

UNESCO Project in Uzbekistan: Open Education for a Better World

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Project - Uzbekistan

Professional development program for Foreign Language Educators in Uzbekistan:

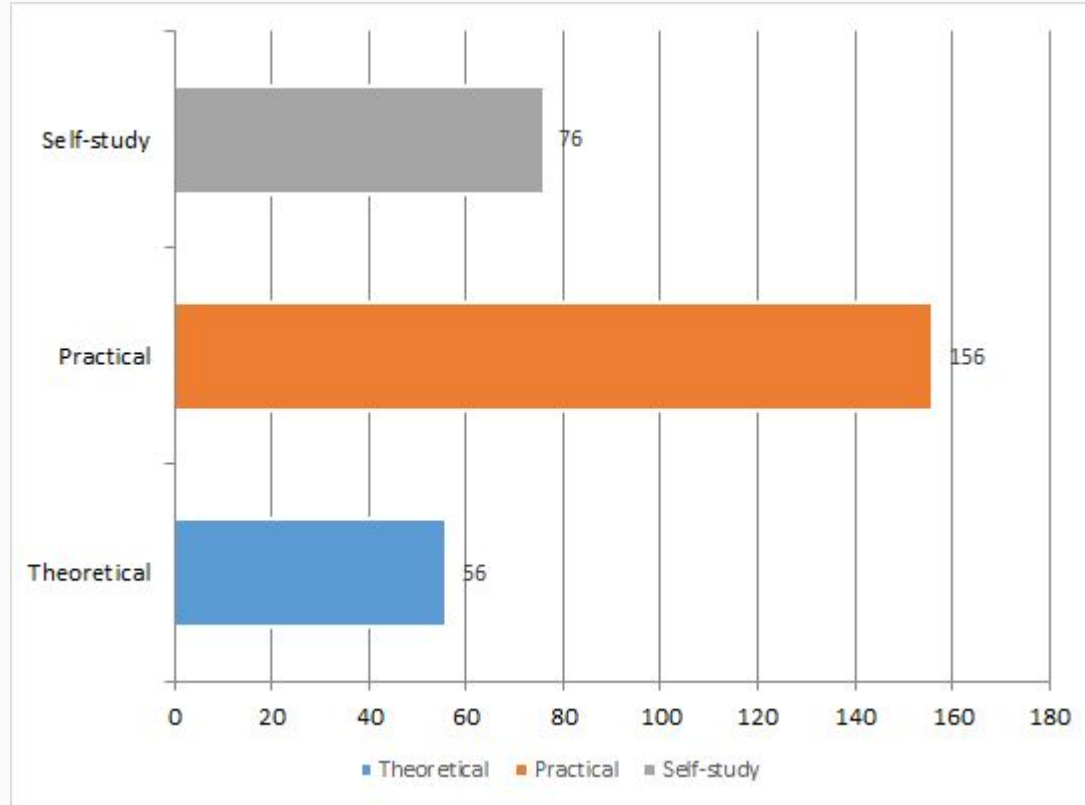
- Language educators are re-certified every 3 years through a government paid 2 month in person program
- Those who fail are moved into new pilot online course in Moodle. If they fail the online program they lose their job
- Currently no accredited online courses exist in Uzbekistan

Project - Uzbekistan

Two key issues identified:

- 10-20% fail rate of Foreign Language Teacher at CPD examination (every 3 years)
- Low level of English language skills of English language teachers

Overall breakdown of hours of the current professional development programme



UNESCO Project Goals in Uzbekistan

1. Review existing: Online Pilot Course in Moodle and make pedagogical, curriculum and technological recommendations to include OEP;
2. Plan a link-up initiative with a unicollaboration project;
3. *Beyond: the scope of this project: proposed – Uzbek Statue University of World Languages will send a Call for book chapters to language educators globally in May/June for an open access edited book on practices and approaches of VIEs in the primary and secondary language classroom.*

