Empowering Educators:
Microsoft Certified Educator as a Pathway for Professional Development in Vietnam

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Reference resources

(1) Microsoft Certified Educator - Certifications | Microsoft Learn. https://learn.microsoft.com/en-us/credentials/certifications/microsoft-certified-educator/.

(2) Microsoft Educator programs | Microsoft Learn. https://learn.microsoft.com/en-us/training/educator-center/programs/microsoft-educator/.

(3) Microsoft Educator academy - Training | Microsoft Learn. https://learn.microsoft.com/en-us/training/courses/microsoft-educator-academy.

(4) Microsoft Educator academy - Training | Microsoft Learn. https://learn.microsoft.com/en-us/training/paths/microsoft-educator-academy/.

Agenda

- **Introduction**
- **What is Microsoft Certified Educator (MCE)?**
- **Benefits of MCE for Educators**
- **MCE Curriculum**
- **MCE Exam**
- **MCE Resources**
- **MCE Success Stories**
- **Questions and Answers**

Introduction

➢ The Microsoft Certified Educator (MCE) program: global initiative for educators

➢ MCE certification: validates technology integration skills and knowledge

➢ MCE in Vietnam: high demand for quality education and technology use

➢ MCE benefits: professional development, career prospects, innovation, excellence, student outcomes

➢ Microsoft Certified Educator (MCE) is a certification that validates the skills and knowledge of educators in using technology for teaching and learning

➢ MCE is based on the UNESCO ICT Competency Framework for Teachers, which defines the competencies required for effective integration of ICT in education.

➢ MCE candidates must pass a 60-minute exam that assesses their ability to apply technology tools and pedagogies in various scenarios and contexts.
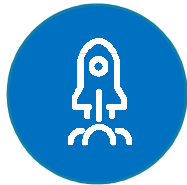
➢ MCE program: improve pedagogical skills and knowledge

➢ MCE program: gain recognition and credibility as education technology leaders

➢ MCE program: join global community of MCEs who share best practices and resources

Core General Competencies

The General Education Program 2018 of MOET Vietnam has identified the general competencies required of each student.

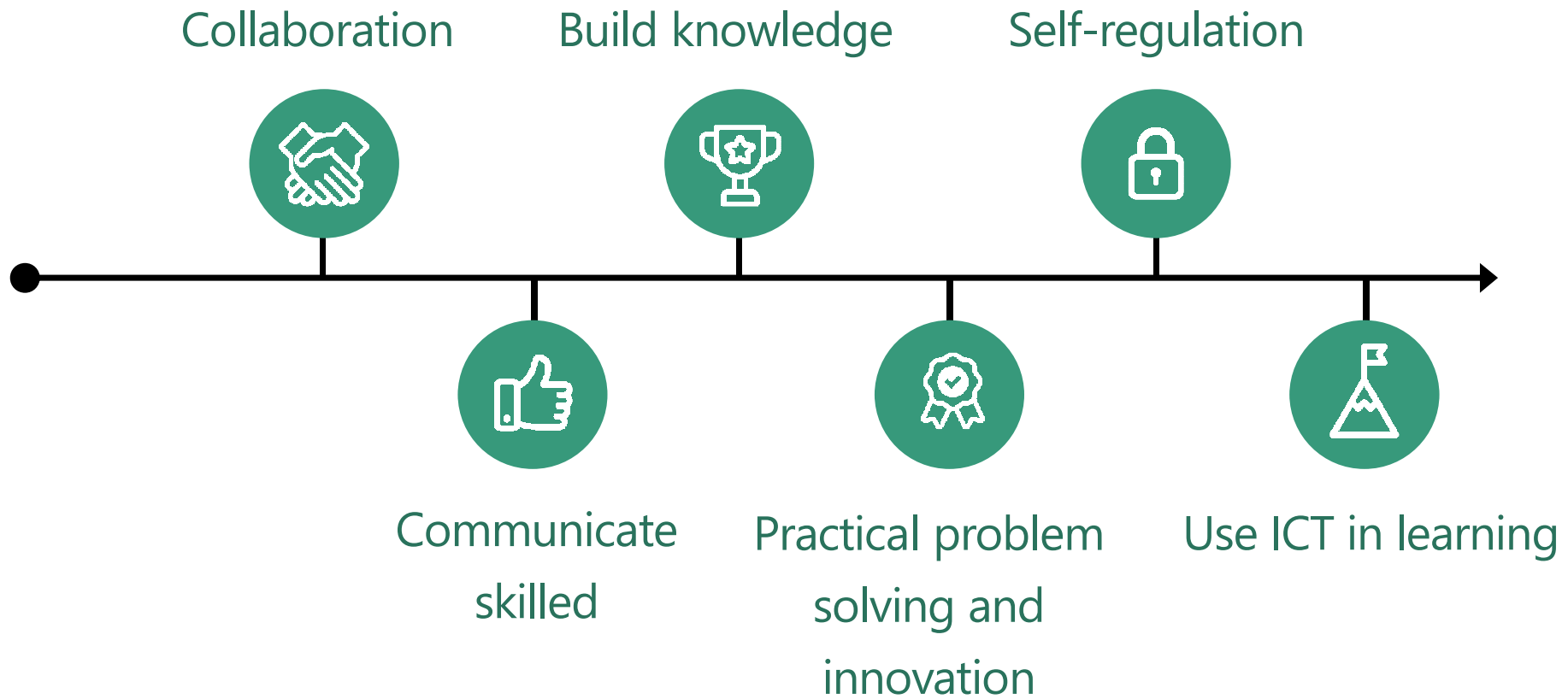**Communication and collaboration**

Problem solving and creativity

Autonomy and self-education

How to make competency-oriented teaching for students???

