent report it to be “Very Good”. Therefore a majority(91%) have found the organizational arrangements as appreciative!

Table 6: Number of Trainers involved

| Particulars | Number of participants | Percentage |
|-------------|------------------------|------------|
| Too many | 0 | 0.0 |
| Just right | 23 | 100.0 |
| Too few | 0 | 0.0 |

Here all the participants are unanimous that the number of trainers involved in this workshop is just right!

Question 7 pertained to asking participants to express their feedback on effectiveness of the trainers on several parameters. Lets examine them as here under:

Table 7.1: Knowledge of subject matter

| Particulars | Number of participants | Percentage |
|------------------------|------------------------|------------|
| Very effective | 19 | 82.6 |
| Somewhat effective | 4 | 17.4 |
| Somewhat not effective | 0 | 0.0 |
| Not effective | 0 | 0.0 |

A majority (82%) report that the knowledge of the trainers on subject matter was “Very Effective” while 17 per cent found it “Somewhat Effective”. Overall all are positive on this aspect and none has reported it in negative (not effective).

Table 7.2: Organisation and presentation

| Particulars | Number of participants | Percentage |
|------------------------|------------------------|------------|
| Very effective | 19 | 82.6 |
| Somewhat effective | 3 | 13.0 |
| Somewhat not effective | 1 | 4.3 |
| Not effective | 0 | 0.0 |

A majority (around 83%) report that the organization and presentation style of the trainers on subject matter was “Very Effective” while 13 per cent found it “Somewhat Effective”. One participant has found it to be somewhat not effective.

Table 7.3: Style and Delivery

| Particulars | Number of participants | Percentage |
|------------------------|------------------------|------------|
| Very effective | 17 | 73.9 |
| Somewhat effective | 5 | 21.7 |
| Somewhat not effective | 0 | 0.0 |
| Not effective | 1 | 4.3 |

With one participant reporting the style and delivery of the trainers as “not effective”, rest all the participants have found the style and delivery of the trainers as “very effective” (73 %) and “somewhat effective” (21 %).

Table 7.4: Responsive to participants

| Particulars | Number of participants | Percentage |
|------------------------|------------------------|------------|
| Very effective | 9 | 39.1 |
| Somewhat effective | 13 | 56.5 |
| Somewhat not effective | 1 | 4.3 |
| Not effective | 0 | 0.0 |

On being asked about trainers being responsive to the participants, 39 per cent report it to be “very effective” while 56 per cent as “somewhat effective”. Overall, majority of them have treated the responsiveness of the trainers to participants as effective.

Table 7.5: Creating appropriate learning environments

| Particulars | Number of participants | Percentage |
|------------------------|------------------------|------------|
| Very effective | 18 | 78.3 |
| Somewhat effective | 4 | 17.4 |
| Somewhat not effective | 0 | 0.0 |
| Not effective | 1 | 4.3 |

With one participant reporting the creation of appropriate learning environments by the trainers as “not effective”, rest all the participants have found it as “very effective” (78 %) and “somewhat effective” (17 %).

Table 8: Sufficiency of training materials supplied

| Particulars | Number of participants | Percentage |
|-----------------------|------------------------|------------|
| Sufficient | 9 | 50.0 |
| Somewhat sufficient | 7 | 38.9 |
| Not sufficient | 2 | 11.1 |
| Not at all sufficient | 0 | 0.0 |

Out of 18 participants who responded to this question, half of them report that the training materials supplied were sufficient. Around 39 per cent report that the training materials supplied were “Somewhat sufficient” while two participants (11 %) found them “not sufficient”.

Question #9 pertained to asking participants about their feedback on the extent the workshop was helpful in various parameters which are analysed as hereunder:

Table 9.1: Understanding ICT in Education: History and Developments

| Particulars | Number of participants | Percentage |
|-------------------|------------------------|------------|
| To a large extent | 9 | 52.9 |
| Somewhat | 8 | 47.1 |
| Poor | 0 | 0.0 |
| Not at all | 0 | 0.0 |

Out of 17 participants who responded to this question, a majority (52 %) found it helpful “to a large extent” in understanding ICT in Education with reference to history and developments. According to 47 per cent of participants this workshop was somewhat helpful on this parameter.

Table 9.2: Understanding CEMCA Community of Practice Platform

| Particulars | Number of participants | Percentage |
|-------------------|------------------------|------------|
| To a large extent | 11 | 64.7 |
| Somewhat | 6 | 35.3 |
| Poor | 0 | 0.0 |
| Not at all | 0 | 0.0 |

Out of 17 participants who responded to this question, a majority (64 %) found it helpful “to a large extent” in understanding CEMCA Community of Practice Platform. According to 35 per cent of participants this workshop was somewhat helpful in understanding CEMCA Community of Practice Platform. None of them reported it to be poor or not useful at all.

