

MOBILE TECHNOLOGY FOR TEACHERS

A Teacher Resource Kit for 21st Century Learning in Southeast Asia

2nd Edition

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ISO 9001 CERTIFIED





An Introduction to Mobile Technology for Teachers

2nd Edition

Mobile Technology for Teachers (MT4T)

*A Teacher Resource Kit Using Mobile Technology
for 21st Century Learning in Southeast Asia*






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For more resources on Mobile Technology for Teachers,
please visit our website at <https://www.seameo-innotech.org/mt4t>
or download the  SEAMEO INNOTECH Reader from your Apple,
Android, or Windows device's application store.

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Acknowledgment

In updating the resources comprising Mobile Technology for Teachers (MT4T), we relied on a variety of valuable experts and resources. Every effort was exhausted to provide proper credit to sources. If any source was omitted, please notify us for acknowledgment in future publications.

SEAMEO INNOTECH also recognizes that some schools and Ministries of Education (MoEs) restrict the use of social media as a tool or platform for teaching-learning. Such school or ministerial policies should be adhered to and utmost caution should be practiced to ensure the safety of children as users of social media, particularly Facebook and Twitter, which are covered by MT4T.

Likewise, SEAMEO INNOTECH does not in any way endorse or promote the use of certain mobile devices, nor does it have a partnership with the manufacturers of those mobile devices. It utilized several available mobile devices to help demonstrate procedures in the lessons contained in the e-books. Among these are an HP 8 tablet running Android 4.2.2, an OPPO Neo 5 running Android version 5.1, an Acer Iconia W4 tablet running Windows 10, a Microsoft Surface Pro running Windows 10 Pro version 1803, an iPhone 6 running iOS version 9.3.1, an iPad 2018 running iOS 11.4.1, and a Samsung Galaxy Tab A.

Introduction

Welcome to **Mobile Technology for Teachers (MT4T)**, a teacher resource kit that uses mobile technology for 21st century learning in Southeast Asia. It contains information, resources, examples, and best practices in using mobile technology for personal and professional growth. While MT4T recognizes the wide array of mobile technologies available today, it primarily focuses on smartphones and tablets.

MT4T is designed to provide teachers with easy access to information on the use of mobile technology for their own personal and professional growth. It will enable teachers to navigate mobile devices beyond the typical Short Messaging Service (SMS) or text messaging and the call function. It is intended to help teachers recognize the huge potential of mobile devices as tools for teaching and learning.

MT4T will equip teachers with a basic understanding of and skills related to operating the three most popular mobile platforms—Android, Apple (iOS & iPadOS), and Windows. Also contained in this resource kit are discussions on the use of built-in apps (including examples to expand their functionality) and social networking and blogging apps, which ultimately aim to foster collaboration among teachers in Southeast Asia and beyond.

MT4T has a collection of ten (10) e-books available in three mobile platforms—Android, iOS/iPadOS, and Windows. The e-books include the following:

Mobile Technology for Teachers (MT4T): A Teacher Resource Kit for 21st Century Learning in Southeast Asia

An Introduction to Teachers' Personal and Professional Learning Networks for 21st Century Learning

Uses and Functionalities of Mobile Devices for Teachers

e-Citizenship: An e-Book for Teachers about Cyber Wellness and Digital Citizenship

Facebook for Teachers

Twitter for Teachers

Edmodo for Teachers

Blogging for Teachers

LinkedIn for Teachers

Annotated Resources for Teachers

Users of MT4T are supported by a website, which provides access to the e-books in two file formats: ePub and PDF. Some of the e-books are available in both formats, while other e-books, such as this, are available only in PDF. Nonetheless, both e-book formats work well on most available e-reader apps.

For optimum performance, it is suggested that you access the MT4T e-books using the SEAMEO INNOTECH (SI) Reader. The SI Reader is designed to work consistently across mobile platforms running Android, iOS, iPadOS, and Windows. It also provides users with additional features that allow creating bookmarks, highlighting important phrases, and even scribbling notes and drawings on the e-book pages.

Unique to the MT4T Resource Kit are discussions on using mobile technology to promote higher order thinking skills (HOTS) and values among both students and teachers. Links to teaching and learning resources that promote HOTS have been provided in each e-book. Issues related to 21st century learning such as proper etiquette and digital citizenship are also discussed in several chapters of the e-books.

Rationale

Taking full advantage of the expanding use of mobile technologies in education, SEAMEO INNOTECH undertook the development of this resource kit for Southeast Asian teachers that utilizes smart phones and tablets to promote the development of 21st century skills. The resource kit is formally referred to as *Mobile Technology for Teachers: A Teacher Resource Kit for 21st Century Teaching*, or simply, **MT4T**. It is primarily composed of a set of e-books accessible from a website and a multiplatform e-reader app.

MT4T was first launched in the Philippines in October 2014. On the same month, the Center conducted the first of a series of evaluation activities in Indonesia among secondary and primary education teachers. In the succeeding months until February 2015, MT4T was piloted and evaluated in six other Southeast Asian countries, including Brunei Darussalam, Malaysia, Philippines, Singapore, Thailand, and Vietnam. Between April to May 2015, MT4T was also disseminated in Myanmar and Lao PDR.

The tryout of MT4T was conducted in partnership with the respective Ministry of Education of the said countries, which helped identify partner schools and teacher participants. These activities generated awareness and appreciation of MT4T, including its potential to be a valuable tool in advancing teachers' personal and professional growth.

Consultation workshops were also conducted to further evaluate the MT4T Resource Kit in February 2015. These included meetings with officials and staff of the SEAMEO Secretariat (SEAMES) and the UNESCO Bangkok both held in Thailand, and a workshop with officials of the Ministry of Education of Singapore.

The consultation with SEAMES officials generated valuable feedback, which included among others, suggestions to improve the User Guides by coming up with downloadable infographic versions, adding brief descriptions of the e-books on the website, and even revising strategies to effectively "sell" MT4T to its target users.

Dr. Tinsiri Siribodhi, former Deputy Director for Administration and Communication of SEAMES facilitated the impromptu meeting with UNESCO Bangkok,. A key takeaway from that meeting was the suggestion to incorporate classroom lessons or a training program that would instigate the development of higher order thinking skills (HOTS) among teachers and learners.

The workshop in Singapore proved to be insightful as the content evaluators had identified, among others, the need to revise the set of e-books and re-organize contents of specific e-books to make these more aligned with the project's framework.

