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

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To help Commonwealth governments and institutions use distance and open learning for sustainable livelihoods.
WORKSTREAMS & PROJECTS

1: Immediate response to COVID-19
1.1. Access to OER to support distance learning
1.2 Professional development for teachers in distance learning

2: Supporting Youth Employment
2.1 Professional development of TVET providers/educators
2.2 Skills and leadership training for youth, women and PwD

3: Building Resilience in Pacific Education Systems
3.1 Building technical resilience with cloud-based computing
3.2 Building teachers’ and officials’ capacity in ODFL
3.3 Supporting the development and management of regional tools (eLearning for Science repository)

Crosscutting: Research and M&E
Midterm and Final Evaluations
Action Research
Policy briefs based on research
TVET Professional Development Toolkit: COL’s experience and approach in participatory design
TVET Professional Development

Engage with stakeholders

Develop online toolkit

Projects to apply toolkit
Double diamond process

Image from: https://commons.wikimedia.org/wiki/File:Double_diamond.png
In practice

Desktop research

- TVET agencies
- TVET post secondary
- Industry
- TVET schools
- NGOs and churches
- Communities

Draft details of what Toolkit will include

Survey to understand priorities

Stakeholder Group
- Guiding principles
- Feedback on prototypes
- Link to Pacific stories
- Review content
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

<table>
<thead>
<tr>
<th>TVET teachers and trainers</th>
<th>TVET institution managers</th>
<th>Employers of TVET learners</th>
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<td><strong>Higher</strong></td>
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<td>• Competency based learning and assessment</td>
<td>• Better professional development for staff</td>
<td>• Stronger links to TVET institutions</td>
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<td>• Working with limited resources</td>
<td>• Stronger links to industry and workplace learning</td>
<td>• Effective workplace learning</td>
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<td>• Industry connection</td>
<td>• Promote benefits of TVET to parents and community</td>
<td>• Support learners to find work after training</td>
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<tr>
<td>• Teaching practical skills</td>
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<td>• Promote benefits of TVET to parents and community</td>
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<td><strong>Lower</strong></td>
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<td>• Teaching industry relevant skills</td>
<td>• Address gender stereotypes in TVET</td>
<td>• Address gender stereotypes in TVET</td>
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<td>• Teaching online</td>
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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
Skilling Teachers in the Pacific to Teach Online: COL’s experience and approach in scalable training
Using Open Educational Resources for Online Learning: An Introduction

Commonwealth of Learning
What did the short course explore?
Why use a MOOC?
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?
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
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
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
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*
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://ijl4d.org/index.php/ijl4d/article/view/403/453

https://www.pasifikateachers.org
References


Thank You