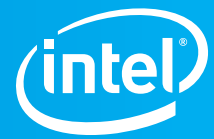


10 Million Teachers

Intel Teach®: Opening doors for students
in the Asia Pacific region



Introduction from Atifa Arooj Qureshi, ICT teacher, representing teachers across Asia Pacific

“Seeing students transform from being disengaged to showing a hunger to learn, lead and succeed has been truly life-changing.”



Through the Intel Teach professional development program, teachers like me have been able to take our teaching to the next level, showing students a different way of learning and giving them skills more relevant to the world into which they will emerge.

As an Intel Teach ‘Master Trainer’, I have gone on to help my teaching colleagues develop the skills required for today’s educational environment, and watched proudly as these skills have enabled our students to thrive. Seeing students transform from being disengaged to showing a hunger to learn, lead and succeed has been truly life-changing.

If the changes within my own classroom have been this significant, I can only imagine what the 10 million teachers around the world who have been trained by Intel Teach have accomplished.

I joined the Roots School System as an elementary school teacher and with hard work and commitment was promoted to one of the top positions at the school.

I couldn’t have done this without the Intel Teach program, which I began in 2008. Joining this program proved to be the turning point in my teaching career. Like many teachers in Asia Pacific, I had previously followed traditional teaching practices – dictating lessons to students and rote learning (learning focused on memorization through repetition) using chalk and paper notebooks. After studying under Intel Teach, I converted my classroom from being ‘teacher-centered’ to ‘student-centered’, promoting creativity and innovative thinking from my pupils.

I have also started using technology to aid learning. After conducting these Intel Teach programs in my local branch, I found that even our

most computer-illiterate teachers started showing an interest in using computers. In turn, they introduced them to the students, who also embraced the change.

Students from our school had previously been considered shy and often didn’t participate in national or international competitions. However, after our teachers began implementing project-based learning techniques, we began to see our students not only taking part, but achieving top accolades within these competitions. They have become more confident and communicative and have developed analytical skills rather than rote learning from the textbooks. These are skills that can be applied beyond their school years, which will allow them to conquer their chosen profession.

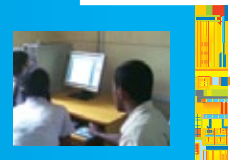
Intel Teach has inspired me and other teachers across Asia Pacific to become the best teachers we can be, and I am very happy to invite you to hear their stories.

Atifa Arooj Qureshi

**PRIMARY SCHOOL TEACHER OF
ICT AT THE ROOTS SCHOOL SYSTEM
CHAKLALA CANTT, PAKISTAN**

“Thanks to the use of technology and project-based learning, daily attendance of the students at our school has increased dramatically...”

I. P. S. Siriwardhana ICT and mathematics teacher (years six to 11) at the Igala Thalawa Kanitu Vidyalyaya School, Kurundugaha Hathapma, Elpitiya, Southern Province, Sri Lanka



Chau Thi Quynh Thy, politics teacher, Vietnam



“The Intel Teach program has brought me new insights, new thoughts and even new feelings, making me realize that teaching and learning is not only about imparting knowledge...”

The prestigious Quoc Hoc High School for the Gifted in Hue ranks in the top three high schools in the country for its quality of education. For teacher Chau Thi Quynh Thy, Intel’s teacher training has played a significant role in the quality of education she can deliver.

The year 10 to 12 politics teacher completed the Intel Teach Getting Started (ITGS) course three years ago and has been using the techniques ever since. Quynh Thy says it has invigorated her students – who are more eager to learn than ever.

“The Intel Teach program has brought me new insights, new thoughts and even new feelings, making me realize that teaching and learning is not only about imparting knowledge, but also encouraging my students to find their own innovative ways of learning,” she says.

Education is a top priority in the Vietnam Government’s development strategy and a key element of its poverty reduction, industrialization and sustainable development initiative. The oldest

school in Vietnam, Quoc Hoc High School was founded in 1896. It has a long history of excellence and counts a number of the country’s former leaders among its graduates.

There are more than 1,500 students at the school and a faculty of 150. Admission is extremely competitive – each year approximately 6,000 students from across Vietnam compete for 600 places. Part of the appeal is studying in Hue, the former imperial capital of Vietnam, which was recognized as a World Cultural Heritage Site by UNESCO in 1993. Many highly educated poets, musicians, writers and political figures were born in Hue, and the city was one of the places where Vietnamese emperors held the rigorous civil service exams which determined the country’s business, social, intellectual and cultural leaders.

Now teachers like Quynh Thy are helping to educate the next generation of Vietnamese leaders. She says the ICT knowledge provided by Intel has enabled teachers to move from being

hesitant about working with computers to actively – and confidently – using them in their daily teaching.

“We no longer feel left behind by our students when it comes to ICT,” says Quynh Thy. “Thanks to the ITGS course we are more confident in ourselves and our ability to manage ICT, making it a useful tool in our daily teaching.”

With the active support of the program, Quynh Thy has continued to learn through her colleagues as well as interacting with a ‘community’ of Intel Teach participants online. For her, the success of the Intel Teach program is not limited to building skills but also comes from the enthusiasm it generates among the teachers for sharing those skills. This is something that, in turn, helps the students to thrive.

