THE CCTI MODEL
The Commonwealth Certificate for Teacher ICT Integration (CCTI) has the following characteristics:

• Activities-driven
  Activities are at the centre of the modules and guide educators to read supporting content, plan and implement classroom activities, reflect on practice and share experiences with the group.

• Classroom/school context
  The all-important context of learning is the educator’s school, classroom and subject needs. These are specifically identified by the educators themselves during the modules. The activities and content do not refer to any specific context, but sometimes illustrate a point with a variety of sample contexts.

• Uses ICT as a tool in the work place
  The emphasis is on how educators and learners use ICT as a tool and integrate ICT into teaching and learning.

• Community of learners
  The educators share their experiences with a group of colleagues online, using email groups and other online collaboration tools.

• Sharing classroom experience
  The emphasis is on classroom experience, reflection on that experience, sharing thoughts with the group online, contemplating change and implementing new solutions.

HOW CAN COL HELP?
Through partnerships with institutions and SchoolNet SA, COL will:

• Provide a Framework and Guidelines for Teacher Development in ICT
• Engage in further development and upgrade of learning materials
• Work with institutions to localise, accredit and offer the CCTI
• Assist in initial tutor training

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WHAT IS THE CCTI?
The CCTI is designed to improve teachers’ experience of teaching in the classroom with information and communication technology (ICT) and increase school managers’ involvement in ICT implementation in the school. It challenges school managers and teachers to constantly reflect on what they do in their school and classrooms and how ICT can be integrated into their evolving management and teaching styles.

The CCTI has been designed as a distance education course and is aligned with the UNESCO ICT Competency Framework for Teachers. It is an open educational resource (OER) that COL is making available to teacher training institutions throughout the Commonwealth and beyond. The material can be used as is or can be adopted and/or adapted into existing programmes.

FEATURES
All course materials are available on CD and online. Students are assigned to tutors who provide support, pace activities, give advice and coordinate assignments. Group interaction is a strong feature of the CCTI and a variety of online interaction methods are used. Activities range from self-study to group collaboration efforts. The activities deepen understanding in preparation for the assignments.

The CCTI is typically a two-year part-time course consisting of four core modules and six elective modules. After two years the successful student would have completed eight full modules. Institutions will make their own decisions about how this course should be conducted, accreditation, which technologies to use and what learning management and/or collaboration tools to deploy. COL does not provide accreditation for this course.

A one-day face-to-face orientation is optional. The courseware includes a guide to help adapt the content for local delivery or to convert the course into a face-to-face offering.

STRUCTURE
Course entry requirements
- Students must have an initial teacher qualification to enter the course.
- Students should be practicing teachers.
- Students must be at least moderately computer literate and be able to perform basic office suite skills, browse the Internet and use email.

MODULES
Introductory module
- ICT potential and possibilities

Core modules
- Learning, teaching and thinking with ICT – A theoretical background
- ICT in schools – Awareness of the range of ICT roles in schools
- ICT and the roles of the educator – ICT skills for teachers using ICT to support their work
- Assessing ICT integration – Considering assessment of the process and products of learning

Elective modules
- Finding, evaluating and developing digital subject resources
- Project approaches to learning with ICT
- eLearning in the Connected Classroom
- Managing learning and teaching with ICT
- ICT leadership in schools
- ICT planning for schools

ASSESSMENT
- No examinations
- Submission of assignments
- Portfolio assessment

- Materials are available on CD or online.
- Local tutor support provided via email/Internet
- Work in collaborative groups
- Share experiences with educators
- No visits to physical campus