Table 9.3: Creation of Account and Userpages in MediaWiki (WikiEducator)

| Particulars | Number of participants | Percentage |
|-------------------|------------------------|------------|
| To a large extent | 12 | 70.6 |
| Somewhat | 5 | 29.4 |
| Poor | 0 | 0.0 |
| Not at all | 0 | 0.0 |

Regarding creating an account and userpages in MediaWiki (WikiEducator), this workshop was found to be useful “to a large extent” by 70 per cent of the participants while 29 per cent found it somewhat useful. None of them reported it to be poor or not useful at all.

Table 9.4: Understanding ICT tools for teaching and learning

| Particulars | Number of participants | Percentage |
|-------------------|------------------------|------------|
| To a large extent | 12 | 70.6 |
| Somewhat | 5 | 29.4 |
| Poor | 0 | 0.0 |
| Not at all | 0 | 0.0 |

Regarding understanding ICT tools for teaching and learning, this workshop was found to be useful “to a large extent” by 70 per cent of the participants while 29 per cent found it somewhat useful. None of them reported it to be poor or not useful at all.

Table 9.5: Preparing teaching content using audio and video

| Particulars | Number of participants | Percentage |
|-------------------|------------------------|------------|
| To a large extent | 11 | 64.7 |
| Somewhat | 6 | 35.3 |
| Poor | 0 | 0.0 |
| Not at all | 0 | 0.0 |

On asking about preparing teaching content using audio and video, this workshop was found to be useful “to a large extent” by 64 per cent of the participants while 35 per cent found it somewhat useful. None of them reported it to be poor or not useful at all.

Table 9.6: Using Social media for teaching and learning

| Particulars | Number of participants | Percentage |
|-------------------|------------------------|------------|
| To a large extent | 1 | 5.9 |
| Somewhat | 0 | 0.0 |
| Poor | 0 | 0.0 |
| Not at all | 0 | 0.0 |

The low response to this item was due to some formatting error in the questionnaire. While designing the questionnaire, the boxes for this item were omitted by mistake and participants did not put the tick mark against this item. Hence this item is not analysed.

Table 9.7: Understanding Open Licenses

| Particulars | Number of participants | Percentage |
|-------------------|------------------------|------------|
| To a large extent | 11 | 64.7 |
| Somewhat | 6 | 35.3 |
| Poor | 0 | 0.0 |
| Not at all | 0 | 0.0 |

On asking about understanding Open Licences, this workshop was found to be useful “to a large extent” by 64 per cent of the participants while 35 per cent found it somewhat useful. None of them reported it to be poor or not useful at all.

Table 9.8: Collaborative practices using Google Drive, Google Calender, Google Sites etc

| Particulars | Number of participants | Percentage |
|-------------------|------------------------|------------|
| To a large extent | 10 | 58.8 |
| Somewhat | 7 | 41.2 |
| Poor | 0 | 0.0 |
| Not at all | 0 | 0.0 |

Regarding understanding how to collaboratively practice using Google Drive, Google Calender, Google Sites, this workshop was found to be useful “to a large extent” by 58 per cent of the participants while 41 per cent found it somewhat useful. None of them reported it to be poor or not useful at all.

Table 10: Mix of theory and practical in workshop

| Particulars | Number of participants | Percentage |
|-----------------|------------------------|------------|
| Too Theoretical | 0 | 0.0 |
| Good balance | 17 | 94.4 |
| Too Practical | 1 | 5.6 |

On asking about the mix of theory and practical components, this workshop was found to be a good balance of mix of theory and practical by almost all (94 %) participants.

Table 11: Time for practical

| Particulars | Number of participants | Percentage |
|-------------|------------------------|------------|
| Yes | 9 | 50.0 |
| No | 9 | 50.0 |

On asking about participants having sufficient time for skill practice, they seem to be divided equally (50 %) on yes and no. Half think they were provided sufficient time while rest responded in no.

Table 12: Value of the workshop to immediate / future work

| Particulars | Number of participants | Percentage |
|-----------------------|------------------------|------------|
| Very Valuable | 13 | 72.2 |
| Somewhat valuable | 5 | 27.8 |
| Somewhat not valuable | 0 | 0.0 |
| Not valuable | 0 | 0.0 |

Regarding value of the workshop to their immediate or future work, majority (72 %) of them found to be “very valuable” while 28 per cent found it “somewhat valuable”. None of them reported it to be no valuable at all. Hence the workshop has positive impact on the participants.

Comments of the Participants

In addition to the questions as analysed above, the participants were asked to provide suggestions or comments on any aspect that was not covered in the questions or they think has a bearing on the workshop. The comments as provided by the participants are reproduced as below:

- The workshop was very good. In three days we know more about recent knowledge. I am very keen to know all the thing whatever I learnt. I will get a chance to come here once more, I will be highly obliged.
- From my point of view, this workshop should be enlarged for a long time. There is a need of more and more practices for useful software.
- It is useful for all teacher educator.
- This workshop is very good if we can apply all these methods to teach B.Tc. Trainees but disappointingly our DIET have no much computer and internet facility for teacher and students to apply this.
- Thanks for all organisers.
- I am very happy after attending this workshop as it gave me lots of information of my use in teaching-learning process.
- This workshop was very useful, effective for teaching learning process. I would expect such workshops would given in future also.
- Make the programme span a bit longer.
- On being asked about the experience of a participant, he said, “Sir, at the age of 60 if I can learn three things, it is a big thing for me”.



