



Maria A. Beebe
<maria.beebe@kaisipan.org>

29 July 2020

KaisiPan. Your
Digital Literacy
Gateway



Social Impact Challenge

- Programme for International Student Assessment (PISA): In 2018, Philippines scored lowest in Reading and second lowest in Mathematics and Science among the 79 participating countries.

What are some of the findings?

- 68% of 15-year-olds took the test
- 94% of 15-year-old students speak a language other than the test language
- Socio-economically advantaged students outperformed disadvantaged students in reading by 88 score points in the Philippines
- Gender gap in reading in favor of girls (27 score points)
- 65% of students reported being bullied at least a few times a month
- Girls expressed greater fear of failure than boys
- When asked, do you disagree with this statement “Your intelligence is something about you that you can not change very much” only 31% of students did not agree, indicating that the students hoed a growth mindset.

How are these findings explained?

- Need for text, print, digital materials and internet; need for teacher modeling, shared practice towards independent practice; need to discern the credibility of a text

Perez (President, Reading Association of the Philippines)

- High literary rate (98%) in the Philippines; BUT low in functional literacy (Reading, Writing, Arithmetic plus an ability to follow written and verbal instructions to accomplish given tasks and solve problems and to proceed to more complex problem-solving.)

Luz (Former Undersecretary of Education)

Our response: Kaisipan. Your Digital Literacy Gateway

- Vision: Digital literacy for all Filipino educators and learners.
"Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring cognitive, technical, and humanizing skills."
- Mission: Transforming learning and teaching through digital educational technology.

Our mission and vision will contribute to:

- Improved PISA world reading average of the Philippines from 340 (in 2018) to 487 out of a possible 600, the OECD average, by 2028.
- UN Sustainable development goal 4: To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030.



A digital literate educator or learner has the competencies (attitudes, skills, knowledge) to:

- Learn, teach, and develop life skills using digital tools
- Function as a digital citizen and leader, being mindful of digital identity, wellbeing, safety and security.
- Gather and analyze digital information, data, and content.
- Create learning materials, innovate, and research using digital tools.
- Communicate, participate, and collaborate in digital educational space.

Note: How do measure/assess teaching competencies before and after training?

How do we become a digital literate educator and learner?

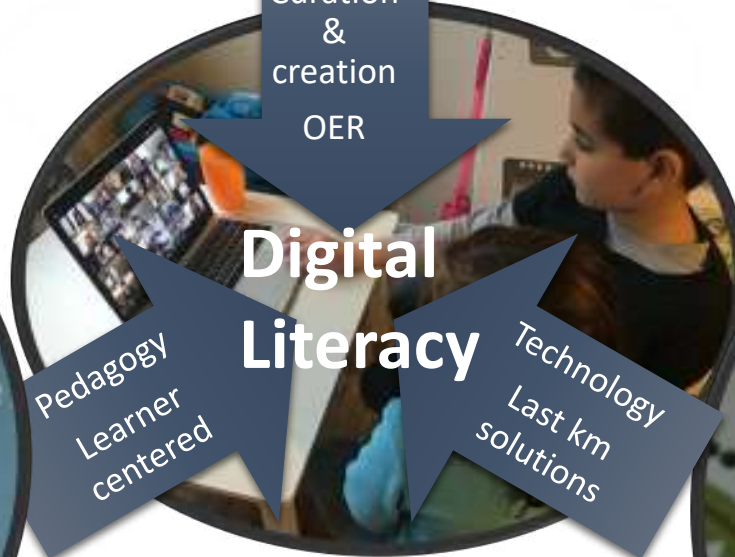
- Balance pedagogy (how we learn), with content/teaching materials (what we learn), and technology (our digital tools)
- Focus on ILearn. ICreate. IShare
 - ILEARN
 - Use digital tools for productivity skills
 - Use digital tools to learn, teach, and develop life skills
 - Use digital tools to function as a digital citizen and leader, being mindful of digital identity, wellbeing, safety and security
 - ICREATE
 - Use digital tools to gather and analyze information, data, and content
 - Use digital tools to create, innovate, and research
 - ISHARE
 - Use digital tools to communicate, participate, and collaborate