“Sometimes happiness is simple: to know, to share and to experience,” she says.

Chau Thi Quynh Thy

POLITICS TEACHER AT THE QUOC HOC HIGH SCHOOL FOR THE GIFTED, HUE CITY, VIETNAM



“Developing critical thinking is an essential ability for students to learn in the classroom. Combining it with technology results in a brand new way of learning and teaching.”

Yen Hui Wu English teacher at the Fanghe Junior High School, Taiwan

Mini Thamattatu Madathil, mathematics teacher, India

“...the Intel Teach course changed my outlook. Technology added a new tool to my teaching and helped generate my students’ interest in learning.”

Mini Thamattatu Madathil teaches high school mathematics at a Jawahar Navodaya Vidyalaya (JNV) school in Mothuka in the Indian industrial city of Faridabad, Haryana. For Mini, the Intel Teach program, and wider Intel Education Initiative, has afforded a social transformation. It has not only changed the way teachers and students interact, but made a tangible difference to the surrounding community.

JNVs are co-educational, residential schools and were established in 1985 by former Prime Minister Rajiv Gandhi to find and foster talented children from rural areas. There are now more than 600 JNVs set up across India.

They request nominal fees from those families who can afford it. Girls, students with disabilities

and children of families below the poverty line are exempt and provided with free tuition, including board, lodging and all expenses such as uniforms and textbooks up to year 12. A third of all places are reserved for girls, with admission to the school through the All India Entrance Exam.

Many JNV students are the first in their families to attend high school. Mini says this must be considered in the approach their teachers take.

“This leaves these children disadvantaged because much of the educational process until primary school occurs either at home or at the local village-level schools,” she says. “The only trait they possess is the zeal and enthusiasm to learn and grow, and as a teacher it is my foremost responsibility to nurture and enhance that.”



Mini’s first experience with the Intel Teach program was in 2003, when she took part in a professional development course held at the school to become an Intel Teach ‘Master Trainer’. Training her colleagues in the program has given her a greater understanding of how ICT can enhance learning and has helped increase her confidence.

“Prior to attending the training course, I was using conventional methods, confined to books and reference materials, where available,” says Mini. “But the Intel Teach course changed my outlook. Technology added a new tool to my teaching and helped generate my students’ interest in learning. It helped them see it as fun.”

Mini has seen how promoting problem solving, critical thinking and collaboration has fostered a



“Intel Teach has provided me with the means and confidence to improve my teaching. I’ve started to appreciate the value of teaching and clearly see my role in what has become a more meaningful process.”

Cecile S. Pagar Teacher at the Bayugan National Comprehensive High School, Santo Domingo, Iraga City, Philippines

“The Intel Teach program has had a big impact on my life. I learnt how to develop the students’ higher-order thinking skills through the integration of technology and online teaching tools. This approach significantly improves the interaction between the students and teacher.”

Dr. Tuan Jah Tuan Yusoff Malay teacher at the Institut Pendidikan Guru Kampus Bahasa, Kuala Lumpur, Malaysia



“Before I came to the Intel Teach training program I was unaware of project-based learning, but now I am fully equipped with the skills and knowledge to teach this way”

K. Jeyabalan Mathematics, ICT and general IT teacher at the Elkaduwa Tamil Maha Vidyalaya School, Matale, Central Province, Sri Lanka



transformation in her students. They have started to understand processes and approaches, instead of simply memorizing facts and figures.

“The modern workplace needs people who can solve problems, collaborate and communicate well with others.”

“Students are no longer teacher dependent – they feel empowered,” she says. “The modern workplace needs people who can solve problems, collaborate and communicate well with others.

Our children need to have ‘mental flexibility’ and I firmly believe that involving students in such projects and giving them the opportunity to learn, explore and think collaboratively will help them become responsible citizens.”

Teachers have also extended their skills into the community, through a project to help a neighboring village. The village of ‘snake charmers’ suffers from poverty, with the children typically leaving school after primary school, at the age of 12, to join the traditional family line of work. Inspired by both the Intel Teach and Intel Learn programs, JNV teachers encouraged school-aged children from every family to

become part of a 15-day learners’ program. Each of the 12 courses available attracted 20 local children.

“After attending the course, many learners expressed their wish to take the admission exams for the school and continue their studies,” says Mini. “Others decided to support their families by engaging in skilled professions instead of following their ancestral business. This was indeed a great achievement and experience.”

Mini Thamattatu Madathil
**HIGH SCHOOL MATHEMATICS
TEACHER AT THE JAWAHAR
NAVODAYA VIDYALAYA SCHOOL,
HARYANA, INDIA**

Saima Mughal, science teacher, Pakistan

“Today we are capable of preparing students with the skills of collaboration, critical thinking and communication, as well as digital literacy, which they require to be leaders of the 21st century.”

As a young girl growing up in Lyari, Pakistan, Saima Mughal attended the Vision Learning Curve (VLC) Academy. In 2007, she made her former teachers proud when she returned to the school as a biology teacher.

