

# Enhancing Pre-Service Technology Education in Palestine

World Bank Quality Improvement Fund for

Palestine Higher Education

2010-2012

## Overview

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In the core area of Technology Education, the teaching and learning of skills and competencies relating to information technology and new media are critical for preparing students in basic and secondary education for their future education and success in an ever-changing globalized knowledge economy. Recognizing that the existing pre-service teacher education programs (PRESET) in Palestinian institutions of tertiary education are in need of serious reform, the Palestine Technical University (Kadoorie) and its partner institutions, An-Najah National University and Palestine Technical College (Arroub) have reached out to Teachers College, Columbia University, to assist in a 2-year capacity building process to enhance the quality of PRESET programs in Technology Education.

This important initiative comes under the mandate of the Palestinian Ministry of Education and Higher Education (MoEHE). A central aim of the five-year (2008-2012) Education Development Strategic Plan (EDSP) of the MoEHE is to foster quality education in all sectors of education—basic, secondary, and tertiary. With funding from the World Bank, the MoEHE initiated the Tertiary Education Project (TEP), which aims to improve the quality and relevance of PRESET programs and to raise these programs to international standards of best practices in teacher preparation.

Palestine Technical University (Kadoorie) has identified three overarching goals for its capacity-building effort. **The first** is to improve the quality and relevance of curriculum, instruction and assessment comprising PRESET in Technology Education. **The second** seeks to reform, develop and upgrade the Bachelor Degree program in Technology Education for pre-service teachers. **The third** seeks to guarantee the sustainability of these reforms by developing a Multimedia and Educational Resources Center (MERC).

In the role of international consultant in this effort, Teachers College shall undertake a phased series of study tours and training modules. The purpose of these activities, as described below, is to prepare a core group of Palestinian faculty to take the lead in developing and implementing a series of robust pedagogical capacity building modules.

## Methodology

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Teachers College has assembled a team of prominent academics specializing in educational technology in addition to several faculty with expertise in the assessment, design, and development of curriculum and instruction.

- **Intensive Study Tours:** Over the 2-year duration of the assignment, the core Palestinian faculty will attend a series of 4 Intensive Study Tours (ITS) at Teachers College, each lasting about 3 weeks. Each Study Tour will take the form of an intensive seminar. At the end of each ITS, the participants will be expected to have developed program-specific goals and content for Capacity-Building Modules (CBM) that they will present later at their home institutions.
- **Capacity-Building Modules:** Building upon the objectives and content of the Intensive Study Tours, a series of Capacity-Building Modules will take place 4 times at the host Palestinian universities over the two years of the project. Each module will consist of two parts: a one-week training of trainers workshop followed by a two-week training program of interactive sessions designed to simulate a pre-service teacher education practicum. Teachers College faculty will serve as advisors and co-trainers in these sessions, with the core group of Palestinian pre-service educators taking the lead in conducting the major activities.

## Work Plan

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1. Orientation Workshop (September 2010 via ICT)
  - a. Introduce teams and participants
  - b. Refine and strategize work plan
2. Program Evaluation Visit (October/November 2010)
  - a. Planning Workshop for Evaluation Visit (October, via ICT)
  - b. On-site program evaluation visit (November, West Bank)
    - i. Assess, prioritize and target areas of needed improvement in curriculum and pedagogy in Technology Education courses (Prof. Cristillo)
    - ii. Recommend revisions in programs of study and courses comprising existing BA programs in pre-service teacher education in Technology Education.
3. Study Tour 1 (April-May 2011 at Teachers College): ***“Curriculum Design & Educational Technology”***
  - a. Designing Curriculum and Instruction, with added focus on educational technology and new media (Prof. Simmons)
  - b. Instructional design of educational technology (Prof. Budin)
4. Capacity-Building Module 1 (July 2011 in West Bank): ***“Merging Curriculum Design and Instruction with Educational Technology”***
  - a. Integration of educational technology and new media in the “backward design” approach to curriculum, instruction and assessment tertiary instruction and in schools (Prof. Cristillo, Lauren Gabriele, and Jonah Bossewitch)
  - b. Review and finalize the conceptual design, organizational structure, and program services of the Multimedia and Educational Resources Center (MERC) as a

- university hub for innovative teaching, learning and research in the field of Technology Education (Prof. Moretti and Jonah Bossewitch)
- c. Develop concept proposal for a National Conference on Technology Education in Palestine (tentative date: early July 2012)
5. Study Tour 2 (Sept/Oct 2011 at Teachers College): ***“Standards-based Instruction and Assessment”***
    - a. Advanced workshop on the design and implementation of Learning Activities and Assessment (Prof. Simmons)
    - b. Alignment of Program and Curriculum Standards for technological literacy in pre-service teacher education (TC faculty w/ State University of New York at Oswego, Technology Education Program [?])
  6. Capacity-Building Module 2 (Jan 2011): ***“Alignment of BA Program of Study with Standards for Technological Literacy”***
    - a. Enhancing learner-centered instructional and assessment practices through the use of advanced educational technology (Prof. Simmons [?], + CNMTL staff, TBA)
    - b. Critical assessment of content area courses in the BA Program of Technology Education
    - c. Planning for National Conference on Technology Education in Palestine
  7. Study Tour 3 (March 2012 at Teachers College): ***“Fostering Communities of Learning and School Change”***
    - a. Technology, leadership and school change (Prof. Meier)
    - a. Annual Conference of the International Technology and Engineering Educators Association (ITEEA): March 15-17, Long Beach, California (?)
  8. Capacity-Building Module 3 (April-May 2012 in West Bank): ***“Putting MERC to Work”***
    - a. Role of MERC in effectively Integrating technology and new media into curriculum and instruction across the subject areas of the BA Program in Technology Education and for the enhancement of in-service professional development (CNMTL staff [?])
    - b. Finalize program and curriculum standards for the Plan of Study for the BA Program in Technology
  9. Study Tour 4 (June 2012 at Teachers College): ***“Globalization and Technological Literacy in Curriculum, Instruction and Assessment”***
    - a. Aligning the content, scope and sequence of core and electives courses in the BA Program in Technology Education to the demands of the global knowledge economy. (TC and Columbia faculty)
    - b. Finalize agenda and logistics for National Conference on Technology Education in Palestine (TC faculty)
  10. Capacity-Building Module 4 (July 2012): ***“National Conference on Technology Education in Palestine”***