KaISIPan: Your Digital Literacy Gateway To:

Balancing Solutions
(pedagogy, content, & technology)
Demonstrating competencies
(Ilearn, Icreate, and Ishare)
Leveraging Partnerships
(local and global)



Content
Curation
&
creation
OER



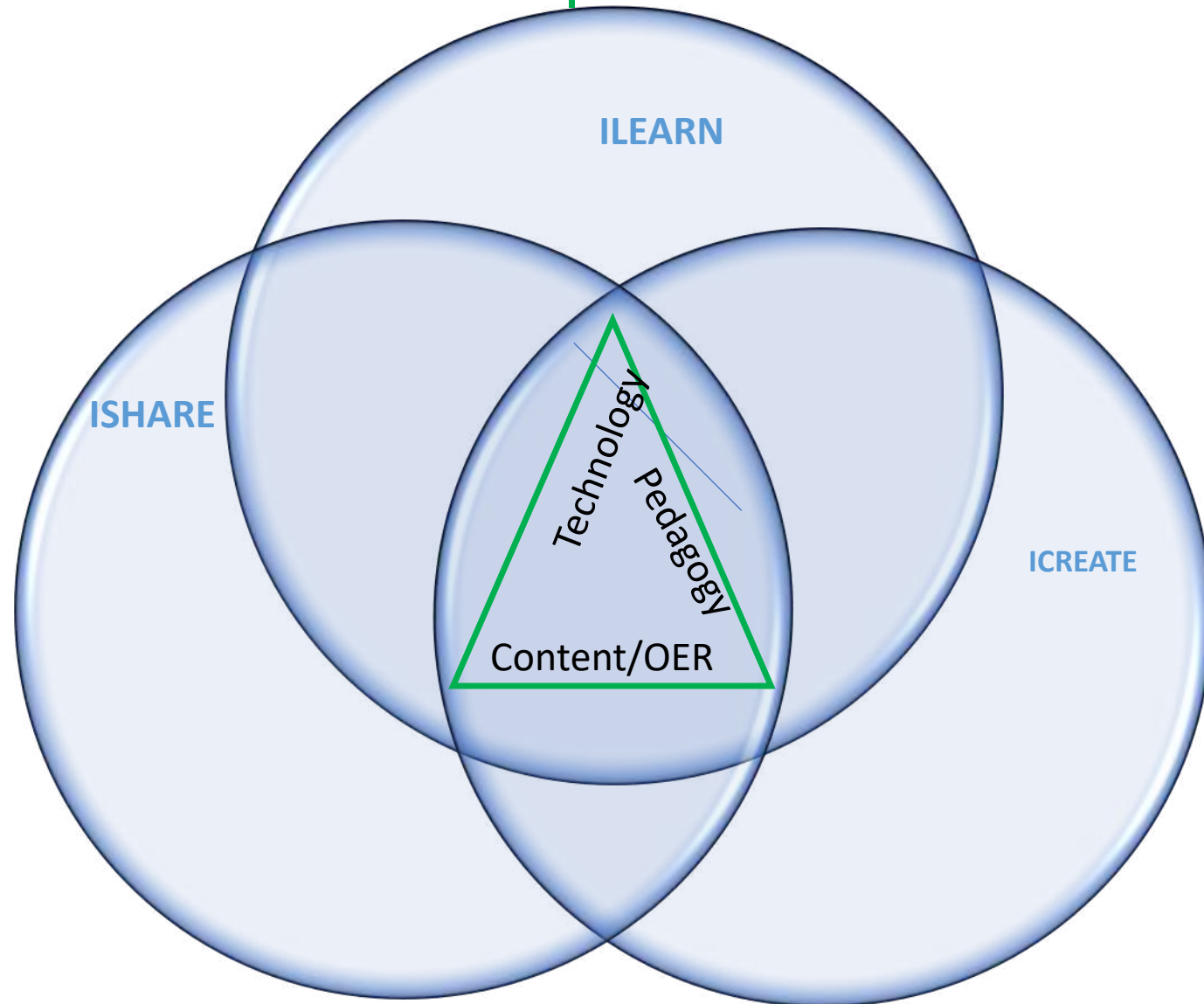
**Digital
Literacy**

Pedagogy
Learner
centered

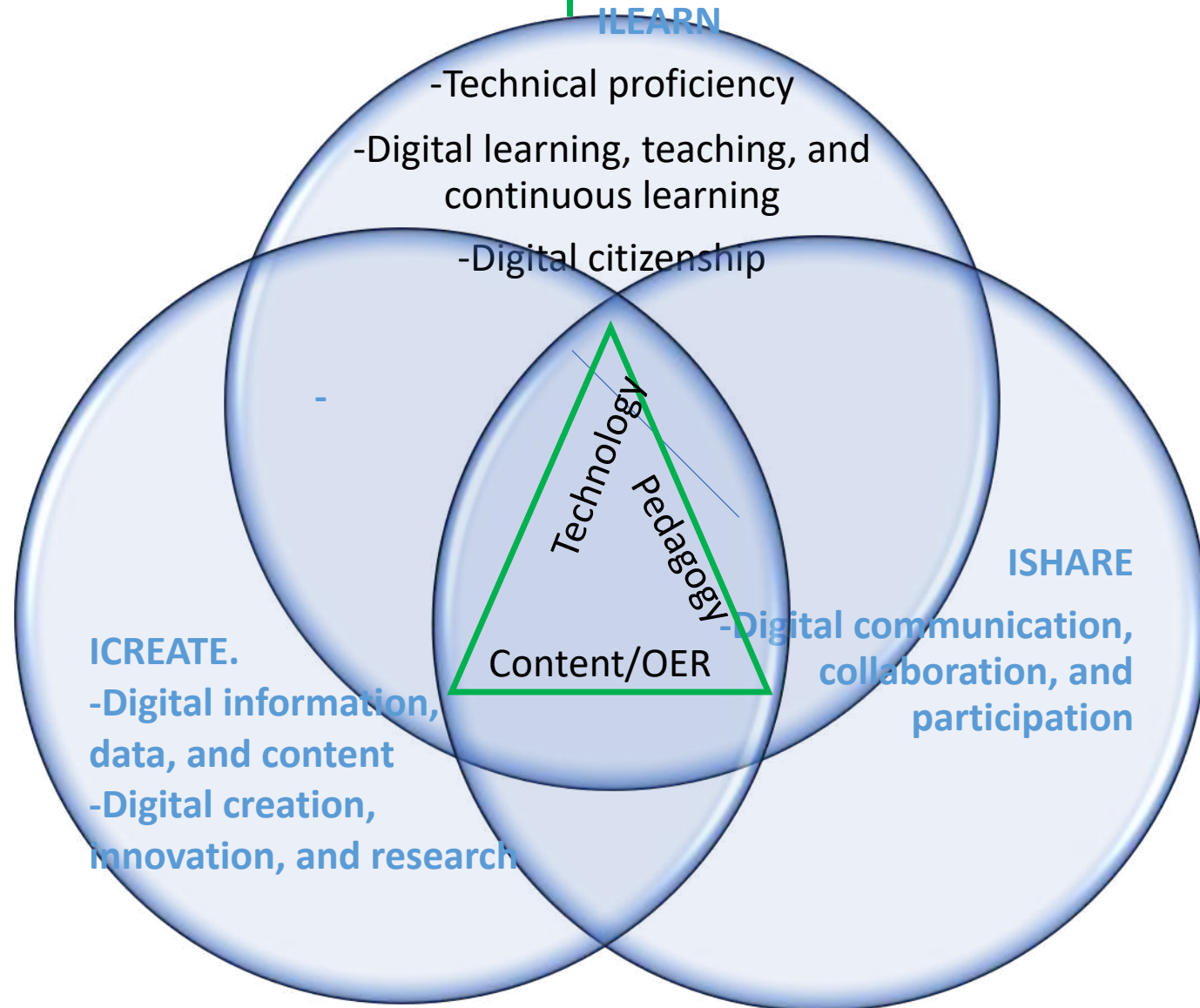
Technology
Last km
solutions



Digital Literacy for Educators and Learners



Digital Literacy for Educators and Learners



Training Services/Products:

Towards Balancing Pedagogy, Content, and Technology

	TRAINING SERVICES/PRODUCTS	ILLUSTRATIVE BASIC TRAINING MODULES
PEDAGOGY	We provide/facilitate training and capacity development to educators as to how we learn and teach with technology via blended, online or virtual training.	<ul style="list-style-type: none"> a. Introduction to Learner-Centered Approach b. Effective Teaching Practices c. Introduction to Course Design d. Introduction to Learning Outcomes e. Introduction to Designing Assessments f. Introduction to Learning Tasks and Activities g. Introduction to Digital Learning and Teaching h. Achieving Digital Literacy