The VLC Academy opened in 1995 with just three teachers and 43 students. It now has 80 teachers and 1,800 students across two campuses, providing local children such as Saima the chance for a quality education.

Saima credits the school’s principal, Syed Usman Ghani, with introducing the Intel Teach program. She says it has enabled her and her colleagues to arm their students with the skills vital for succeeding in the modern world.

“Today we are capable of preparing the students with the skills of collaboration, critical thinking and communication, as well as digital literacy, which they require to be leaders of the 21st century,” she says. “My students want me to do more projects with them and like to sit in groups and work together. They also show more interest in ICT and want to use the computer more to connect with the rest of the world.”

Saima became a ‘Master Trainer’ for the Intel Teach program in her first year back at the VLC Academy, something which has led to many opportunities, including her promotion to head of the biology department. Saima has also been recognized by the City District Government as a leading teacher

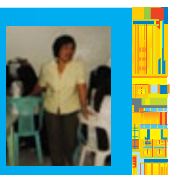
in her community, having put into practice the skills gained from Intel Teach through initiatives such as her ‘wiki for collaboration’ and ‘Magic of 3Rs’ recycling program.

Programs like this make a big difference in Lyari. While it is famous for its food, markets, buildings and cultural traditions, it is also an impoverished and densely populated area.

For her ‘Magic of 3Rs’ campaign, Saima called on her training in project-based learning to bring together 75 students and 25 teachers from 25 local schools. The students took on the role of recycling specialists with a mission to promote the ‘3R’ concept of ‘recover, recreate and restore’ in their communities. Saima’s students

“I have come to understand two important things: first, it’s not necessary for me to know all the answers, but it’s my duty to guide my students as they learn; second, that my incomplete knowledge challenges me to continue learning through programs like Intel Teach.”

Merced A. Liwag ICT and biology teacher at the Batangas National High School, Batangas City, Philippines



“It has helped me to develop a sense of direction - I am now a collaborative and communicative teacher.”

set up an art club so they could creatively use waste materials they collected from their homes. They used a wiki, a website developed collaboratively by a community of users, to share information about simple ways to make the best use of waste.

Students also interviewed locals about their garbage disposal practices, with the survey discovering that 95 per cent of the community-discarded waste could be used as fertilizer for household plants or animal feed. With the help of other schools, they promoted the campaign in a 40-minute broadcast on the local cable network and worked in groups to design brochures to mobilize the community.

Saima’s efforts resulted in her nomination as ‘The Best Teacher’ by the City District Government and she picked up a shield and certificate on Teachers’ Day 2010 in Karachi. Eight hundred teachers from 18 towns across Karachi were invited to attend and Saima was the only female from her town to win an award.

Saima attributes her success and confidence as a teacher to the skills fostered during the Intel Teach program.

“It has helped me to develop a sense of direction - I am now a collaborative and communicative teacher,” she says. “I think critically and try to solve my problems. I consider myself socially responsible and accountable in enabling my students to use project-based



learning to address problems in our community. Thanks to Intel Teach, I now believe that through sincere effort, commitment and dedication, everyone can make a difference.”

Saima Mughal

**SCIENCE TEACHER AT THE VISION
LEARNING CURVE ACADEMY,
LYARI, KARACHI, PAKISTAN**



“By applying the critical thinking and problem-solving approach I was trained in under the Intel Teach program I have enabled my students to discuss subject matter in a more systematic way. Because of this, they have become more involved in class and are able to co-operate with each other more effectively.”

Hui-Pi Cheng Science teacher at the Raey Guang Elementary School, Taiwan

Intel Teach: Training 10 million teachers across the globe

Success in a knowledge economy requires education programs focused on building 21st century skills – including critical thinking, problem solving, collaboration and digital literacy. These competencies are no longer optional, but crucial for future leaders to make their mark.

The Intel Teach program is the most successful educator professional development program of its kind. In collaboration with governments and education partners, the program aims to transform education through quality teaching. This unparalleled public-private partnership has now trained a staggering 10 million teachers globally, reaching more than 300 million students.

In Asia Pacific, over 2.5 million teachers have been trained across 12 countries: Australia, India, Indonesia, Japan, Korea, Malaysia, Pakistan, Philippines, Sri Lanka, Taiwan, Thailand and Vietnam.

Intel Teach enables teachers to deliver a more interactive, engaging and useful education experience for students. It encourages them to innovate within the bounds of their classrooms, by using modular teaching strategies, focusing on interdisciplinary topics, employing critical thinking tools, providing access to global online libraries and taking advantage of assessment resources.

The program emphasizes logic, problem-solving and strategic thinking through project-based learning, student-centred development and use of information technology.

Equipping students with these skills is essential for nations to remain competitive and to ensure sustainable economic growth. Intel is proud to be working with governments, leading businesses and academics in finding ways to help transform education across Asia Pacific.



To learn more about Intel® Corporation education programs visit: <http://www.intel.com/education>

To see more teacher stories about the impact of the Intel® Teach program visit: <http://10millionteachers.intel.com>

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