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PROGRAMME SCHEDULE

| Session | Day 1 / March 5, 2014 |
|--------------------|--|
| 9:30 to 11 am | 9:30 -10:00 - Inaugural session (Introductions of participants, objectives of workshop – Dr P K Sahoo) 10:00 – 11:00 - ICT in Education: History, Developments, Theoretical Frameworks and ICT Competency of Teacher Educators (Ramesh Sharma) |
| 11:15 am to 1 pm | CEMCA Community of Practice for Teacher Educators (Kasinathan Gurumurthy, ITfC, Bangalore) |
| 2 pm to 3:15 pm | Interactivity & Working collaboratively using , Synchronous and Asynchronous technologies; Online tools for Teaching learning (R C Sharma) |
| 3:30 pm to 4:30 pm | Understanding Open Educational Resources: Role in Teaching and Learning (R C Sharma) |
| 4:30 pm to 5:30 pm | Hands on Practice: Working collaboratively in Groups using Synchronous and Asynchronous technologies. (R C Sharma) |

11:00 am to 11:15 am = Tea

1:00 pm to 2:00 pm = Lunch

3:15 pm to 3:30 pm = Tea

| Session | Day 2 / March 6, 2014 |
|--------------------|---|
| 9:30 to 11 am | Teacher Activities supported by ICT: Curriculum planning, Instructional design, Content delivery, Student assessment; recent trends in online education (R C Sharma) |
| 11:15 am to 1 pm | Using Wikis and Blogs (R C Sharma) |
| 2 pm to 3:15 pm | Preparing teaching content: Using Audio / Podcasts / Video / Vodcasts (R C Sharma) |
| 3:30 pm to 4:30 pm | Using Social Media: Overview on Facebook, Twitter, Google hangouts, YouTube, photosharing (R C Sharma) |
| 4:30 pm to 5:30 pm | Hands on Practice: Creating audio resources and podcasts (R C Sharma) |

| Session | Day 3 / March 7, 2014 |
|--------------------|--|
| 9:30 to 11 am | Creative Commons Licences (R C Sharma) |
| 11:15 am to 1 pm | Collaborative practices: Google Docs (R C Sharma) |
| 2 pm to 3:15 pm | Student Assessment using ICT, including ePortfolio, creating quizzes (Hot Potato); Refinement of products created by participants as hands on practice |
| 3:30 pm to 4:30 pm | Presentation of work created collaboratively and as group activity by participants |
| 4:30 pm to 5:30 pm | Valedictory Session <ul style="list-style-type: none"> • Report by workshop coordinator • Feedback by participants • Address by Chief Guest • Distribution of Certificates |



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List of Participants

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Workshop on ICT Integrated Teacher Education

5-7 March 2014

Organised by

Department of Education, Allahabad University

&

Commonwealth Educational Media Centre for Asia, New Delhi



Workshop Evaluation

Please provide your feedback on the workshop that you have attended on "Workshop on ICT Integrated Teacher Education" from 5 to 7 March, 2014 at Allahabad University.

1. Your overall reaction to this workshop:

Very Good Good Fair Poor Very Poor

2. The workshop met my expectations:

To a large extent Up to a certain extent Poor Not at all

3. The duration of the workshop is:

Too long Sufficient Too short

4. Logical sequencing of the workshop was:

Very useful Somewhat useful Not very useful Not at all useful

5. Overall organizational arrangements:

Very Good Good Fair Poor Very Poor

6. Number of trainers involved:

- Too many Just right Too few

7. Kindly rate in general the effectiveness of the trainers:

| | | Very Effective | Somewhat Effective | Somewhat Not Effective | Not effective |
|------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| i) | Knowledge of the subject matter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii) | Organization and Presentation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii) | Style and delivery | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv) | Responsive to participants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v) | Creating appropriate learning environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. Sufficiency of the training materials supplied:

- Sufficient Somewhat sufficient Not sufficient Not at all sufficient

9. To what extent the workshop was helpful in the following areas:

| | | To a large extent | Somewhat | Poor | Not at all |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| i) | Understanding ICT in Education: History & Developments, Theoretical Framework and ICT Competency of Teacher Educators (UNESCO Framework) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| ii) | Understanding CEMCA Community of Practice for Teacher Educators | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii) | Creation of Account and User page on MediaWiki (WikiEducator) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv) | Understanding ICT tools for Teaching and Learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v) | Preparing Teaching Content using audio and video | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vi) | Using Social Media for Teaching and Learning | | | | |
| vii) | Understanding Open Licenses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vii) | Collaborative Practices using Google Drive, Google Calender, Google Sites etc | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10. Mix of theory and practical in the workshop:

Too Theoretical Good Balance Too Practical

11. Did you have sufficient time for skill practice?

Yes No

12. Value of the workshop to immediate/future work:

Very valuable Somewhat valuable Somewhat not valuable Not valuable

13. Your comments/ suggestions, if any:

Thank you very much for your feedback.