CONTENT	We provide access to curated and created original content for educators and learners.	<ul style="list-style-type: none"> a. Introduction to Kaisipan SmartHub – available on the Kaisipan website, loaded in the Kaisipan SmartHub, and loaded in the Kaisipan SmartTV b. Searching OER c. Developing Playbooks and Playlists
TECHNOLOGY	We introduce you to last kilometer technologies and potential partners for sponsorships.	<ul style="list-style-type: none"> a. Hardware -- Introduction to the Kaisipan SmartHub/Box/elib b. Hardware -- Introduction to the Kaisipan SmartTV c. Software - Introduction to LMS and the MoodleLearn Kaisipan d. Connectivity -- Using the Kaisipan smarthub as a Wi-fi; Using the Kaisipan SMartTV as an Intranet; and Introduction to the

Training, Mastering Competencies for Educators

	ILLUSTRATIVE MODULES
1. Integrating Technology & Pedagogy	<ul style="list-style-type: none">a. Transitioning from face to face to Virtual Remoteb. Teaching for the Virtual/Remote Format (Live) i.e. Zoomc. Teaching for the Online Format (i.e. Canvas)
2. Integrating Technology & Content	<ul style="list-style-type: none">a. Developing Playbooks, Playlists, and Bookmarks
3. Integrating Pedagogy & Content	<ul style="list-style-type: none">a. Online Course Design (Outcomes, Assessments, and Student Engagement)
4. Digital Learning, Teaching, and Instructional Design	<ul style="list-style-type: none">a. Introduction to Online Learning and Teachingb. Foundations of Curriculum and INSTRUCTIONAL Designc. Digital Educational Technology Toolsd. Strategies for Embedding Technology Integratione. Designing for Digital Learning, Virtual/Remote, and Online Format

Digital Literacy for Educators and Learners

BALANCING/INTEGRATING PEDAGOGY, CONTENT, AND TECHNOLOGY

ILLUSTRATIVE TRAINING MODULES

1. Digital Citizenship

- a. Media Balance and Well-being
- b. Privacy, Safety, and Security
- c. Digital Footprint and Identity
- d. Relationships and Communication
- e. Cyberbullying, Digital Drama, and Hate Speech
- f. News and Media Literacy
- g. Respect for Self and Others

Online course. Best if offered with a facilitator during structured virtual (synchronous) interactions or face-to-face when possible.