For instance, the main e-book was envisioned to be the main gateway to all the e-books. However, in the final outcome, all e-books are independent of each other and it is not necessary to open the main e-book first to access the other e-books. The web portal had been originally envisioned to serve as a platform for teachers to collaborate with each other, particularly those who had been trained in the use of the Mobile Teacher Resource Kit. At that time, the portal lacked a chat feature that would help facilitate such collaboration to take place. It primarily served as a means of gaining access to the resources by signing up. It was recommended that features be added, which would allow the teachers to see who are currently online and to share stories on their use of mobile technologies for education.

One of the e-books, the *Teachers' Use of Blogs*, featuring the social networking site LinkedIn, was also recommended to be subjected to thorough content review. The e-book contained comprehensive technical information on the use of LinkedIn such as setting up an account and using the available tools. However, the content evaluators noted that the focus of the e-book could be strengthened; it was supposedly for teachers, but some sections specifically referred to students, and even parents and guardians using LinkedIn. The content reviewers also suggested a possible rethinking of LinkedIn as the featured blog tool since this might not be the best tool for blogging that teachers can utilize. A similar observation was encountered in some of the pilot orientations conducted by the project team.

Noting the chapters in the e-books that discussed common etiquettes or good practices in the use of social networking apps, it was further suggested to develop a separate e-book focusing on digital citizenship. SEAMEO INNOTECH acted on this suggestion by developing an additional e-book titled ***e-Citizenship: An e-Book for Teachers about Cyber Wellness and Digital Citizenship***, as part of the MT4T resources.

The workshops and the series of pilot test evaluation of MT4T generated valuable, relevant, and significant feedback that led to the refinement of the teacher resource kit. A comprehensive and systematic process of content updating, reformatting, and redesign followed resulting in a complete set of second edition e-books, now referred to as **MT4T 2.0**.

Objectives

Funded under the SEAMEO INNOTECH Regional Education Program (SIREP), the MT4T Resource Kit Enhancement (MT4T 2.0) Project sought to undertake critical refinements of its set of e-books, the website, and the e-reader application. The refinements on each component of the teacher resource kit; however, did not change its main intent, and that is to enrich the perspectives of teachers like you on the many uses and advantages of using mobile technology to enhance your 21st century skills, meet your own personal needs, and promote the development of HOTS, digital citizenship, and cyber wellness among your learners.

MT4T 2.0 specifically intends to enjoin teachers like you in using mobile technologies safely and responsibly for the following:

- Create blogs for reflective thinking, idea, and best practice sharing, as well as communicating with your colleagues and students.
- Access video resources for your professional growth and promote HOTS through improved teaching and learning methodologies.
- Utilize the many features of mobile devices to enhance HOTS teaching and learning through thought-stimulating graphics or pictures, presentation software, audio- and video-recording features, collaborative file-sharing resources, and problem-solving tools.
- Use social media, such as Facebook, Twitter, and LinkedIn, and blogs as learning tools and platforms for students, and for teachers like you to connect with other educators and create a learning community in Southeast Asia.
- Access and curate an extensive list of online resources on HOTS, 21st century teaching and learning tools, and resources for professional development.
- Use your devices' video and audio features to develop locally generated supplementary instructional materials and as learning tools.
- Access free education-related mobile apps to promote 21st century skills.
- Generate your own and your students' digital portfolios.
- Generate innovative ideas for other uses of mobile devices for fellow Southeast Asian teachers.

Key Concepts and Themes

This enhanced MT4T resource kit contains a collection of teaching and learning resources that use mobile technologies as tools to encourage HOTS development among teachers and their students by exploring how emerging social media provide opportunities for fostering inquiry, curiosity, discovery, constructive critique, reflection, problem solving, critical analysis, and creative thinking.

The internet-based universe, which is accessible via mobile technologies, should be viewed not merely as a reservoir of information to enrich traditional print-based teaching-learning resources, but also as an opportunity to expand the social process of learning through interaction and constructive engagement.

The opportunities for social learning provided by tools such as blogs, Facebook, Twitter, and LinkedIn should reinforce the constructivist view of a teacher as an initiator, a facilitator, and a synthesizer of learning, rather than simply as a repository of knowledge and wisdom. Accordingly, this should inspire teachers to continuously explore opportunities to use mobile technologies to promote active learning as part of their own personal and professional development and student learning¹ through the following:

- **Initiation.** Thinking is stimulated by posting an idea or a learning object. This can be a photo, a blog post, a file, an e-discussion question, a link, a Tweet, or a text message, which requires analysis, reflection, inquiry, and commentary either individually or in groups. Such learning objects become triggers for thinking that require the use of existing knowledge and experience to explore the unknown and new lines of inquiry and discovery.
- **Conversation.** Once an idea is initiated, the next step is to engage in a discussion to generate and share ideas, commentary, or feedback and make further inquiries. The various modalities of social media accessible via mobile devices provide countless opportunities for such conversational engagement in real time.

From the constructivist view of learning, knowledge is individually constructed and socially co-constructed by students based on their interpretations of experiences in the world. Allowing learners to engage in conversations by letting them share their ideas, opinions, feedback, experiences, and contributions as well as letting them reflect make them experts based on their

¹ Based on ideas shared by Jason dela Rosa (2013) of Virtual Campus. Last accessed in 2015 at <http://www.virtualcampus.ph>

own experiences. Thus, each one becomes a mentor and a learner at the same time. For teachers, this means mastering the art of questioning and reacting to stimulate the intellectual exchange of ideas and encourage students to independently inquire and explore.

