Assessing in-service ICT training in the Philippines

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Abstract: The purpose of this research is to assess in-service training aimed for introducing ICT tools in classroom activities in the Philippines. The introduction of the ICT is recommended to make pupils focus on classes on their own initiative in the Philippines. But some teachers don't know how to use personal computer and ICT in class. In tanauan2 central school on Leyte we did two activities in a year in tanauan2 central school on Leyte. We checked teacher's needs, developed teaching materials, supported ICT training on first activities. We conducted the following four activities based on result of first activities in next activities. First, we observed class to know how to teach the teachers and discuss the class proposal and how to use ICT. Second, we developed teaching materials to suggest methods of making, advantages and how to use them for teachers can do better classes by using ICT teaching materials. Third, we did ICT training to make the local teacher acquires the basic technology of softwareAt last, we did collaboration learning to have faculty experience advantages of using ICT equipment in class

Keywords: ICT, Education, PowerPoint, Elementary school, Philippine, Leyte

INTRODUCTION

Currently, teachers are required to urge children to learn subjectively in Philippine. To implement it, the Department of Education recommends implementing classes using information and communication technology (ICT) by actively incorporating electronic teaching materials at public schools as well. However, there are still many teachers who are not accustomed to using PC, and even if they can use PC, they are falling into a one-way class development that only transfer knowledge from teachers to pupils. (JICA 2018) Therefore, this activity began with the desire that students learning ICT want to help. While we were active in Japan, we surveyed on-site status and requests through JICA. By using summer's (August-September) and spring's (February-March) long vacation, we visited the local area and perused various activities for a month.

PAGE LAYOUT

In the summer activity, we observed the teacher's lesson and analyzed the current situation using the check sheet. In addition, we conducted questionnaires ① (valid response: 20 teachers) and interviews (3 teachers). After that, we observed the training that was on-saite. As a result of questionnaires①, the number of people who received training on how to use ICT was 4/20, those who received ICT utilization training within the class were half of the total, and those who had never received ICT training were one quarter of the total. Some teachers also answered they could utilize ICT by themselves. However, as a result of observing the classes and the training that was on-site, there were no teachers who could use ICT equipment to make pupils focus on class. On the other hand, the teacher actively using ICT in the class, the skill of using PowerPoint was only the saving of the file. For these reasons, there were no teachers who understood basic operation methods of ICT equipment and were effectively used for classes.

Therefore, in the spring activity, we conducted training in terms of ICT (PowerPoint, MovieMaker, knowledge of ICT), and we conducted questionnaires ② to surveyed available skills before and after that. The questionnaire item is a total of 17 items including creation of a new file, save a file, save as another name, PDF, print, paper size, text design, textbox format of character, picture, format of picture and shape, shape, sorting overlapping objects, sumart-art, animation, insert video, insertion of music. (18 valid responses.) From the results of questionnaire ②, the number of usable skills has increased. In class observation, PowerPoint was used in class. For these reasons we interviewed this female teacher.

As a result of interview to a female teacher who did such a change. Her subject (MAPEH) has no textbooks, she feels the merit of using ICT. During the class observation on summer activity or spring activity, we could observe she uses ICT equipment in class. However, we received the impression that she was not using ICT successfully in class. For example, she used PowerPoint all the time in the lesson and her PowerPoint sentence are too many sentences for one slide.

She was decided to do demo lessons for teachers in March 2018. So, we prepared for the demo lesson together in order to use the ICT equipment effectively in her class. In the demo lesson, she used teaching tools according to the purpose. For example, her PowerPoint characters are too many sentences for one slide. if she wants to visualize content of lesson in class, she used PowerPoint to teach. And she wrote one content per slide, and it was a PowerPoint that was easy for children to see. And when doing group work, she instructed the children to use manila paper. Manila paper is a large-size sheet of paper. She used blackboards when she wanted to erase the sentence in class.

After did demo lesson, we interviewed female teachers. In the interview she felt the merit of using ICT in class, and she wants to continue to use ICT in class in the future. In addition, we asked her the difference between "using ICT in class" and "integrating ICT in class". Then she answered that "using ICT" mean using ICT in class, " integrating ICT in class" mean the whole class incorporating ICT. Teachers have to choose the correct ICT tools for particular learning objectives, collectives or contexts. (Qiyun Wang、2008).

She thinks that ICT should be used with purpose in the class, and she learned how to use ICT equipment effectively in the class.

We feel that it is still difficult for teachers to make classes that using ICT in classes. We need to hold training that teachers can design lessons integrated ICT. Also, last year we couldn't approach many teachers. This year, we will approach more teachers and make many model teachers.
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Table 1. Change of the PowerPoint basics ability before and after the training

	pre	post
new file	52.63%	94.44%
save a file	52.63%	94.44%
save as a file	42.11%	77.78%
PDF	5.26%	33.33%
print	31.58%	83.33%
paper size	15.79%	77.78%
text design	57.89%	94.44%
textbox	47.37%	83.33%
format of charactter	15.79%	55.56%
picture	47.37%	77.78%
format of picture and shape	47.37%	88.89%
shape	15.79%	66.67%
overlap objectives	10.53%	55.56%
sumart-art	5.26%	66.67%
animetion	21.05%	66.67%
video	5.26%	61.11%
music	10.53%	72.22%

Table 2. Changes in female teachers who interviewed.

	Minodora B. Cinco	
	pre	post
new file	1	1
save a file	1	1
save as a file	1	1
PDF	0	0
print	0	0
paper size	0	0
text design	0	1
textbox	0	1
format of charactter	0	1
picture	0	1
format of picture and shape	0	1
shape	0	1
overlap objectives	0	1
sumart-art	0	1
animetion	0	1
video	0	1
music	0	1

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