Suggestions for Implementation

- Connect mentors with locals, particularly instructional designers/experience learning designers to support adaptation and implementation (Goal 1)
- Find and utilize course template for open online programme (Goal 1)
- Connect UNESCO project with a Virtual Exchange (VE) allowing English teachers to practice English with native speakers (Goal 2)
- Next Phase of project: OER open book on virtual exchanges (Goal 3)

U.S. and Uzbekistan agreement

Uzbek-US Signed Education and Culture Agreement

The mentee completed his Peabody Fellowship and began an internship in Washington DC. During his stay, the Uzbek president came to DC and an Uzbek-U.S. signed an agreement on education and culture to support a three year partnership.

More information can be found here:

<https://www.state.gov/r/pa/prs/ps/2018/05/282179.htm>

Uzbekistan Education to Include Online Teaching in Fall

In a recent decree, Uzbekistan's educational system will soon include online teaching at 15 higher education institutions through 8 new branches.

More information can be found here:

<http://www.edu.uz/en/news/view/897>.

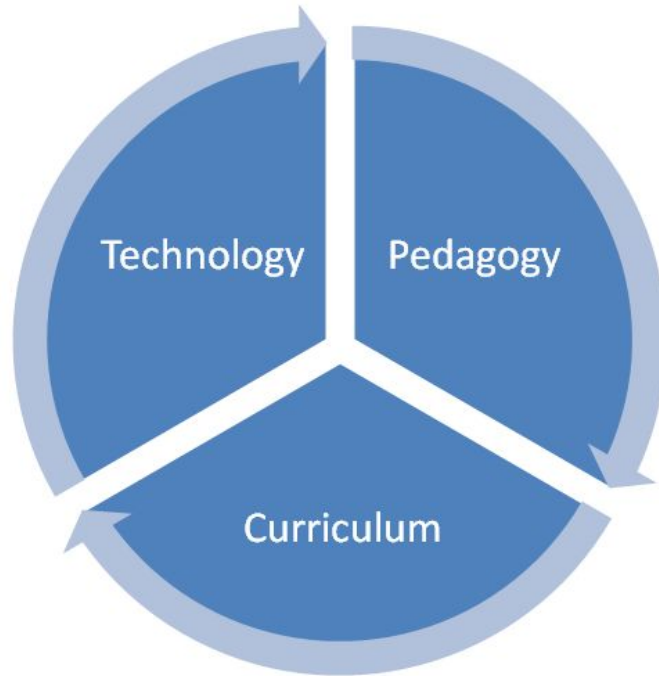
Programme Review

Teaching Plan for professional development

Courses selected

- 2.2 Advanced foreign experience on innovative technologies of foreign language teaching (14 hours)
- 3.2 Information communication technologies in teaching foreign languages (14 hours)