- **Inquiry.** By providing real-world, authentic, inquiry-oriented activities and integrating mobile technologies, students get a chance to use real-world applications of finding, evaluating, and synthesizing information from a variety of sources.
- **Collaboration.** Conversations anchored on focused points of inquiry and deliberation can be channeled to become the essential ingredients of critical and creative cooperative problem solving and innovation. Facebook, Twitter, blogs, Skype, and others are powerful platforms for collaborative dialog and discussion among teachers, students, and other learning community members. The active exchange of ideas within small groups not only increases interest, but also promotes critical thinking. According to Johnson and Johnson (1986), there is persuasive evidence that cooperative teams achieve higher levels of thought and retain information longer than students who work quietly as individuals. Shared learning gives students an opportunity to engage in discussions, take responsibility for their own learning, and thus become critical thinkers (Totten, Sills, Digby, and Russ, 1991). For teachers, social media provide exciting opportunities to build collaborative professional learning communities for sharing ideas and best teaching-learning practices and collaborative problem solving for application in real-life teaching challenges.
- **Critical analysis.** Throughout the process of collaborative dialog mediated by social media, teachers and students are encouraged to deconstruct and differentiate ideas into constituent parts, relate concepts, draw comparisons, evaluate assumptions, identify contextual variables, determine relationships, and propose scenarios as they wrestle with solving real-life problems and determining alternative solutions and options. For teachers, this means building these capacities of critical evaluation in students and themselves, which is an essential 21st century skill that aids in discerning what is true and untrue while navigating a plethora of available digital content.
- **Synthesis.** Social networking websites such as Facebook and Twitter are open media with thousands of posts, likes, Tweets, and comments. The challenge for educators is how to facilitate the synthesis of key learning points amid a mountain of information within the context of set curricular learning outcomes. This includes acting as synthesizers to mentor students in sifting through information as well as guiding them to create new constructs of

meaning from their social learning experiences. Ultimately, the outcome of this synthesis should be the ability to take what was learned and apply it to new situations and contexts.

- **Creation.** Out of critical analyses and syntheses, new ideas may evolve, and new lines of inquiry and discovery stimulated. By using social media for collaborative inquiry, educators can nurture opportunities for creative thinking and innovation, both among their fellow teachers and their students.

21st Century Teaching Skills

To fully develop higher order thinking as a 21st century skill among students, you should also be concerned about equipping yourselves with 21st century teaching practices and skills. As teachers, have you wondered about a better way to teach some lessons that you have already delivered in class? How often have you used technology to engage your students to improve learning? It is amazing how technology has changed the world and has given rise to new forms of education. Students are now more digitally focused than ever and there are those who spend more time engaged in their mobile devices than they do with their studies. Technology and mobile devices actually provide several advantages as used in education. The challenge, however, is how you can maximize these technologies and mobile devices to benefit yourselves and your students, as well.

21st Century Characteristics of Educators

The following 21st century characteristics of educators taken from the *Eight Habits of Highly Effective 21st Century Teachers*³ defined some of the important characteristics that teachers must have to respond to the rapidly changing teaching-learning environment.

- **Adapting.** The 21st century educator must be able to adapt the curriculum and the requirements to teach the curriculum in imaginative ways. As educators, you must be able to adapt software and hardware designed for a business model into tools to be used by a variety of age groups and abilities. You must also be able to adapt to a dynamic teaching experience. When it all goes wrong in the middle of a class or when technologies fail, the show must go on. You need to continue and respond appropriately to this interruption.

³ Churches, Andrew. "Eight Habits of Highly Effective 21st Century Teachers." Retrieved on (date) from http://www.nz-interface.co.nz/articles.cfm?c_id=10&id=28.

- **Being Visionary.** Imagination is a crucial component of educators today and tomorrow. As an educator, you must look across the disciplines and through the curricula. You must see the potential in emerging tools and web technologies, grasp these and manipulate them to serve your students' needs. If you look at emerging technologies, how many are developed for education? A teacher with a vision can look into others' ideas and envisage how they would use these in their class.
- **Collaborating.** As an educator, you must be able to leverage collaborative tools (Blogger, Wikispaces, Bebo, MSN, MySpace, Second life Twitter, RSS) to enhance and captivate your learners. As collaborators, you should be able to share, contribute, adapt, and invent.
- **Taking risks.** There is so much to learn. How can you, as an educator, know all these things? You must take risks and sometimes surrender yourself to the students' knowledge. You must have a vision of what you want and what the technology can achieve; identify goals and facilitate learning; use the strengths of the digital natives to understand and navigate new products; and have them teach each other. Trust your students.
- **Learning.** Expect your students to be lifelong learners. You must continue to absorb experiences and knowledge, as well. You must endeavor to stay current. Do not rely on the lessons and unit plans prepared some five years ago. You must learn and adapt as the horizons and landscapes change.
- **Communicating.** To have "anytime, anywhere learning," you must be anywhere and anytime. The 21st century teacher is affluent in tools and technologies that enable communication and collaboration. You should go beyond learning just to do it; you should also know how to facilitate learning; stimulate and control it; and moderate and manage it.
- **Modeling behavior.** Teachers are expected to teach values, so be the model of the behaviors you expect from your students. As their teacher, you are the most consistent part of their lives, seeing them more often and longer than even their parents. As a 21st century educator, you must model tolerance, global awareness, and reflective practice, whether it is the quiet, personal inspection of their teaching and learning, or through blogs, Twitter, and other media. Effective educators look both inwards and outwards.
- **Leading.** Whether they are a champion of the process of ICT integration or a quiet technology coach, the 21st century educator is a leader. Like clear goals and objectives, leadership is crucial to the success or failure of any project.

Technical Conceptual Framework

MT4T 2.0 refers to the updated and enriched e-books on social media (Facebook, Twitter, and LinkedIn), virtual learning management system (Edmodo), blogging (through WordPress), annotated web resources, and the introduction to personal and professional learning networks for 21st century teaching and learning. The contents of the e-books are segregated for multiple mobile operating systems targeted towards Southeast Asian teachers of varying levels of skills and competence in using mobile devices. The e-books are available in two formats (ePubs and PDFs), can be downloaded from a dedicated website, and are best accessed using a universal e-book reader that are suitable to run across multiple mobile devices running Android, Apple OS, and Windows.

The design of the e-books is geared towards achieving personal and professional growth of teachers, enabling 21st century teaching and learning, and promoting the development of higher order thinking skills, digital citizenship, and cyber wellness among their learners.

The structure of the e-books is meant to accommodate the personal and professional development needs of teachers who fall under four levels of proficiency in terms of technology use—basic, intermediate, advanced, and expert.⁴ A brief description of each technology proficiency level is provided below:

- **Basic** - Those who have little to no knowledge on using mobile technology for personal and professional growth. These users refer to those who mainly use their mobile devices to make calls and send text messages.
- **Intermediate** - Those who have been using their mobile devices to search for information and browse the Internet, check their e-mails, and socially interact with others for personal growth.
- **Advanced** - Those who have been using their mobile devices to do administrative tasks via document, spreadsheet, and presentation tools. They use their mobile devices to accomplish professional tasks. They use mobile apps for teaching, collaborating with others, reaching out to contacts, and connecting with other professionals on the Web.
- **Expert** - Those who, apart from using their mobile devices as instructional tools, also use them to create content such as e-books and teaching and learning materials.