<https://www.commonsense.org/education/digital-citizenship>

2. Digital Information, Data, and Content

- a. Finding, Managing, and Organizing Information, Data, and Content
- b. Analysis and Evaluation of Online Information

Online course. Best if offered with a facilitator during structured virtual (synchronous) interactions or face-to-face when possible. Civic Online Reasoning - <https://cor.stanford.edu>

3. Digital Communication, Participation, and Collaboration

- a. Tools for Communication, Collaboration, and Participation
- b. Social Media Guidelines for Educators and Learners
- c. Net-etiquette
- d. Local and Global Collaborations for Educators (Teacher Mentorship, Global projects for project-based learning)

4. Digital Creation, Innovation, and Research

- a. Creation of Digital Resources
- b. Digital Tools for Research

SAMPLE USE CASES: SHARE ENGAGING OER CONTENT, IMPROVE LEARNING OUTCOMES

- Instructor/FACILITATOR-led courses – simulate a classroom setting by releasing content weekly and engaging learners through discussion and feedback
- Assessments – Create assessments using templates with features, such as hinting, problem banks, and others.
- MODULAR courses – allow learners to engage at their own pace with support from course teams and the learning community
- Certifications - Verify learning outcomes and generate secure certificates issued after identity verification
- Online programs - build complete online degree programs that educate thousands of students every year
- Hybrid programs – design and launch hybrid degree or microcredntial programs

SAMPLE USE CASES of Kaisipan BOXes

General conditions that exist:

- no face-to-face classes under community quarantine
- schools and teachers give out printed modules for main lessons
- teachers are familiar with the contents and workings of the Kaisipan Box and are willing to integrate the Kaisipan Box into the teaching and learning experience of the school
- Internet connection is spotty (if not altogether absent) in the area where the Box is to be deployed

SAMPLE USE

- Sample use 1: With electricity in students' houses. Among students, the Kaisipan Box is passed around by schedule, to support either structured, semi-structured, or independent learning.
- Sample Use 2: Without electricity in students' houses. The Box comes with battery and pre-charged access device. Among students, the Kaisipan Box is passed around by being “checked out” from the school or a volunteer organization, to support either structured, semi-structured, or independent learning.
- Sample Use 3: a family or cluster of families build the Box themselves to supplement DepEd instruction.
- Sample Use 4: the Box is co-located with local ISPs or on local networks such that when people access library.ph or moocwo.net, they are directed to the locally mounted box for faster access in areas where the Internet connectivity is only spotty.

VARIANTS

- habal-habal (motorcycle)-mounted Kaisipan Box visiting areas or households
- solar-powered Kaisipan Box mounted in key areas in the community, including Internet cafes
- Kaisipan Box is provided with local channel on the cable network that plays Kaisipan contents on the loop or curated as a K-12 program
- Kaisipan Box is extended as a micro-FM radio station that plays Kaisipan Box contents.