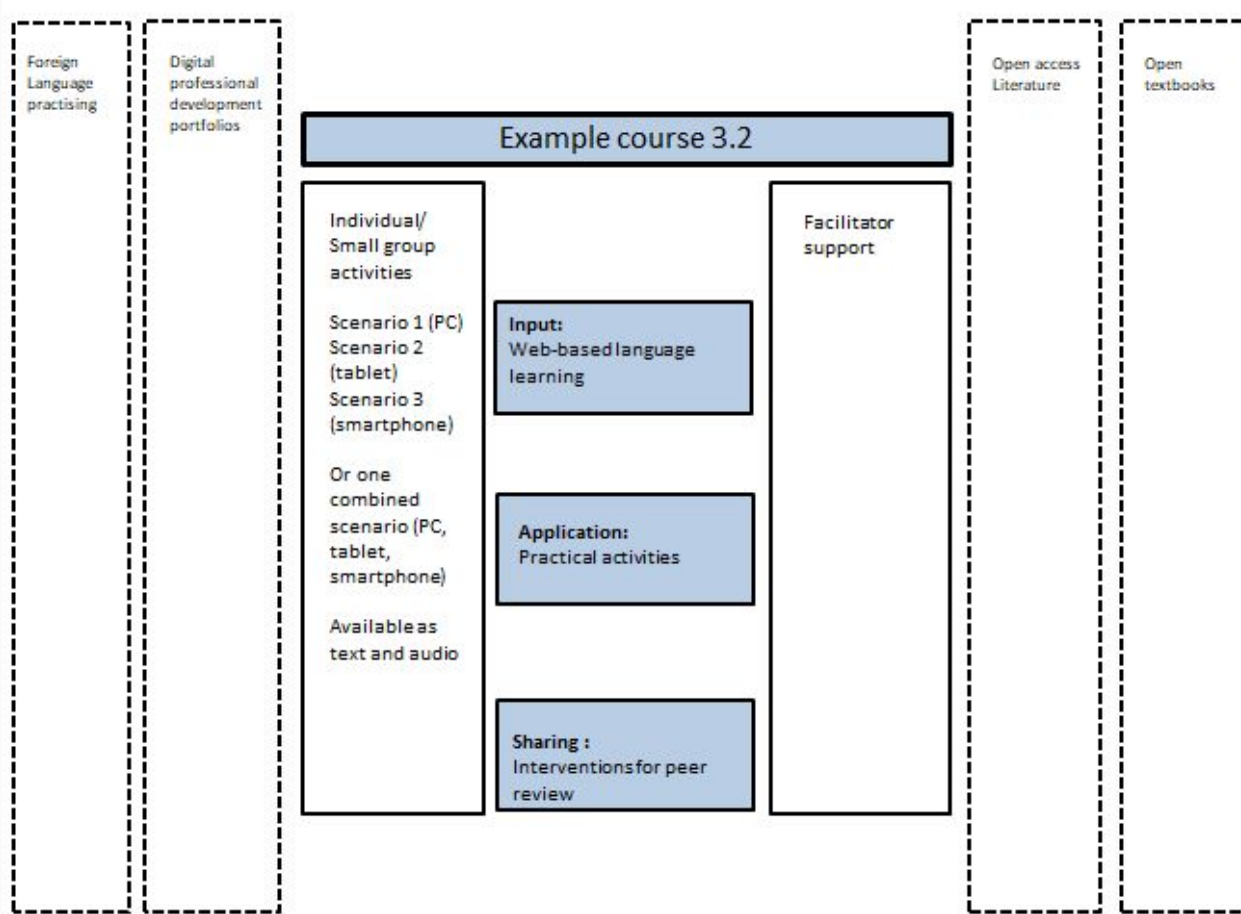
Mentor Proposal: *Opening up*: A proposed professional development programme for foreign language higher-ed teachers in Uzbekistan



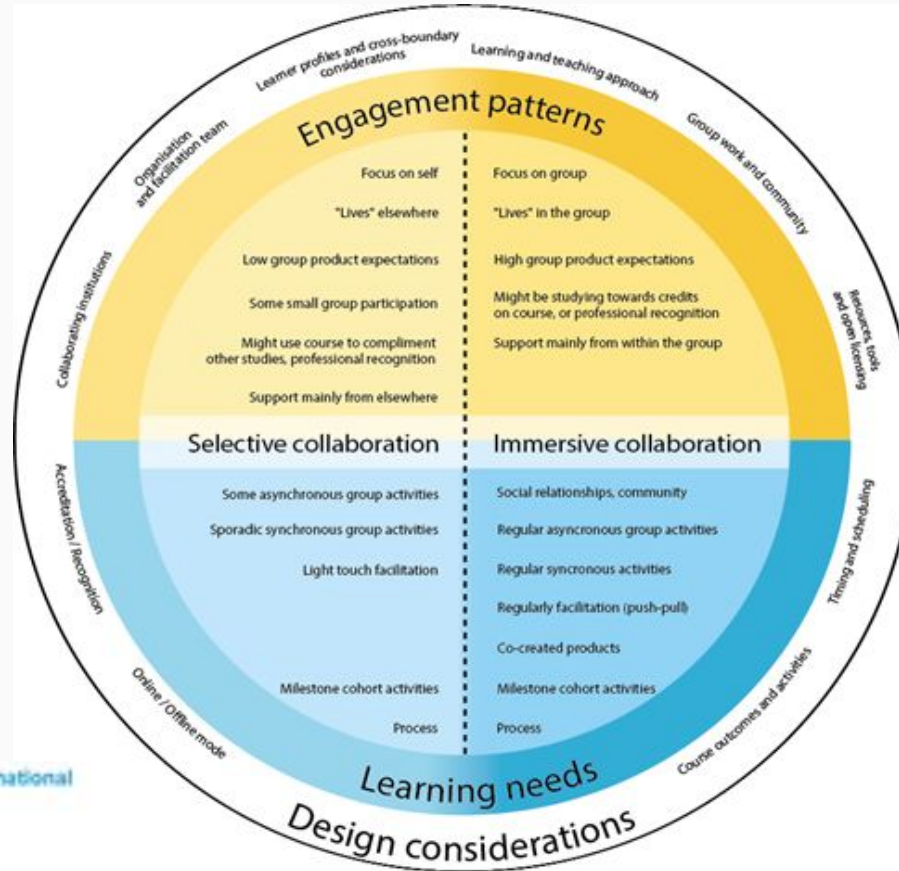
To be considered...