⁴ Majumdar, Shyamal. ND. "Modelling ICT Development in Education" in PDF. UNESCO UNEVOC website. Last accessed on March 25, 2021 at https://unevoc.unesco.org/fileadmin/up/modelling_ict.pdf

MT4T Website

The enhanced MT4T resource kit includes a website with a content management system powered by WordPress. The MT4T website is accessible from www.seameo-innotech.org/mt4t. Through this website, you can read, watch, and download various teaching and learning resources. This includes e-books; instructional videos for teachers with basic to intermediate proficiency skills in using of Facebook, Edmodo, and Twitter; learning packets that you can use to deliver lessons on digital citizenship; toolkits on Disaster Risk Reduction Management and SEA Weaving Identities; infographics based on the MT4T e-books; and manuals to guide you on how to navigate the website, use the web forum, and the different builds of the mobile e-reader application. From the web forum, you can also create forum threads, share contents, engage in professional discussions, and network and collaborate with other educators from various fields of expertise. There are also linked resources from SEAMEO INNOTECH's main website and through RSS feeds from the [Educational Technology and Mobile Learning](#) website.

The MT4T website also provides a mechanism to accommodate questions, inquiries, suggestions, and feedback from its users through the Contact Us page. You can send a message through the feedback form embedded on the website and via email to si_mt4t@seameo-innotech.org.

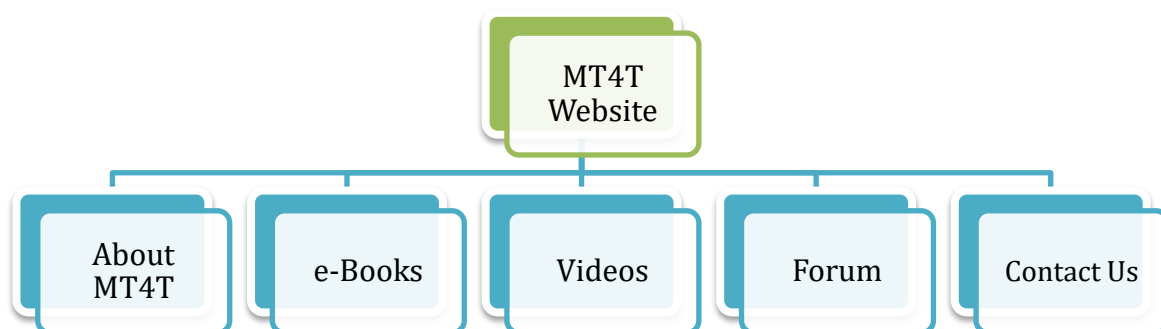


Figure 1. MT4T website map

Landing Page

This is the first page that you will see when you visit the MT4T website. Scrolling down, you will see featured e-books and a link to see the rest of the e-books; featured videos and a link to see more videos; featured stories, RSS feeds and testimonials; and top threads in the Forum and link to signing up for an account.



Figure 2. MT4T website landing page

About

This is where you can find a brief description of what MT4T is about and read featured testimonials.

e-Books

This is where you can see the latest list of MT4T e-books developed and promoted by SEAMEO INNOTECH. Tapping on one e-book will lead you to a page where you can read a short description of the e-book, see related e-books available, top e-books downloaded, and get options to download the available e-book formats.

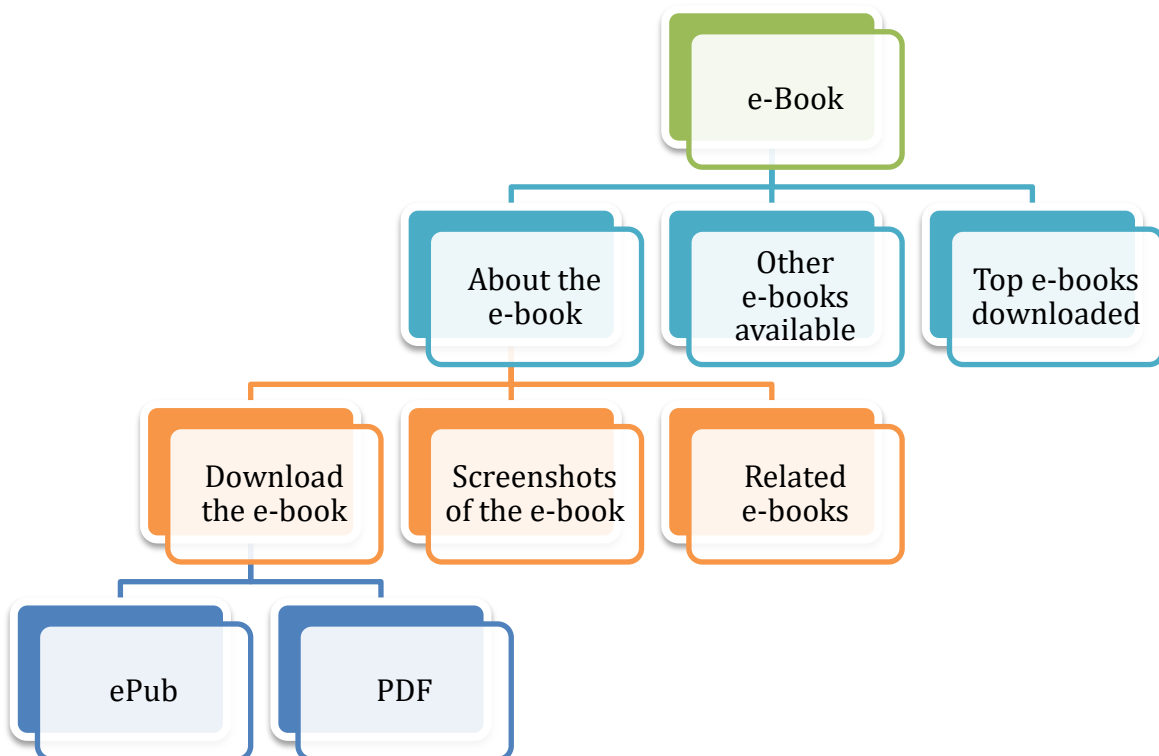


Figure 3. Selecting an e-book

There are two types of MT4T e-books available for downloading: ePub and PDF. Selecting to download an ePub will show the file size of the ePub and a recommendation to download first the appropriate SEAMEO INNOTECH Reader build, depending on the device you are using. If you already have the SI Reader installed on your mobile device, or you have an existing e-book reader, then you just need to tap the **Download** button to directly download the ePub file.

