MIL, human development and teacher training: case study on MIL development at CUN University in Colombia

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Gerardo Machuca

Kaunas, 24th Oct. 2018
Route:

- Prior research: MIL Readiness Index
- Identification of Stakeholders
- Case study and actions
  - Research
  - Short training
  - MIL-Clicks
MIL readiness Index

- 11 countries from Latin America
  - Argentina
  - Chile
  - Colombia
  - Costa Rica
  - Ecuador
  - Mexico
  - Panama
  - Peru
  - Dominican Republic
  - Venezuela
  - Uruguay
- Middle-upper income countries (WB, 2014)
- Spanish speaking

Experts:
- 44 experts
- Of 100 sampled
Questionnaire

- MIL and Curricula;
- MIL activities, resources and training;
- MIL Policy;
- MIL and Media and telecommunications industry;
- MIL and Social Society.
MIL Regional CONTEXT

Survey and literature review showed that:

1. MIL cannot be considered a generalized field of study
2. References to MIL in national curricula are few and seen as insufficient
3. There are no media competence assessment tools being used at any schooling level (nor for teachers)
4. Huge emphasis on digital skills → but little development of media competence
5. Teachers are not being trained on MIL
MIL Regional CONTEXT

1. All countries have a large variety of OER
2. All countries have ICT units/depts. for education
3. All countries have both access to and use of technology programmes and policies
4. In general terms, countries surveyed lack MIL policies
5. Media industry is not strongly compromised with MIL (no activities or products aimed at strengthening media competence)
6. There are individual or civic society initiatives on MIL but with limited scope
MIL Readiness index

Costa Rica
Uruguay
Colombia
Chile
Argentina
Promedio
México
República Dominicana
Venezuela
Panamá
Perú
Ecuador
### MIL-RI sub-indexes

<table>
<thead>
<tr>
<th>Country</th>
<th>MIL-RI</th>
<th>MIL &amp; Education</th>
<th>MIL Policy</th>
<th>MIL &amp; Media Industry</th>
<th>MIL and Civic Society</th>
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## MIL-RI comparison

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Scale: 0 a 1 0 a 10 1 a 7 0-100 0 a 100

MIL at CUN University
Context

- Colombia is facing a major challenge: make peace possible:
  - Access (and permanence) to education was not granted
  - Access to the internet was not possible due to war conditions
  - Democratic exercises are new to some regions
- Economical background
- Social background
- Digital illiteracy
- Shortage of qualified trainers at some regions
CUN

- 35 thousand students
- 2000 teachers
- Online, in-place an distance training methodologies
- Technical (+4), technological (+6) end professional degrees (+10)
- Postgraduate offer
- Peace and territorial development postgraduate studies
- Low tuition fees (near public universities tuition fees)
- High-tech industry allies
Stakeholders. How we identify them, how we convinced them...

- Policy makers. Only interested in showable results
- Industry. Interested but not willing to invest
- Schools. Interested but have no money to invest
- University. Interested
  - Business plan
  - Impact on ICT competence
  - Cost reduction
  - Broader reach
  - Digital platforms exploitation
What is the project about

- Take advantage of ICT investment made by CUN to enhance both qualitatively and quantitatively teachers’ teaching and learning practices.
- Train the academic community on MIL competencies after having identified their qualification needs.
- Identify the main challenges CUN has towards implementing ICT infrastructures at a national level.
- Create a series of short courses on the three main MIL components (media, information, digital)
Up to now:

- Test (questionnaire) to 250 teachers.
- First Teacher Training proposal
- Focus Groups
- Interaction with other institutional projects
- Experts validation
- First MIL course to be taken early 2019A
Diagnostic Test

Route:

- Test-questionnaire to teachers (UNESCO, EU and MIL-RI Frameworks)
- Compulsory

Conclusions:

- Very basic level of MIL competence among teachers
- But, Interest on MIL, specially on information environments and educational resources

<table>
<thead>
<tr>
<th>Route/Category</th>
<th>Informacional</th>
<th>Mediática</th>
<th>Digital</th>
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<td>Diagnóstico autovalorativo</td>
<td>7%</td>
<td>8%</td>
<td>2%</td>
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<tr>
<td>Conocimiento Valorativo</td>
<td>6%</td>
<td>1%</td>
<td>2%</td>
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<tr>
<td>Valorativa</td>
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<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Valorativa-Práctica</td>
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<td>5%</td>
<td>2%</td>
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<td>Lógica</td>
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<td>11%</td>
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<td>Prueba</td>
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</table>

