Teacher Education through School-based Support in India

Access for all: Using mobile and open education to secure success in underserved settings

Mobile learning Week
UNESCO, Paris
9th March 2016

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Background
## The Indian context

<table>
<thead>
<tr>
<th>State</th>
<th>Population</th>
<th>No. of children in schools</th>
<th>No. of teachers in each state</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assam</td>
<td>31,000,000</td>
<td>7,120,000</td>
<td>297,000</td>
</tr>
<tr>
<td>Bihar</td>
<td>104,000,000</td>
<td>25,250,000</td>
<td>399,000</td>
</tr>
<tr>
<td>Karnataka</td>
<td>61,000,000</td>
<td>9,700,000</td>
<td>381,000</td>
</tr>
<tr>
<td>Madhya Pradesh</td>
<td>73,000,000</td>
<td>18,400,000</td>
<td>469,000</td>
</tr>
<tr>
<td>Odisha</td>
<td>42,000,000</td>
<td>7,630,000</td>
<td>267,000</td>
</tr>
<tr>
<td>Uttar Pradesh</td>
<td>200,000,000</td>
<td>48,560,000</td>
<td>864,000</td>
</tr>
<tr>
<td>West Bengal</td>
<td>91,000,000</td>
<td>17,500,000</td>
<td>419,000</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>602,000,000</strong></td>
<td><strong>134,930,000</strong></td>
<td><strong>3,096,000</strong></td>
</tr>
</tbody>
</table>
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TESS-India approach
Learner-centred, participatory pedagogies

• Transformational change, working within existing systems and policy
• Teachers are at the centre of classroom change and a re-conceptualisation of their role and their relationship with learners is key
• The OER
  ...model ways of engaging in participatory pedagogies in classrooms for both teachers and teacher educators

  ...form a flexible toolkit, not an instructional program. They acknowledge change is embedded within the realities of teachers’ own practice

  ...support the development of reflective practices, treating teachers and teacher educators as professionals able to make judgements on their students’ learning
Open development space

Collaboration is key

Policy makers

Teachers

Teacher educators

State education stakeholders

Head teachers

OER Toolkit

State Resource Groups (SRG)

Open University

Assam SRG

Odisha SRG

MP SRG

UP SRG

Karnataka SRG

West Bengal SRG

Bihar SRG
Open development space

Collaboration is key

- Refinement workshops
- Collaborative writing
- Engagement with draft OER
- Independent Review panel
- Localisation across 7 states: Assam, Bihar, Karnataka, Madhya Pradesh, Odisha, Uttar Pradesh, West Bengal
- Filming in states using draft OER
- Commentaries added in 6 languages

OER
How?
From access to integration

- Technology enables access (being available, accessible)
- For change to occur, we must consider access as having a broader meaning (accessible and useable in-context within existing systems)
- TESS-India OER will be used in diverse school and classroom contexts
- State, district and institutional support will vary and mediate access to the OER
- Toolkit is infinitely adaptable and flexible for use in different cultural and environmental contexts and to meet a range of teacher development needs
- Participants choose the pathway through the OER and the ‘pace’ of study
Co-evolution of shared practice

Participation is key

Movement in practice of teachers arises from enactment of the pedagogy modelled in the OER with their learners.

Embedded OER use in daily practice with:
- Teacher educators in colleges
- Local teacher educators
- School headteachers and Teachers

TESS-India State Resource Groups (SRG) act as ‘brokers’, enabling dialogue across levels and co-evolution shared practice with the OER.
Enhancing teacher education through OER: Tess-India

OECx - TESS101x
Ended - Jan 15, 2016

Support teacher development

Introduction
Giving and receiving feedback
Presenting your ideas and giving feedback
Week 3 Peer Assessment due Dec 18, 2015 at 23:30 UTC
Receiving feedback
Reviewing your learning

Week 4: Developing your own practice with OER
Week 5: Selecting and using OER
Week 6: Integrating OER into teacher education
End of course checklist and survey

Using video to support active

Allow approximately 20 minutes

The TESS-India OER video below shows a primary school teacher working with a multigrade class. He is the only teacher in the school and teaches 50 pupils spanning Class 1 to Class V.

1. Watch this video and, as you do so, list the key things that you notice. What do you think are the main points that the video makes about learner-centred pedagogy?

Using Groupwork: Lower Primary Science

Commentary: In a multigrade primary school around 50 students from different linguistic backgrounds
A unique model of support

TESS-India MOOC

- MOOC with online facilitation
- Facilitated face-to-face workshops
- Participant created and led WhatsApp groups
TESS-India MOOC

- 10,236 participants over 2 presentations
- 51% completion rate
- 43% completers female (47% participants female)
- 40% completers from rural/semi-rural locations (42% participants rural/semi-rural)
Thank you - Questions

Website: www.TESS-India.edu.in
YouTube: http://tinyurl.com/TESS-India-video
Facebook: http://tinyurl.com/facebook-TESSIndia
Twitter: @TESSIndia

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