Selecting to download the PDF file will show you the file size of the PDF version of the e-book. If you are certain that your device has enough storage for your chosen e-book, just tap **Yes** to directly download the PDF file; otherwise, you can tap **No** for the meantime, free up some storage space on your device, then return to the download page.

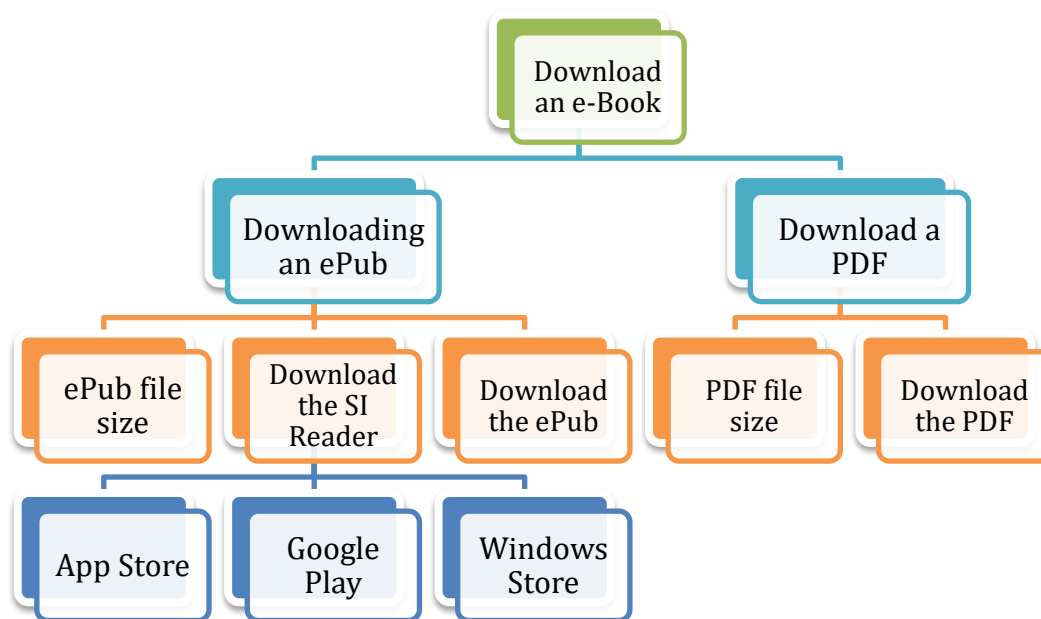


Figure 4. Downloading an e-book

At present, the MT4T set of e-books available for download from the website are the following:

- **An Introduction to Teachers’ Personal and Professional Learning Networks for 21st Century Learning**

Format: ePub and PDF	Version: only one across platforms
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- **e-Citizenship: An e-Book for Teachers about Cyber Wellness and Digital Citizenship**

Format: ePub and PDF	Version: only one across platforms
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- **Facebook for Teachers, 2nd Edition**

Format: ePub and PDF	Version: three (Windows, Android, & Apple OS)
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- **Edmodo for Teachers, 2nd Edition**

Format: PDF only	Version: three (Windows, Android, & Apple OS)
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- **LinkedIn for Teachers, 2nd Edition**

Format: ePub and PDF	Version: two (Android and Apple OS)
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- **Blogging for Teachers, 2nd Edition**

Format: PDF only	Version: two (Android and Apple OS)
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- **Twitter for Teachers, 2nd Edition**

Format: PDF only	Version: three (Windows, Android, and Apple OS)
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- **Annotated Resources, 2nd Edition**

Format: ePub and PDF	Version: three (Windows, Android, and Apple OS)
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- **Uses and Functionalities of Mobile Devices**

Format: PDF only	Version: two (Android and Apple OS)
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Selecting the **e-Citizenship** e-book will lead you to the page where you can download its available e-book formats and access a set of teaching resources, called “learning packets.” These learning packets are lesson plans covering both risks and opportunities of ICT use. Each learning packet is composed of a teacher’s guide and a deck of slides, which can be used to deliver a specific topic on cyber wellness and digital citizenship.

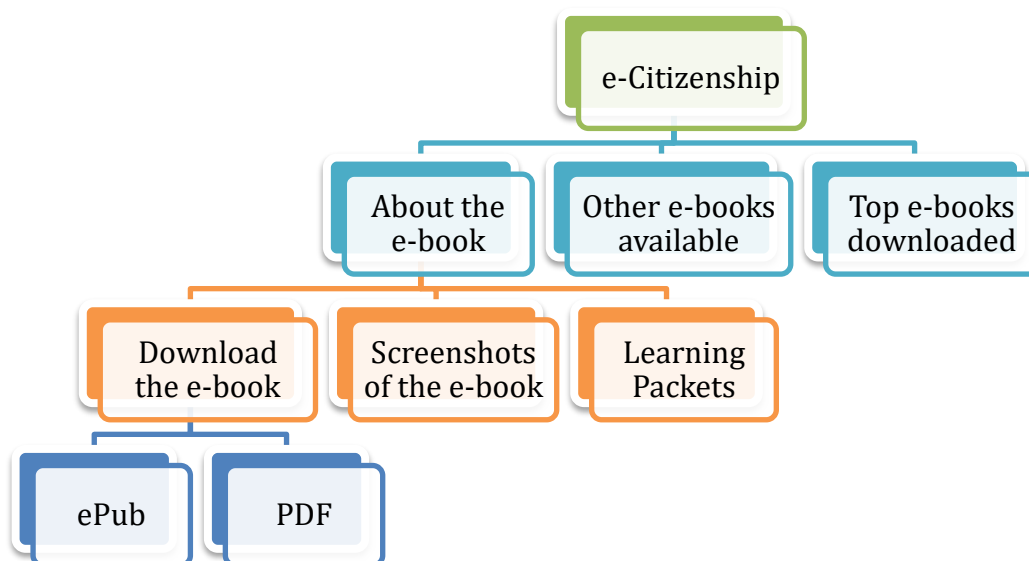


Figure 5. Downloading the e-Citizenship e-book

At present, e-Citizenship has ten (10) learning packets that you can download in editable formats (MS Word and PowerPoint), as well as in PDFs. The topics covered by the learning packets include the following:

