How to maintain the integrity and effectiveness of m-Education Innovation through sustainable delivery, during and after funded support?

Conference Item

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For guidance on citations see FAQs

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oro.open.ac.uk
How to maintain the integrity and effectiveness of m-Education Innovation through sustainable delivery, during and after funded support?

Symposium Tracks: Youth & Workforce Development / Professional Development

Tom Power tom.power@open.ac.uk
Programme Director, English in Action www.eiabd.com
the Open University www.open.ac.uk
the Open University
Founded in 1969
to create access to higher education for all
Now the world leader in distance education

1.7 million total students
700 different courses
20 million OpenLearn visitors
over 27 million downloads on iTunes U
committed
to development
through research and teaching and award winning programmes
Our model enables people to learn while they remain working in their communities.
Our model enables people with full support and training materials they can use.
English in Action (EIA)

9 years, £50M UK-AID funded, partnership with G.o.Bangladesh and BMB MottMcDonald, BBC Media Action & Open University.
Outcome:

to significantly improve the number of people able to communicate in English to participate fully in economic and social activities.

<table>
<thead>
<tr>
<th>Output 1</th>
<th>Output 2</th>
<th>Output 3</th>
<th>Output 4</th>
<th>Output 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary teachers</td>
<td>Adult learners</td>
<td>Secondary teachers and students</td>
<td>Research, monitoring &amp; evaluation</td>
<td>Institutionalization &amp; sustainability</td>
</tr>
<tr>
<td>and students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## EIA Schools Component

<table>
<thead>
<tr>
<th>Phase II - Pilot</th>
<th>Phase III - Scale</th>
<th>Phase IV - Institutional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>current funding</td>
</tr>
<tr>
<td>600 GoB teachers (+ 100 NGO teachers)</td>
<td>12.5 K Teachers</td>
<td>76k Teachers</td>
</tr>
<tr>
<td>118k students</td>
<td>2M Students</td>
<td>10.5 M students</td>
</tr>
</tbody>
</table>
• “...teaching from the blackboard was predominant...

• ...teachers also read from the textbook and asked closed questions...

• ...monitoring and facilitating students ... individually.”

(baseline studies)
Teacher’s voice

“If there was no professional development in my career, I would be a frog that lives in a well.”

Ataur Rahman, EIA Teacher, Kapasia Pilot High School
Common forms of Teacher Development

<table>
<thead>
<tr>
<th>Long ‘Out of School’ Training</th>
<th>Short ‘Cascade’ Training</th>
<th>School–Based Teacher Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 weeks – 4 months out of school</td>
<td>1–2 days, central, divisional, local trainers, out of school</td>
<td>development activities in school, with peer support</td>
</tr>
<tr>
<td>limited evidence linking to outcomes</td>
<td>‘those at the bottom don’t get wet, or get wet with dirty water.’</td>
<td>limited evidence linking to outcomes</td>
</tr>
</tbody>
</table>

...our understanding about what constitutes quality professional development, what teachers learn from it, or its impact on student outcomes has not substantially increased [since Wilson and Berne 1999]. (Lawless & Pellegrino 2007, 576)
General principals for

• **Context**: Classroom / school is best context for teacher development (Leach and Moon 2008).

• **Peer learning**: practising teachers learn best from each other, but with support from outside (Dembele ́ 2003).

US / EU studies (e.g. CUREE 2008; Cordingley et al. 2005a, 2005b; Bolam and Weindling 2006) also show:

• **Coaching** (e.g. the stimulus of new ideas or practices).
new classroom activities
for teachers & students
professional development materials for teachers and classroom use, new tools, HT & peer support in school

new classroom activities
for teachers & students

professional development materials for teachers and classroom use, new tools, HT & peer support
support beyond school

support in school

new classroom activities
for teachers & students

professional development materials for teachers and classroom use, new tools, HT & peer support

peer support through meetings and visits; wider project support
Look at the Picture.
Now read and act.

