Evaluation Of Intel® Teach Getting Started

Intel® Teach Program

Intel recognizes that the economic and societal challenges of the 21st century information age require a more complex approach to education. The Intel® Teach Program – part of the Intel® Education Initiative – is research-proven professional development designed to train teachers to effectively integrate Information and Communications Technology (ICT) into the classroom and educate students using 21st century learning concepts such as:

- Technology and digital literacy
- Effective communication
- Critical thinking
- Problem solving
- Collaboration

Having trained nearly 6 million educators in over 50 countries, Intel Teach is the most successful teacher development program of its kind.

Getting Started

Getting Started is one of the offerings in the Intel Teach portfolio. Launched in late 2006, this course has been implemented globally and has been taken by 212,000 teachers as of 2008. Participating countries currently include Argentina, Brazil, China, Costa Rica, Egypt, India, Indonesia, Libya, Mexico, Nigeria, Pakistan, Palestine, the Philippines and Vietnam. Like all courses in the Intel Teach portfolio, Getting Started adapts well to localization efforts and several of the participating countries have aligned the course to broader educational programs and national or ministry initiatives.

Getting Started is a professional development course designed as an introduction to basic ICT literacy skills and 21st century learning concepts. Teachers are introduced to classroom software productivity tools and student-centered approaches to learning. The course provides teachers with an opportunity to develop practical applications of ICT for ongoing use in the classroom setting. Many participants are able to use this technology to create effective teaching tools and to foster innovative learning environments for their students.

Course Components

Getting Started establishes a solid ICT background that teachers need prior to moving on to the Essentials Course and is particularly recommended as a prerequisite for teachers with minimal ICT exposure.

Primary course components consist of:

- 24-32 hours of training, conducted during face-to-face learning sessions over a period of several days
- exposure to new frameworks for teaching and learning such as student-centered instruction, inquiry learning, critical thinking and problem solving activities, and project-based collaboration with peers
- introduction to basic software (word processing, spreadsheet, and presentation software) to create classroom tools such as student attendance sheets, seating charts, grade books or lesson plans
- development of individual action plans detailing how each participant will apply the new skills and approaches learned in the course to enhance productivity and professional practice over time

Evaluation Results

In early 2007, researchers[1] conducted case studies to examine the impact of Getting Started in five countries (Brazil, China, Costa Rica, Nigeria, and Mexico), all of which vary widely with respect to school-based access to technology and teacher familiarity with ICT. The case studies identify successes and opportunities for the course: specifically exploring whether it enables and/or enhances participant's use of Information and Communications Technology, whether participants see value in its teaching methods, whether the course is filling a relevant need in the participants' respective teaching communities and the manner in which participants follow up on course learnings when they are back in their schools.

The case studies indicate that Getting Started adapts well to different skill levels and that most participants find the course useful regardless of their prior levels of experience or technical expertise. Teachers and school leaders with limited ICT experience were able to experiment with a variety of software programs, while more experienced participants utilized the course to expand their existing knowledge of software technology to develop new teaching tools. Some teachers also viewed Getting Started as useful preparation for working with students in the computer laboratory and integrating technology into their curricula. The majority of teachers valued the ICT exposure as well as the opportunity to improve their ICT skills. Participants also commented favorably on the course's learning strategies and learner-centered design.

In all of the case study countries, successful implementation of Getting Started was best achieved when the following key environmental factors were also present:

- A strong time commitment from the school and the teachers to maximize learning and facilitate a thorough understanding of the course's key concepts
- An adequate technological infrastructure to support course requirements
- A basic level of understanding of ICT that increases participant's comfort level with software technology
- Support from the education system in the country, including a commitment to have appropriate resources for facilitation of the course
- Alignment with the country's current education policy and pre-existing curriculum and assessment requirements
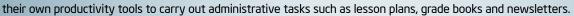
Impact of Getting Started in the countries where the evaluations were conducted

Vietnam

The Intel Teach program has been active in Vietnam for many years and Getting Started has been extremely successful there – 22,833 teachers from seven provinces have participated in the course to date. All of the teacher participants reported that their classroom practices and lesson planning and preparation changed after they took the course. Many are now using ICT in their classrooms, primarily to access the Internet and create projects on presentation software.

Nigeria

Getting Started was piloted in Nigeria in May 2007 and more than 3,000 teachers have been trained there thus far. Most of the Nigerian participants were experienced teachers with minimal technology exposure and limited opportunity to use ICT in their classrooms. By the end of the course, the majority of teachers had learned new uses for ICT and had created some of their own productivity tools to carry out administrative tasks such as lesson plans, grade books and newsletters.

China

Getting Started was launched in several schools throughout rural China where a majority of the participants already had strong ICT skills or at least some familiarity with technology. The student-centered learning techniques utilized in the course were new for most of the teachers but since the teaching methodologies align well with China's existing education reform policies, participants were especially interested in this aspect of Getting Started. After the course, many Chinese teachers increased their usage of ICT in the classroom and/or more frequently chose to deliver their lessons in a multimedia format. Also, some noted an enhanced level of student engagement in their classrooms resulting from the learnings obtained during the course.

Costa Rica

In Costa Rica, Getting Started was introduced as part of a nationwide professional development initiative organized by the Ministry of Public Education in accordance with its longstanding commitment to ICT. As a result of this effort, [##] teachers took the course in a series of workshops conducted throughout the country during a two week period. Participating teachers had a wide variety of teaching and ICT experience although many of them did not have easy access to computers in their schools. Most of the teachers valued the opportunity to improve their computer and technology skills during the course and some of them created practical and innovative products for their classrooms including student evaluation sheets, nameplates, and schedules as well as handouts and planning documents. Participants also enjoyed the student-centered teaching strategies utilized during their training.

Brazil

Getting Started was launched in the Indaiatuba school system of Brazil as part of a broader municipal program of technology reforms designed to incorporate ICT into classroom curriculums. More than [150] teachers have completed the course thus far, and [hundreds] more are currently in the training process. Most of the participants greatly valued the ICT aspects of Getting Started and some of the more technologically experienced teachers were also able to begin developing practical applications for the classroom.

*Consolidated report from each country available at:
http://download.intel.com/education/EvidenceOfImpact/Final-GettingStarted.pdf

Intel 's Commitment to Education

Intel believes that young people are the key to solving global challenges. A solid math and science foundation coupled with skills such as critical thinking, collaboration and problem solving are crucial for their success. That is why we get directly involved today in education programs, advocacy, and technology access to enable tomorrow's innovators.

Intel has invested over $1 billion and Intel employees have donated over 2.5 million hours in the past decade toward improving education in over 50 countries.

- **For more information on the Intel Education Initiative, visit:**
  www.intel.com/education

- **For more information on the Intel Teach Program, visit:**
  www.intel.com/education/teach

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1 Education Development Center, Inc. & SRI International (Eds.) (2008) A first look at the Intel® Teach Getting Started course: Impact on teachers' knowledge and skills in five countries. Retrieved from: http://download.intel.com/education/EvidenceOfImpact/Final-GettingStarted.pdf

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