- Being Mobile
- Cyberbullying
- Internet Addiction
- Cybergrooming and Online Exploitation
- Cyberstalking
- Exposure to Inappropriate Content
- Herd Mentality Online
- Plagiarism and Misinformation
- Teenpreneurship
- Trolling

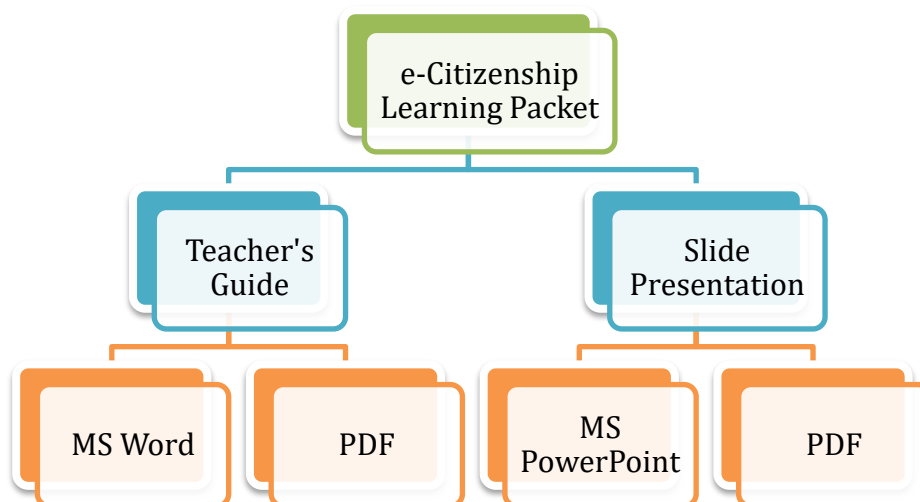


Figure 6. Selecting an e-Citizenship Learning Packet

Videos

In this section, you can watch and download instructional videos that are mostly related to basic and intermediate use of Facebook, Twitter, and Edmodo. Selecting a specific topic will load its video on the main viewing window. Tap the play button to start watching the video. All videos have English subtitles and may be downloaded in MPEG format. There is also an option to view the video in full screen mode.