Training in content curation, content creation



Content curation & creation
OER

Training in use of digital devices & apps for learning



Digital Literacy

Pedagogy
Learner centered

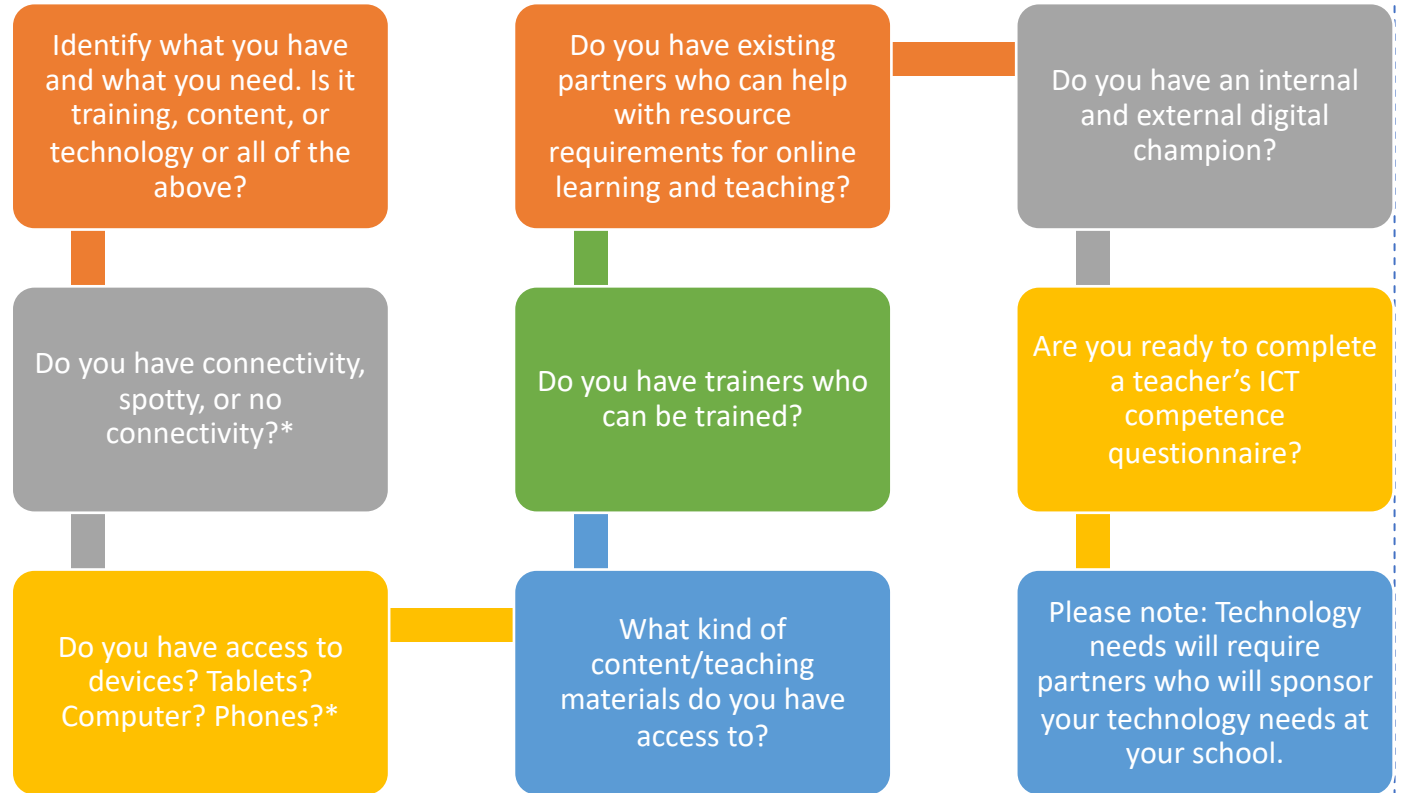
Technology
Last km solutions



KaISIPan: Your Digital Literacy Gateway
Balancing Solutions
(pedagogy, content, & technology)
Demonstrating competencies
(Ilearn, Icreate, and Ishare)
Leveraging Partnerships
(local and global)

Training in digital pedagogy

Identify School Needs for Digital/Online/Virtual Learning and Teaching



How you can help as sponsors. Do you have existing partner schools. Some examples. . .



Adopt a student

Sponsor his eLearn account for \$5/student/year and \$5 for his monthly internet pre-paid load



Adopt a teacher

Sponsor her eLearn account for \$10/teacher/year



Adopt a school

KaISIPan smart hub - \$100
Solar panel - \$500
TV/Computer set - \$1,000

Think with us.
Participate.
Collaborate.
Kaisipan.

Our Team

- Maria Beebe, Ph.D.
- Audrey Codera, J.D.
- Lilia Juele, Ph.D.
- Emmanuel Lallana, Ph.D.
- Maria Victoria Lualhati, Ph.D.
- Antonette Torres

Our Partner Institutions

- Advanced Telecommunications Research Japan - Toshikazu Sakano, Ph.D.
- CVISNET - Jeff Leandro
- i-EARN US – Connie Rensink
- moodLearning - Maria Elena Mendoza
- NexLogic - Momo Kanouni
- NROC Hippocampus – Dani Pedrotti
- UPSILab - Peter Sy
- Saylor Academy – Jacqueline Arnold

