UNESCO ICT Competency Framework for Teachers

The UNESCO ICT Competency Framework for Teachers was developed to guide the educational systems of countries around the world in creating an educational environment that will lead to "more harmonious, fulfilling and prosperous societies" (UNESCO, p. 3).

The Framework is based on three factors that link education policy and practice with economic growth:

- Increasing the use of technology in schools to prepare students for citizenship and the workforce--Technology Literacy.
- Increasing students' ability to apply knowledge to solve complex real-world problems—Knowledge Deepening
- Increasing students' ability to innovate and produce new knowledge—Knowledge Creation

Digital Learning Fundamentals is a course designed to equip teachers with the skills and knowledge they need to use technology to begin to transform their classrooms into places where technology enables deeper student learning, engagement, and productivity. The three modules of the introductory course address the following learning objectives through information presentation, classroom examples, and participant activities.

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		Communication	Collaboration	Critical Thinking
Technology Literacy	TL.3.a. Describe how didactic teaching and ICT can be used to support students' acquisition of school subject matter knowledge.	✓	✓	✓
	TL.3.b. Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.	✓	✓	✓
	TL.3.c. Use presentation software and digital resources to support instruction.	✓	✓	✓
	TL.4.c. Describe and demonstrate the purpose and basic features of presentation software and other digital resources.	✓	✓	✓
	TL.4.k. Use common communication and collaboration technologies, such as text messaging, video conferencing, and web-based collaboration and social environments.	✓	✓	
	TL.6.a. Use ICT resources to enhance their productivity.	✓	✓	✓
Knowledge Deepening	KD.1.a. Explain and analyze the principles of using ICT in education. Describe how these principles can be put into practice in their own teaching. Analyse what issues arise in implementing these principles and how those issues can be addressed.	✓	✓	✓
	KD.3.a. Describe how collaborative, project-based learning and ICT can support student thinking and social interaction, as students come to understand key concepts, processes, and skills in the subject matter and use them to solve real-world problems.	✓	✓	✓
	KD.3.d. Design unit plans and classroom activities so that students engage in reasoning with, talking about, and using key subject matter concepts while they collaborate to understand, represent, and solve complex real-world problems, as well as to reflect on and communicate solutions.	✓	✓	✓
	KD.3.e. Structure unit plans and classroom activities so that open-ended tools and subject-specific applications will support students in their reasoning with, talking about, and use of key subject matter concepts and processes while they collaborate to solve complex problems.	✓	✓	✓
	KD.3.f. Implement collaborative, project-based unit plans and classroom activities, while providing guidance to students towards the successful completion of their projects and attainment of deep understanding of key concepts.	✓	✓	✓
	KD.4.c. Use an authoring environment or tools to design online materials.	✓		
	KD.4.e. Use ICT to communicate and collaborate with students, peers, parents and the larger community in order to nurture student learning	✓	✓	
	KD.4.g. Use search engines, online databases, and email to find people and resources for collaborative projects.	✓	✓	

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Knowledge Creation	KC.2.c. Design units of study and classroom activities that integrate a range of ICT tools and devices to help students acquire the skills of reasoning, planning, reflective learning, knowledge building and communication.	✓	✓	✓
	KC.2.d. Help students to use ICT to develop communications and collaboration skills.	✓	✓	
	KC.3.a. Explicitly model their own reasoning, problem solving and knowledge-creation while teaching students.	✓	✓	✓
	KC.3.c. Help students design project plans and activities that engage them in collaborative problem-solving, research, or artistic creation.	✓	✓	✓
	KC.3.d. Help students incorporate multi- media production, web production and publishing technologies into their projects in ways that support their ongoing knowledge production and communication with other audiences.	✓	✓	✓
	KC.3.e. Help students reflect on their own learning.			✓
	KC.4.a. Describe the function and purpose of ICT production tools and resources (multimedia recording and production equipment, editing tools, publication software, web design tools) and use them to support students' innovation and knowledge creation.	✓	✓	✓
	KC.5.b. Describe the function and purpose of planning and thinking tools and use them to support students' creation and planning of their own learning activities and their continuous reflective thinking and learning.		✓	✓

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