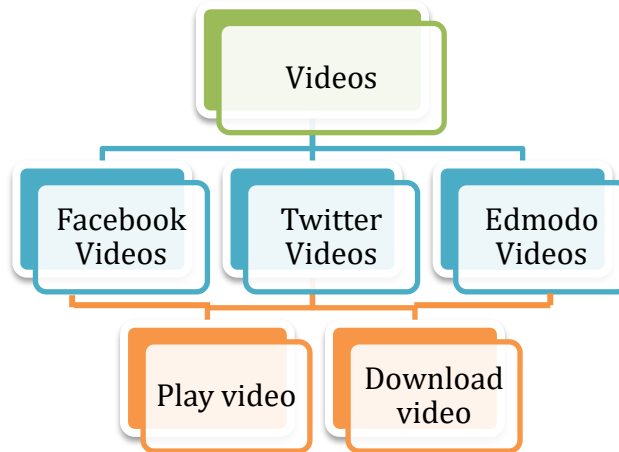


Figure 7. Videos section on the MT4T website

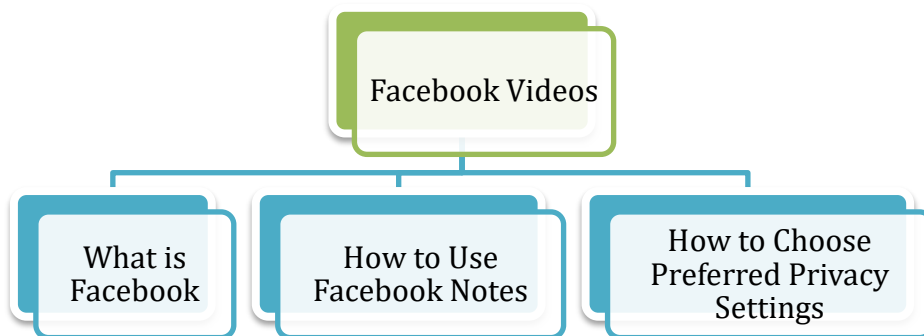


Figure 7-a. Accessing Facebook Videos

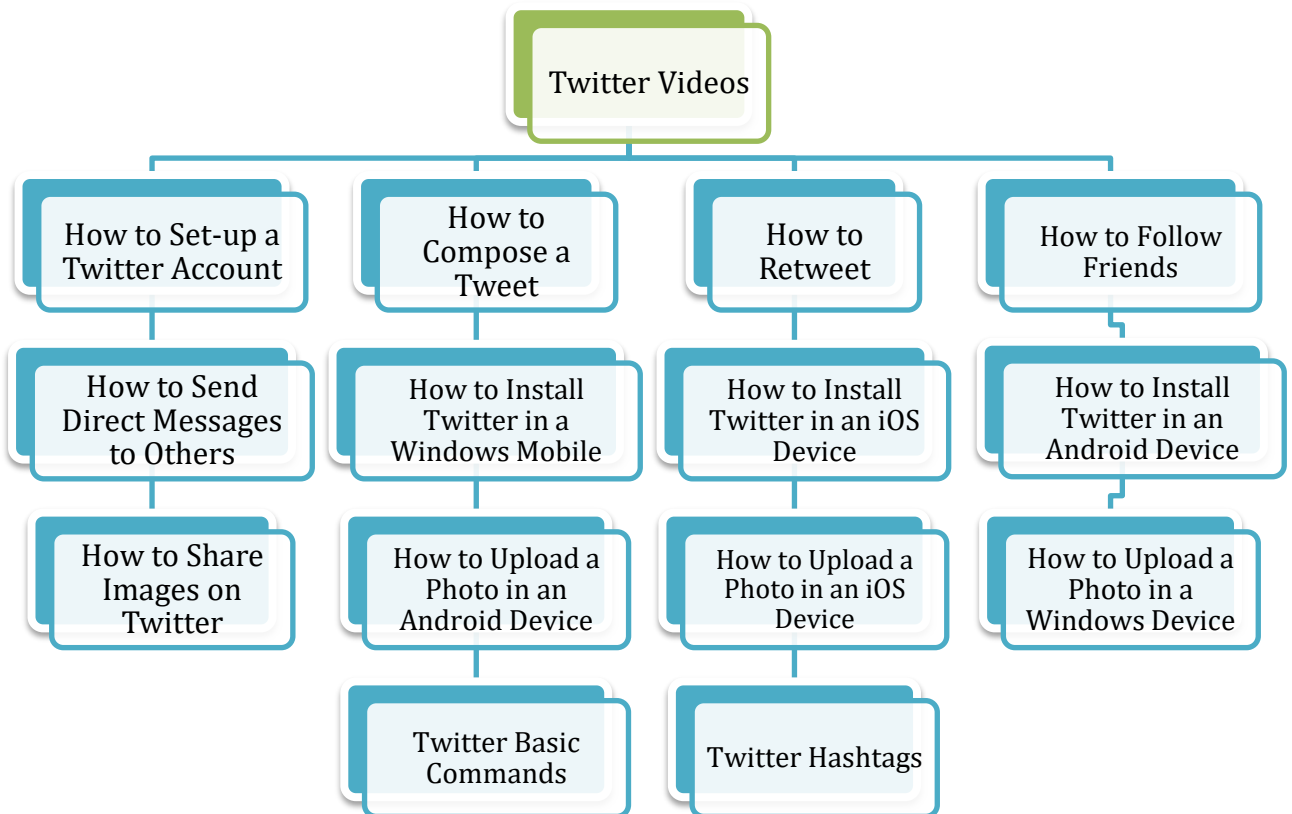


Figure 7-b. Accessing Twitter Videos

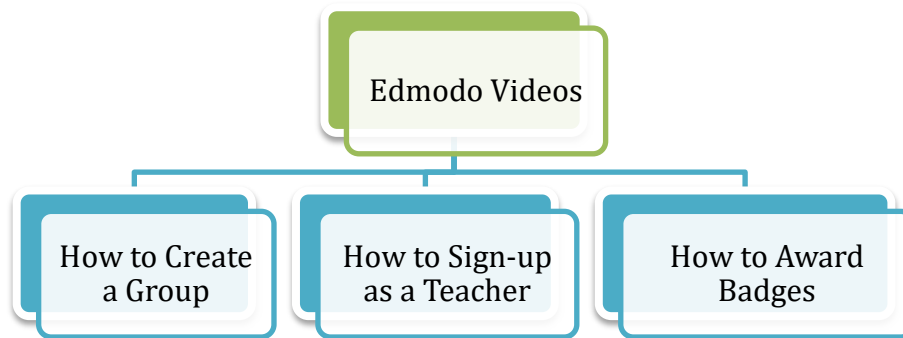


Figure 7-c. Accessing Edmodo Videos

News Feed and RSS

This section is linked to the SEAMEO INNOTECH website where the latest updates about the Center’s programs and activities may be viewed. The website also receives regular feed from the web resource of educational online tools and mobile apps for teachers and educators called “[Educational Technology and Mobile Learning](#)” through RSS or Really Simple Syndication.

Web Forum

The web forum provides a platform for teachers like you to share and exchange ideas and resources and enable you to establish or widen your professional learning network. Viewing of existing threads is possible without signing up. You will also be able to see the username of the forum topic owner, the number of replies and views, and the date when the topic was posted. To view the replies or discussions, just tap the title of a specific topic that interests you.

If you want to contribute to an existing forum discussion, or want to start your own forum thread, you will need to create an account first. Make sure to provide information that is accurate, complete, and current. Remember that you have the option to change the privacy setting of your forum account such that your email is not visible to anyone.

The web forum is guided by the Terms of Use of the Forum and the website’s Privacy Policy.

Contact Us

This page provides website visitors with several ways to reach out to the MT4T Project Team by email, voice call, and snail mail. The page also provides a Google map to help first time visitors locate the SEAMEO INNOTECH campus. Furthermore, the page provides a simple form where feedback can be submitted.

The enhanced MT4T Resource Kit has a collection of ten (10) e-book topics. About half of these promote the use of social media for education. Some of these come in two or three versions that are mobile platform specific.

- **MT4T: An Introduction to Mobile Technology for Teachers.** This e-book introduces the MT4T Resource Kit, its technical conceptual framework, and the key concepts and themes related to using mobile technology to promote the development of higher order thinking skills.
- **Uses and Functionalities of Mobile Devices for Teachers.** This e-book provides the latest uses and functionalities of Android and Apple mobile devices like smartphones and tablets. The e-book suggests many applications that will support teachers' work productivity and for their personal and professional development.
- **An Introduction to Teachers' Personal and Professional Learning Networks for 21st Century Learning in Southeast Asia.** This e-book introduces personal and professional learning networks (PPLNs) for teachers and how such networks can be started, expanded, and sustained through mobile devices, collaborative apps, and social media. It has special emphasis on 21st century teaching and learning with an overview of Edward de Bono's Six Thinking Hats.
- **e-Citizenship: An e-Book for Teachers about Cyber Wellness and Digital Citizenship.** This e-book gives an update on the ins and outs of information and communications technology (ICT), particularly mobile devices and the internet with focus on digital safety, security, and privacy. It also provides a collection of tips, strategies, and activities that teachers can recommend for young people to be safe, healthy, and responsible users of ICT.
- **Facebook for Teachers.** This e-book demonstrates how Facebook, a popular, free social networking site, can be used as a tool for collaborative teaching-learning, knowledge exchange, and networking. It also intends to showcase how teachers can use Facebook to facilitate the development of HOTS in themselves and among their students.
- **Twitter for Teachers.** This e-book provides step-by-step instructions on using Twitter, a free social networking platform that provides microblogging service. It promotes Twitter as an effective communication tool and platform for establishing professional learning networks.