- Shop assistant: Hello
- Selim: Hello, can I have a pencil
- Shop assistant: Sure. Anything else?
- Selim: Yes, an eraser and a sharpener
- Shop assistant: Here you are.
- Selim: Thanks. How much?
- Shop assistant: Ten taka please.
mobile phone: ‘coach on the card’
video for teacher development
## IMPACTS

<table>
<thead>
<tr>
<th>ATTITUDES &amp; PERCEPTIONS</th>
<th>CLASSROOM PRACTICES</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers report shift in attitudes towards communicative approaches (86% Pri Ts; 92% secondary Ts).</td>
<td>Increased Teachers use of English (71%-86% talk-time)</td>
<td>Independent evaluation shows improved learning outcomes for:</td>
</tr>
<tr>
<td></td>
<td>Increase Student talk (25-30% lesson time)</td>
<td>Primary Ts (69%) Secondary Ts (27%)</td>
</tr>
<tr>
<td></td>
<td>Increased Student use of English (88% Ss talk time)</td>
<td>Primary Ss (65%) Secondary Ss (82%)</td>
</tr>
</tbody>
</table>

**Further Reading:**
[www.eiabd.com > publications > research reports](http://www.eiabd.com/Publications/Reports/)

EIA Mobile Professional Learning:
Low Cost,
High Reach,
High Impact
where are we now?

<table>
<thead>
<tr>
<th>Established Strengths</th>
<th>Current Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>EIA adult learning component (Janala) a household name in Bangladesh</td>
<td>Political instability / insecurity around elections</td>
</tr>
<tr>
<td>EIA schools component innovation &amp; impact recognised:</td>
<td>Maintaining effective programme, through institutionalisation:</td>
</tr>
<tr>
<td>● Nationally (GoB, Donors, NGOs)</td>
<td>● Integrating into sector wide programme for primary</td>
</tr>
<tr>
<td>● Internationally (awards &amp; model to adopt, e.g Nigeria)</td>
<td>● Absence of sector wide programme in secondary</td>
</tr>
<tr>
<td>Extensive requests to further</td>
<td>‘Feeding hungry monsters’: risks to capacity and scope</td>
</tr>
</tbody>
</table>
I&S for TPD: timeline

07.13 | 10.13 | 01.14 | 04.14 | 07.14 | 10.14 | 01.15
--- | --- | --- | --- | --- | --- | ---
Strand | Q3-13 | Q4-13 | Q1-14 | Q2-14 | Q3-14 | Q4-14 | Q1-15
--- | --- | --- | --- | --- | --- | --- | ---
Negotiation with Partners | GoB primary / Project secondary | Design institutionalised TD programme | pilot | materials distribution: TF & Ed Man | materials distribution: Ts | Implement TPD system through partner systems
--- | --- | --- | --- | --- | --- | --- | ---
System Design with Partners | outline framework | materials development | materials production | TF CPD
--- | --- | --- | --- | --- | --- | --- | ---
Materials Development | Teacher Development | Monitoring
--- | --- | ---
Phase III | > | Phase IV | >>

Wednesday, 19 June 13
## Critical Success Factors for EIA Teacher Development (TD), by Difficulty of Institutionalisation

<table>
<thead>
<tr>
<th>Easy</th>
<th>Moderately Difficult</th>
<th>Hard to Achieve</th>
</tr>
</thead>
<tbody>
<tr>
<td>High quality materials carry key knowledge / activities</td>
<td>Quality local AV resources easily accessible</td>
<td>Regular, ongoing support to teachers (not one-off training)</td>
</tr>
<tr>
<td>Programme should fulfill intent of curriculum</td>
<td>Peer support in school</td>
<td>Classroom practice and reflection drive TD</td>
</tr>
<tr>
<td>Programme should improve teachers own EL competence</td>
<td>Supportive Head Teacher participation</td>
<td>Teacher Facilitator role (not <em>Master Trainer</em>)</td>
</tr>
<tr>
<td>Programme should be accessible / relevant to teachers</td>
<td>Supportive local inspection &amp; monitoring practices / personnel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modelling good learning experiences in TD programme</td>
<td></td>
</tr>
</tbody>
</table>
Summary

EIA has:
- effective model of mEducation for TPD
- exceptional evidence of impact
- high recognition, nationally & internationally

EIA is challenged by:
- size and speed of moving to institutionalised delivery
- enormous demand from GoB, donor and NGO
- adaptations required within primary SWAP
- absence of secondary SWAP