April 28, 2011; 2:45pm to 4pm

Present: Husam; Hakam; Judith; Lou

The need for standards and how to utilize international examples in the Palestinian context

**Objective**: Need to find a sentence that represents what is present in the diagram dealing with learning. (this is a continuation of an activity from the morning session)

**Sentence**: *Using a variety of learning modes, including the conceptual, experiential, and collaborative, students gain an understanding of the electricity in historical and contemporary perspectives.*

Discussion of the possibility of this activity in Palestine delegation heads there in July and how this would be used in the classroom.

How would that work:

They could break into small groups of 3-4 in order for the students to create their own definition of learning.

**Discussion of what standards represent with two current examples**

1. What is a standard?

Standards: providing a point of reference by which to judge something else

The understanding is that these standards are not fixed in stone as society, people, technology all change and the standards need to change with these factors.

Establish what the standards are in the communities where this program will be implemented.

1. Examples of current standards

What are the current standards within the international community?

* + Use some of these standards and see which of these are consistent with the current ones in Palestine
  + What international standards are not being used? How could they adapted and used in Palestine?

Two handouts from Millersville, Pennsylvania and ITEA

1. Millersville

* Breakdown of the standards in Pennsylvania
  + They divide them into three sections
    - Technology literacy core
    - Technical core
    - Professional courses
* Millersville wants to ensure that there is first technological competency then move towards an understanding of how to teach
* This type of education could be modified to use within the Palestine tech college

Application of the Millersville program the Palestine:

What does the system look like in Palestine?

* + Are there some common standards of selecting the courses and how they are organized?
  + Need to understand and explore the Palestinian curriculum and who are the principals driving its organization? (Finland, European Union)
  + There needs to be an understanding that science is universal but Palestinian colleges need to adapt to the workforce needs in the country
    - There are a number of factors that are impacting the workforce in the country which complicate the application of the international standards.
    - Maybe have a community discussion how to utilize the standards that exist in Millersville
  + The current standards in Palestine do not give clear guidelines for the whole system. Currently the standards are very general.
    - The issue is that the MOEHE placed the textbooks directly in the primary and secondary schools. It was noted that it should have been placed first in the university. The experts in the university could have then decided what to implement in the primary and secondary schools throughout the country.
  + It was noted that there is a need to have the standards first be approved prior to be implementation in the universities.
  + The standards have to align with what is currently required in the Palestinian universities.
    - There is need to ensure that the current standards are coherent. Currently the standards are unclear and the requirements are vague.

1. ITEA International Standards

* After the above discussion looking at the ITEA standards it becomes clear how Millersville currently complies with these standards but has adapted them for their particular program and location.
* The ITEA has broken the standards down into five standards
* the nature of technology
* technology and society
* design
* abilities for a technological world
* the designed world

**Application of Millersville and ITEA standards in Palestine**

General discussion about both the Millersville and the ITEA applicability to the program in Palestine

How do some of these components mesh with the standards that are being created for the schools in Palestine?

* Use this as a guideline to evaluate the current curriculum in the country
* Maybe later on could apply for accreditation after these standards
* it was noted that this is currently a discussion that is happening within Palestine and Jordan universities
  + one university in Jordan is currently in the process of accreditation

This could be a model for other programs to follow in the country.

**Closing remarks**

Reviewed the standards from ITEA to see which ones have been included in the current diagram and how some of the words can be implemented in the outline.

Discuss how to expand transportation technology

It was noted that standards were recently expanded from 10 to 20.