Pedagogy	Curriculum	Technology
<ul style="list-style-type: none">● Open where appropriate● Collaborative intercultural learning● Reflection● Co-creation OER textbook	<ul style="list-style-type: none">● Re-use of open courses/OER● Intercultural & global citizenship	<ul style="list-style-type: none">● Collaborative spaces (including Virtual Exchange)● Portfolio system

Proposed pedagogical scaffold



Cross-boundary collaborative learning framework (Nerantzi, 2017)



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Virtual Mobility Initiatives

“In the European Union, the desirability of student mobility is linked clearly to preparing students for the globalised marketplace, the development of tolerance and intercultural understanding as well as the establishment of more productive links between higher education institutions (Commission of the European Communities, 2009; O’Dowd, 2013).”

“Virtual Mobility is defined as “...a complement or as a substitute to physical mobility (Erasmus or similar) ...which builds on the specific potentials of on-line learning and network communication (European Commission, 2008; O’Dowd, 2013).”

Global Competence in Virtual Intercultural Exchange

1. The capacity to examine issues and situations of local, global and cultural significance The concept of global competence and its implications for education
2. the capacity to understand and appreciate different perspectives and worldviews;
3. the ability to establish positive interactions with people of different national, ethnic, religious, social or cultural backgrounds or gender; and
4. the capacity and disposition to take constructive action toward sustainable development and collective well-being (Bolognini & Foster 2018, p. 7-8).



Figure 4: The dimensions of global competence framework (Bolognini & Foster 2018, p. 11)

Rebus OER Textbook / Open Book Project

Project starts July 2018

1. Initial Call for Book Chapters - August 2018
2. Mexico Edition call for case studies - 2019
3. Uzbekistan Edition call for case studies - 2019

Topics include:

- Virtual Exchanges
- Collaborative Open Learning
- Virtual Mobility
- Bilingual Education
- Technology-enhanced language learning and teaching

Outputs & Dissemination Activities

- Ready: Mentor Proposal
- To be submitted: Collaborative Learning Paper
- About to start: Rebus OER Textbook Project
- Jan 2018: Sixth International Conference on the Development and Assessment of Intercultural Competence, University of Arizona, Tucson, US
- April 2018: Open Education Global Conference - Delft University, Netherlands
- April 2018: Unicollaboration Conference, Krakow, Poland
- August 2018 Colorado Teaching and Learning with Technology (COLTT) conference in Boulder, Colorado, USA
- September 2018: Association of Learning and Technology (ALT) annual conference, Manchester, UK

Any questions, comments, observations?

UNESCO project page

<http://unesco.ijs.si/project/profdevoer/>

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Global OER Graduate Network

<http://go-gn.net/>

