Rwanda contextualizes e-content

GeSCI facilitated the partnership between the Azim Premji Foundation (APF) and the Ministry of Education (MINEDUC), Rwanda, enabling APF to share interactive multimedia content modules for the Ministry. In turn, MINEDUC has nominated its implementing agency “National Curriculum Development Centre” (NCDC) to contextualize the e-content modules. The MINEDUC / NCDC have identified “S V Technologies Pvt Ltd” to support the e-content contextualization. As a pilot project 6 modules have been identified and contextualized for Rwanda with the financial support from Microsoft Corporation. The contextualization has focused on graphics, games, story and voice over while retaining the pedagogical and content attributes.

Be Inspired: Stories from Africa

Joseph Lekuton’s parable for Kenya

Patrick Awuah on educating leaders

How can I encourage multi-stakeholder narrative and reflection on the use of ICT in TPD Programmes in Rwanda?

Mary Hooker publishes research in the Educational Journal of Living Theories. The research examines the complexity of the ICT-TPD landscape in the Africa Region. Ms Hooker describes two action research cycles, attempting to encourage reflection on ICT in professional development in Rwanda. In each cycle the potential of an Activity Theory lens is explored in order to probe the issues and examine the perspectives of the stakeholder community of teachers, teacher educators, curriculum developers and researchers affiliated to national ICT in TPD programmes and initiatives.

Absence of southern voice in GeSCI ICT4E Meta-review Research Findings

The second, and concluding part of GeSCI’s ICT4E Meta-review was published in November. Two immediate gaps in the findings were noted: the first an apparent disconnect between ICT in Education and mainstream research; the second a general absence of the southern voice in the ICT-Education literature.

The research was limited to studies conducted between 2006 and 2008, and included articles from traditional peer-reviewed literature and “grey literature,” such as policy reports, conference papers, and popular media releases. On December 1st GeSCI held a web-ex conference to present the Phase 2 meta-research report and initiate discussion on findings inclusive of ideas for development/collaboration on GeSCI’s ICT –Education research agenda.

Major trends identified by the report included a focus in the literature on ICT & Leadership and the metaphors of traditional educational administration; ICT & Educational Transformation & Relevance and the potential of technology to support older progressive educational trends as well as newer ones. ICT & Equity and agendas for quality access. Those from the research community participating in the debate felt that the findings were an accurate reflection of what is happening in the developing world and the gap that exists in terms of contribution to the knowledge base from development contexts.

A number of threads are being followed up in GeSCI’s research forum including:
1. The use of ICT for north/south cross-cultural exchange
2. The use of meta-research findings as a platform to strengthen capability in southern research
3. Making quality research from developing countries better known and more effectively used
4. Building/strengthening global research partnerships to respond to development needs and priorities in ICT-Education
Assessing ICT4E Evaluations

InfoDev highlights GeSCI led ICT4E assessment debate

ICT Teacher Professional Development Framework for Tanzania

The launch of the Primary and Secondary Education Development Plans has resulted in a significant increase in the number of primary and secondary schools in Tanzania in the last five years, which has placed a strain on the Teacher Training Colleges. In 2005, the Ministry of Education and Vocational Training (MoEVT) with support from the Swedish International Development Agency (SIDA) initiated the computerization of the Teacher Training Colleges (TTCs). The programme was successfully completed in 2008 but there remains a huge shortage of trained teachers in Tanzania.

In a further effort to address this challenge the MoEVT conducted a workshop on TPD in collaboration with Sida and GeSCI in October 2009 as a first step towards the development of an ICT TPD Framework.

Fifty five participants attended the workshop from a cross – section of the ICT TPD community in Tanzania. Discussion of the framework is ongoing in GeSCI’s Learning 21 Tanzania forum. Please see Tanzania ICT TPD Framework.

Top 10 Edutech Posts 2009 by Mike Trucano

1. From the Learning and Technology World Forum
2. Online safety for students in developing countries
3. Finding (useful) research on ICT use in Education in Developing Countries
4. Why we need more (not fewer) ICT4Dpilot projects in education
5. How to measure technology use in education
6. Surveying the use of mobile phones in education worldwide
7. What have we learned from OLPC pilots to-date?
8. Computers in secondary schools: Whither India?
9. What do we know about using mobile phones in education (Part 2)
10. What do we know about using mobile phones in education (Part 1)