Informacional: 47% 53%
Mediática: 27% 73%
Digital: 78% 22%
### Focal groups - Related and exploitable Projects

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUN Containers</td>
<td>Fully equipped containers that serve to download and upload content. They also serve for synchronic encounters on CUN’s LMS. They were designed to reach regions where there is no internet connection available.</td>
</tr>
<tr>
<td>Telecampus</td>
<td>Full e-learning experience platform, based on innovation and entertainment as means to stimulate learning and use of virtual learning environments. It seeks to set up a platform for stakeholder and allies willing to deliver education at remote regions of the country.</td>
</tr>
<tr>
<td>Platform C</td>
<td>E-learning platform designed by CUN. It was developed to be lightweight as band-width is a problem in rural areas in Colombia.</td>
</tr>
<tr>
<td>CUN-Mobile</td>
<td>University’s app. It holds all academic and information services of the university. It includes CUN Media and Learning Game CUNoid</td>
</tr>
</tbody>
</table>
Creating the MIL short training courses

- Technical and pedagogical design of the first MIL short course - 40h (May 2018).
- Experts validation (pedagogy expert, MIL expert, virtual education expert)
- Focus Groups (teachers and researchers: practitioners)
- Second draft of the course
- Virtualization
AMI CUN 2018:
“Teachers as innovation and change makers”
Short teacher training course (40h)

**Expected learning:**
Recognize the importance of MIL within young professionals training by understanding and applying media, information and digital principles in the design of a teaching-learning route.

**Training purpose:**
Design a teaching-learning route to address MIL in their own courses-
## Course design

<table>
<thead>
<tr>
<th>Competence to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Know and recognize MIL importance within education in a globalized context.</td>
</tr>
<tr>
<td>2. Retrieve, allocate, discriminate and associate information by source and provider, being able to understand its social, economic and/or political context and use it for training purposes in an adequate and ethical way.</td>
</tr>
<tr>
<td>3. Develop online (virtual) training processes to create content and information to be used as tools to ensure and enhance quality in tertiary education through alternative methodologies.</td>
</tr>
<tr>
<td>4. Foster an adequate use of media and information (including technologies) to create learning routes that meet the audiences needs.</td>
</tr>
<tr>
<td>5. Promote citizenship building and empowerment technics within ICT-mediated training processes to strengthen democracy and long life learning.</td>
</tr>
</tbody>
</table>
## Broader experiences

- Articulation with technical schools
- Non-formal tertiary education offer
- Mil Clicks

<table>
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<tr>
<th>No.</th>
<th>Ability</th>
<th>Theme</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General</td>
<td>MIL?</td>
<td>Create awareness of MIL, its characteristics and its importance in the context of the university</td>
</tr>
<tr>
<td>2</td>
<td>Informational</td>
<td>Infoxication: keys to track and organize information</td>
<td>Stimulate the correct use of datasets, databases and media on the basis of good practices for identifying, retrieving and storing information.</td>
</tr>
<tr>
<td>3</td>
<td>Informational</td>
<td>I’m responsible for what I share</td>
<td>Understand and use information knowing the limits and responsibilities linked to creating and reproducing content online.</td>
</tr>
<tr>
<td>4</td>
<td>Digital</td>
<td>ICT: What for?</td>
<td>Explain the role of ICT as means to maximize learning experiences.</td>
</tr>
<tr>
<td>5</td>
<td>Media</td>
<td>Learning through Social Media?</td>
<td>Identify the information and communication tools offered within social media networks and apps that can serve the learning process.</td>
</tr>
<tr>
<td>6</td>
<td>Media</td>
<td>How to build an academic community from MIL</td>
<td>Understand the links between the media and the construction on organizational cultures, citizenship and democracy.</td>
</tr>
</tbody>
</table>
Impact in and outside

- Participation in major education conference resulted on the first official meeting to organize an MIL research group in Colombia
- Interaction with other departments of the university has contributed to boosting up all actions developed within the project
  - Focus groups; encounters
- University authorities interested in creating MIL MOOC/specialization as part of their non formal education offer
- Association of Business Schools and Faculties (ASCOLFA) interested in the project and wanting to support actions related to MIL and the Orange Economy
- Authorities from the National Department for Science and Technology to take the short teachers training MIL Course
- Creation of the Inventors Club (MIL to create awareness on copyrights...)
Thank you!