

e-Curricula standards and guidelines for JEl Discovery Schools

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Expected outcomes

Agreed co-ordination organisation and resourcing framework for e-curricula development between partners including

Process

Liaison with MoE

Monitoring process to ensure standards are being embedded

Resourcing

Communication between teams

Structure of final document

- **Overview**
 - Objectives**
 - Rationale**
- **Statements**
 - Pedagogical**
 - Technical**
 - Social (culture, gender, Knowledge Society)**
 - E-curricula training linked to overall training strategy**
- **Standards checklist and measures**
 - Essential/desirable/not relevant**
 - Level to which they have been addressed (evaluative)**

Guidelines and standards discussion

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- **Don't turn e-curricula into another prescriptive textbook**
- **Teachers need to read and see outcomes**
- **Change needs monitoring and checking – it is a slow process**
- **Social guidelines and standards**
- **Assessment and evaluation – links to the curriculum – students do better in traditional assessments when taught in a different way**
- **Performance criteria vs. content criteria**
- **Quality criteria – check for culture, equal opportunities, language, stereotypes etc**
- **Linking ICT & ESL – How much English should be used in the Arabic version of the ICT curriculum**
- **Referencing to allow cross curricular links and to help developers (e-maths experience)**

E-curricula coordination group

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- **Standards**
- **Cross referencing**
- **Involvement of MoE directorates**
 - Training**
 - Curriculum**
 - E-curriculum**
 - Examinations**
- **Committee of representatives from e-curricula development teams with a coordinator funded by the sponsors of e-curricula - also to liaise closely with development teams JEI PMO and MoE to monitor and support development**

- **Long term development plans – what are sponsors committing to as curricula and teacher development and change (5 years?)**
- **E-curricula and Jordan assessment strategy and future developments – more linkage and discussions to inform development**
- **Focus on teacher development**

JEI and ERfKE

- **Structure and processes for JEI building expertise in MoE (sustainable skills)**
- **What is working now in terms of current level of involvement?**
- **How should process for MoE standards to be meshed with JEI?**

Recommendations

- **Active communications**
 - 2 languages**
 - Ready access to e-mail**
 - Developments recorded on web site to which working groups can add**
- **Regular meetings with MoE, JEI PMO, developers, sponsors with records of proceedings**
- **Widely circulated specs for EduWave and clarity of specifications for e-products and potential uses – regularly updated**

- **E-content and e-learning objects**
 - Common look and feel and navigational structure
- **Self-learning of students accessible by topic or other criteria for remediation or rapid advancement (in standards)**
- **Analysis of disparities in resources in the MoE and private sector**

- **Integration of ICT into the MoE curriculum for individual subjects – working group at MoE to ensure ICT application in curriculum**
- **Training – designed specifically for classroom influence on 1) teacher 2) student**
- **Focus on adapting student and parents and teacher to change e.g. use of Internet**

- **Undertake research to determine strengths and weaknesses linked to see whether e-learning is useful or not**
- **Online feedback to MoE and developers about curriculum and materials**