- **Blogging for Teachers.** This e-book demonstrates how blogging through WordPress may be considered as a valuable tool in teaching and learning, as well as in promoting professional works of teachers. It provides guidance in setting up a blog account and offers tips on how to become a successful blogger.
- **Edmodo for Teachers.** This e-book provides detailed instructions and guides on using Edmodo, a social networking platform specifically designed for educators, students, and students' parents. It promotes the use of Edmodo as an ideal platform to hold online classes in a controlled environment where parents can also monitor their children's performance.
- **LinkedIn for Teachers.** This e-book provides guidance in using LinkedIn as a platform to establish and expand teachers' professional learning network, and as a tool to showcase their professional expertise, experience, and accomplishments.
- **Annotated Resources for Teachers.** This e-book provides a wide selection of online resources relevant to 21st century learning, 21st century tools, higher order thinking skills, and digital citizenship that teachers can use as teaching and learning resources.

The contents of the e-books, particularly those on social media, were organized to provide appropriate instructions and guidance to teachers with different levels of understanding and experience in mobile technology. The chapters for Basic and Intermediate Users are focused more on using the basic functions and features of a mobile device or social networking applications. On the other hand, the chapters for Advanced and Experts Users contain more discussions and web resources on advanced level applications of a particular social media or mobile platform to introduce netiquette, promote HOTS and enrich experiences and know-how for professional and personal development.

SEAMEO INNOTECH READER

The MT4T Resource Kit also includes five builds (types) of an e-reader mobile application called SEAMEO INNOTECH (SI) Reader. The SI Reader is a universal e-reader application that enables accessing of two e-book file types: PDFs and ePubs. SEAMEO INNOTECH subcontracted the development of this e-reader application for ease of reading the MT4T e-books. It is available in three mobile platforms: Android, Apple OS, and Windows OS. The app is free and can easily be downloaded from online app stores.

The SI Reader for Android come in two builds, one for tablets and the other for smartphones. The minimum operating system requirement for Android tablets is 4.1 or Jelly Bean and the recommended Android OS is 9.0 or Pie. The minimum internal storage is 16GB while the maximum is 32GB. RAM should be at least 2GB and preferably at 4GB.

For Android smartphones, the minimum OS requirement is 4.4 or Kitkat, with at least 16GB of internal storage, 2GB RAM, and a screen resolution of of 5.5 inches.

The SI Reader for Apple mobile devices also come in two builds—one for iPads and another for iPhones. For the reader to efficiently work on an iPad mini, the recommended is iOS 12 with 32GB internal storage and 2GB RAM. For iPhones, the recommended is iOS 11 and above with similar internal storage and RAM as with the iPads, which are 32GB and 2GB, respectively.

The SI Reader for Windows has only one build for tablets, smartphones, laptops, and desktops running Windows 10 with an internal storage of 256GB and 8GB RAM.

Some of the features of the e-reader include different font types, sizes, and colors. You can adjust the brightness of the screen. You can also create bookmarks and you can write or make notations on an e-book using a pen and a highlighter.

e-Reader Builds	Specifications	Minimum	Recommended
SI Reader for Android Tablets	Operating System	Android Jelly Bean (4.1)	Android Pie (9.0)
	Internal Device Storage	16GB	32GB
	RAM	2GB	4GB
SI Reader for Android Smartphones	Operating System	Android Kit Kat (4.4)	Android Pie (9.0)
	Internal Device Storage	16GB	32GB
	RAM	2GB	4GB
	Screen Resolution	5.5 inches	6 inches

e-Reader Builds	Specifications	Minimum	Recommended
SI Reader for iPads	Operating System	(iPad Mini 2) iOS 9	(iPad Mini 4) iOS 12
	Internal Device Storage	16GB	32GB
	RAM	1GB	2GB
SI Reader for iPhones	Operating System	iOS 11	iOS 11 and above
	Internal Device Storage	16GB	32GB
	RAM	1GB	2GB

e-Reader Builds	Specifications	Minimum	Recommended
SI Reader for Windows <i>(tablets, smartphones, laptops, desktops)</i>	Operating System	---	Windows 10
	Internal Device Storage	---	256GB
	RAM	---	8GB

Summary and Conclusion

The rapid increase in social media use and digital technology reliance necessitates development of digital competencies among both learners and teachers as essential life skills. The MT4T resource kit is designed to help teachers develop their own digital citizenship competencies to enable them to guide their learners towards safe, responsible, and ethical use of social media and digital technology, as well as facilitate their own professional development using digital platforms.

Using MT4T resources, teachers will be better prepared to effectively teach digital citizenship among their students. MT4T is a comprehensive set of resource materials that focus on the use of mobile devices and social media to promote digital citizenship and cyber wellness, professional networking, and teaching and learning. It focuses on the use of mobile technologies to promote development of HOTS of both teachers and students.

MT4T offers a set of e-books, learning packets, videos, podcasts, infographics/application cards, and user guides made for Windows, Android, or iOS accessible via website, and from an e-reader library all free to use. Social media platforms such as Facebook, Twitter, Blogging, and LinkedIn are explored as tools to facilitate learning as well as avenues for personal and professional development. Users of these e-books are classified based on their proficiency such as basic, intermediate, advanced, and expert users for easier application.

MT4T promotes safe, responsible, and ethical use of digital resources by learners and teachers. In a cyberworld dominated by social media and prolific access to mobile devices, it helps teachers and students to effectively manage the threats and risks related to cyber safety while maximizing the many opportunities brought by digital technologies. The MT4T resource kit has an e-book on e-citizenship which tackles being mobile, cyberbullying, internet addiction, teenpreneurship, exposure to inappropriate content, herd mentality, cyber stalking, plagiarism, and misinformation, trolling cyber grooming, and online exploitation.

The MT4T learning packets contain lessons aligned with international competency frameworks on digital citizenship and is designed to help teachers teach and model proper online behavior to develop proactive, responsible, intelligent, empathetic 21st century digital citizens. This requires teachers to update their own digital literacy skills to better understand and guide “digital native” learners in navigating the cyber world. MT4T helps you to assess online risks and opportunities, learn more about the changing cyberspace and support your learners’ responsible use of digital resources.

Moreover, MT4T strongly promotes building a community of practice among teachers through the use of social media platforms and digital tools that foster active and vibrant professional networking.

Continue to broaden your personal and professional learning networks as you connect, collaborate, and share your thoughts and ideas with other education professionals around the world through the several avenues presented by the MT4T resources.

Start your digital journey by reading all the e-books and following the step-by-step directions provided to help you become more adept at using social media and mobile technology for teaching and learning, for enhancing your professional growth, for helping you establish or strengthen professional learning communities, and for developing HOTS.

Enjoy using the MT4T resources to improve yourself, your profession, and your students' learning!