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Workshop 6

University of Eswatini, Eswatini and North-West University, South Africa

Title: *How to Improve Teacher Education Through the Use of the Open Science Framework*

Facilitators

- Professor Karen Ferreira-Meyers, University of Eswatini, Institute of Distance Education, Eswatini
- Dr Amit Dhakulkar, North-West University, South Africa

In this workshop, the facilitators want to highlight the importance of improved teacher education during and post-Covid-19 pandemic. It is well known that teacher education continues to pose an overwhelming challenge to the global south. The Covid-19 pandemic has exacerbated the lack of qualified teachers. Together with qualified staff, it is clear that relevant and local teaching-learning resources are essential if governments wish to enhance the teaching and learning processes.



Professor Karen Ferreira-Meyers

Solutions to the lack of qualified teachers/educators/ lecturers and to that of localised resources (such as Open Textbooks) are not easily come by.

In this workshop the facilitators propose a novel community-based approach to tackle this dual challenge through the innovative use of technology. Our approach is based on the principles embedded in the Open Science Framework (OSF) and envisions creation of grassroots-level communities of practices via networking of teachers and students. We propose to share a model through which the principle of openness can put into practice for teacher education.



Dr Amit Dhakulkar

To do so, we first examine some international and continental challenges related to teacher education and teacher training. These are systemic (lack of resources, outdated curriculum, curricular change, policy reform) and classroom-related (class size, teacher pedagogical content knowledge, skills, assessments). The model makes use of different OSF aspects to create a teacher-student community of practice with a peer network of “critical friends”. It offers the opportunity to extend “openness” to teachers and students by fostering sharing and collaboration while also focusing on self-directed learning and constructionist pedagogy. The workshop’s main learning objectives include discussing teacher education challenges in Africa, understanding OS as a concept and its principles, presenting communities of practice, and applying OS principles to teacher education. You will be able to list the requirements for successful implementation and examine how to craft a way forward for teacher education in Africa. To attain these objectives, the workshop combines data from a pre-workshop survey (Google Form), live polls undertaken during the workshop, short presentations, and the co-construction of a way forward.