

Commonwealth Certificate for Teacher ICT Integration

Preparing Teachers for ICT Integration into Teaching and Learning

CCTI

WHAT IS THE CCTI?

The Commonwealth of Learning (COL), in collaboration with SchoolNet SA, has created the **Commonwealth Certificate for Teacher ICT Integration (CCTI)**. It is an Advanced Certificate in Education for teachers and school leaders wishing to focus on information and communication technology (ICT) integration into school management, teaching and learning. The certificate is based on the very successful Educators' Network which has been offered through SchoolNet SA in many African countries.

The CCTI aims to improve teachers' experience of teaching in the classroom with ICT and increase school managers' involvement in ICT implementation in the school. It challenges school managers and teachers to constantly reflect on what they do in their school and classrooms and how ICT can be integrated into their evolving management and teaching styles.

The CCTI is an advanced certificate qualification based on a programme that was originally designed as a distance course for school-level educators in South Africa. It is Open Courseware that COL and SchoolNet SA are making available to teacher training institutions throughout the Commonwealth and beyond. The material can be used as is or can be adopted and/or adapted into existing programmes.

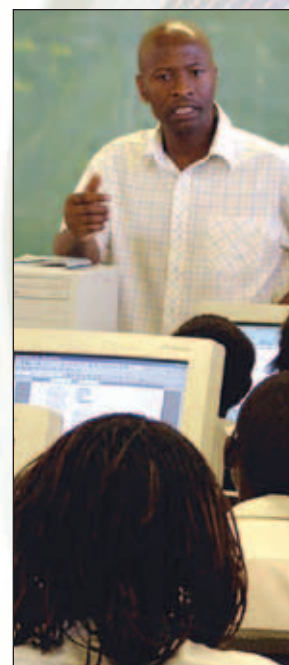
- Materials are CD-based
- Local tutor support provided via email/Internet
- Work in collaborative groups
- Share experiences with educators
- No visits to physical campus



THE CCTI MODEL

The Commonwealth Certificate for Teacher ICT Integration (CCTI) has the following characteristics:

- **Activities-driven**
Activities are at the centre of the modules and guide educators to read supporting content, plan and implement classroom activities, reflect on practice and share experiences with the group.
- **Classroom/school context**
The all-important context of learning is the educator's school, classroom and subject needs. These are specifically identified by the educators themselves during the modules. The activities and content do not refer to any specific context, but sometimes illustrate a point with a variety of sample contexts.
- **Uses ICT as a tool in the work place**
The emphasis is on how educators and learners use ICT as a tool and integrate ICT into teaching and learning.
- **Community of learners**
The educators share their experiences with a group of colleagues online, using email groups and other online collaboration tools.
- **Sharing classroom experience**
The emphasis is on classroom experience, reflection on that experience, sharing thoughts with the group online, contemplating change and implementing new solutions.



FEATURES

The CCTI is a distance learning course requiring little or no face-to-face intervention. A one-day face-to-face orientation is optional. The courseware includes a guide to help adapt the content for local delivery or to convert the course into a face-to-face offering.

All course materials are available on CD. Students are assigned to tutors who facilitate the completion of a module, pace activities, give advice and coordinate assignments. Group interaction is a strong feature of the CCTI and a variety of online interaction methods are used. Activities range from self-study to group collaboration efforts. The activities deepen understanding in preparation for the assignments. Assignments are completed for formal assessment.

The CCTI is typically a two-year part-time course for educators. The university course, as it was originally designed, consists of four core modules and 10 elective modules. After two years the successful student would have completed eight full modules.

Institutions will make their own decisions about how this course should be conducted, which technologies to use and what learning management and/or collaboration tools to deploy.



STRUCTURE

Course entry requirements

- Students must have an initial teacher qualification to enter the course.
- It is highly recommended that students are practicing teachers.
- Students must be at least moderately computer literate and be able to perform basic office suite skills, browse the Internet and use email.

MODULES

Core modules

- Learning, teaching and thinking with ICT – A theoretical background
- ICT in schools – Awareness of the range of ICT roles in schools
- ICT and the roles of the educator – ICT skills for teachers using ICT to support their work
- Assessing ICT Integration – Considering assessment of the process and products of learning

Elective half-modules

- Designing and creating web sites
- Choosing and evaluating educational software
- ICT Maths resources for educators
- Developing classroom resources for Maths
- ICT Science resources for educators
- Developing classroom resources for Science

Elective full modules

- ICT leadership in schools – Deepening understanding and developing a vision
- ICT planning for schools – Developing school ICT Policies
- Learning with projects – Introduction to project-based learning
- Working with information – Looking at models of simple research and project-based learning

ASSESSMENT

- No examinations
- Submission of assignments
- Portfolio assessment





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HOW CAN COL HELP?

Through partnerships with institutions and SchoolNet SA, COL will:

- Provide a Framework and Guidelines for Teacher Development in ICT
- Engage in further development and upgrade of learning materials
- Work with institutions to accredit and offer the CCTI
- Assist in initial mentor training

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