



## Empowering Teachers with ICT Competencies

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### Abstract

Educational systems around the world are under increasing pressure to use the new Information and Communication Technologies (ICT) to provide students the knowledge and skill they need in the 21<sup>st</sup> Century, [1]: “designing and implementing successful ICT-enabled teacher education programmes is the key to fundamental, wide-ranging educational reforms”, [1]. Starting 1993, in the University of Bucharest was created the first structure in Romania, entitled “CTI Pilot Centre”, Computers in Teaching Initiative aiming to develop research and studies for implementing the new technology in education. The CTI Pilot Centre was transformed in 1993, in the ODL Department.

This paper is aiming to presents MA study programme entitled “Information and Communication Technologies in Education”, designed and implemented by the Department for Distance Learning of the University of Bucharest. The acronym for this study program is “TICE”, in Romanian language. MA-TICE is implemented for pre-service teachers as on-campus, full-time program; the program is adapted also to the need of in-service teachers as part-time on-campus program (in RO, “invatamant cu frecventa redusa, IFR”; in fact it is well known system of blended learning). What is important is: both programs are accredited by ARACIS, the Romanian Agency for Quality Assurance in Higher Education. The main consequence of this accreditation, the IFR Diplomas are equivalent with diplomas obtained through the full-time on-campus program.

The official length of the programme is 2 years (4 semesters) and 120 ECTS, in accordance with the Romanian rules regarding the master degrees. Besides general competencies, the programme ensures some specific competencies as: (i) efficient use of the ICT tools for teaching, for designing learning resources and formative/summative assessments; (ii) for the management of classrooms and schools (as organizations); (iii) harnessing information technology for efficient computer professional and administrative activities and to ensure their quality etc.

The instruction process is designed in accordance with the students needs, starting with acquisition of basic competencies in IT field [3]. The “ICT Literacy” is the first stage of the curriculum. This basic part is designed for students to discover ICT tools and their general functions. The instruction package is composed by seven modules: (1) Basic Concept of ICT; (2) Using the Computer and Managing the Files; (3) Word Processing; (4) Working with spreadsheets; (5) Working with Databases; (6) Composing Documents and Presentations; (7) Web Browsing and Communication.

The second stage of the curriculum is application of the ICT in subject areas, based on specific pedagogy and methodology. This stage is designed for students to learn how to use ICT tools within school curricula. The students are encouraged to incorporate ICT to teach specific subject skills and knowledge, beginning to change their teaching methodology and using ICT to support their personal training and professional development.

ICT enables teachers to become active and creative, able to stimulate and manage the learning of their students. At the same time, teachers become able to develop new teaching methodologies.

### References

[1] Information and Communication Technologies in Teacher

[2] <http://www.aracis.ro>