MCE Curriculum

Collaboration

Build knowledge

Self-regulation

Communicate skilled

Practical problem solving and innovation

Use ICT in learning

6 Core 21st Century Skills Rubric Decision

Collaboration

- Students are **required to work in pairs or groups?** — NO → **1**
  - YES
- Students have **shared responsibility?** — NO → **2**
  - YES
- Students make **substantive decisions together?** — NO → **3**
  - YES
- Students' work is **interdependent?** — NO → **4**
  - YES → **5**

1	Students are NOT required to work together in pairs or groups.
2	Students DO work together BUT they DO NOT have shared responsibility.
3	Students DO have shared responsibility BUT they ARE NOT required to make substantive decisions together.
4	Students DO have shared responsibility AND they DO make substantive decisions together about the content, process, or product of their work BUT their work is not interdependent.
5	Students DO have shared responsibility AND they DO make substantive decisions together about the content, process, or product of their work AND their work is interdependent.

Skilled communication

- **Requires extended or multi-modal communication?** — NO → **1**
  - YES
- Students must provide **supporting evidence?** — YES / NO
- Students **communicate to a particular audience?** — NO → **2** / YES → **3** ... **4**

1	Students are NOT required to produce extended or multi-modal communication.
2	Students ARE required to produce extended communication or multi-modal communication BUT they are NOT required to provide supporting evidence OR design their work for a particular audience.
3	Students ARE required to produce extended communication or multi-modal communication AND they ARE required to provide supporting evidence: they must explain their ideas or support a thesis with facts or examples OR They ARE required to design their communication for a particular audience BUT not both.
4	Students ARE required to produce extended communication or multi-modal communication AND they ARE required to provide supporting evidence AND they ARE required to design their communication for a particular audience.

Build knowledge

- **Requires knowledge construction?** — NO → **1**
  - YES
- **Main requirement is knowledge construction?** — NO → **2**
  - YES
- Students are required to **apply their knowledge in a new context?** — NO → **3**
  - YES
- Learning activity is **interdisciplinary?** — NO → **4**
  - YES → **5**

1	The learning activity does NOT require students to construct knowledge. Students can complete the activity by reproducing information or by using familiar procedures.
2	The learning activity DOES REQUIRE students to construct knowledge by interpreting, analyzing, synthesizing, or evaluating information or ideas. BUT the activity's main requirement is NOT knowledge construction.
3	The learning activity's main requirement IS knowledge construction BUT the learning activity does NOT require students to apply their knowledge in a new context.
4	The learning activity's main requirement IS knowledge construction AND the learning activity DOES require students to apply their knowledge in a new context BUT the learning activity does NOT have learning goals in more than one subject.
5	The learning activity's main requirement IS knowledge building AND the learning activity DOES require students to apply their knowledge in a new context AND the knowledge building IS interdisciplinary. The activity DOES have learning goals in more than one subject.

Self-regulation

- **Long-term activity AND** students have **learning goals and success criteria** in advance? — NO → **1**
  - YES
- Students **plan their own work?** — NO → **2**
  - YES
- Students have opportunity to **revise work based on feedback?** — NO → **3**
  - YES → **4**

1	Pre-requisites for self-regulation are NOT in place: The learning activity is NOT long-term OR students do NOT have both learning goals and associated success criteria in advance of completing their work.
2	The learning activity IS long-term AND students DO have learning goals and associated success criteria in advance of completing their work BUT students DO NOT have the opportunity to plan their own work.
3	The learning activity IS long-term AND students DO have learning goals and associated success criteria in advance of completing their work AND students DO have the opportunity to plan their own work BUT students do NOT have the opportunity to revise their work based on feedback.
4	The learning activity IS long-term AND students DO have learning goals and associated success criteria in advance of completing their work AND students DO have the opportunity to plan their own work AND students DO have the opportunity to revise their work based on feedback

Practical problem solving and innovation

- Main requirement is **problem solving?** — NO → **1**
  - YES
- Are students working on a **real-world problem?** — NO → **2**
  - YES
- Requires **innovation?** — NO → **3**
  - YES → **4**

1	The learning activity's main requirement IS NOT problem solving. Students use a previously learned answer or procedure for most of the work.
2	The learning activity's main requirement IS problem-solving BUT the problem IS NOT a real-world problem.
3	The learning activity's main requirement IS problem solving AND the problem IS a real-world problem BUT students DO NOT innovate. They are NOT required to implement their ideas in the real world, or to communicate their ideas to someone outside the academic context who can implement them.
4	The learning activity's main requirement IS problem-solving AND the problem IS a real-world problem AND students DO innovate. They ARE required to implement their ideas in the real world, or to communicate their ideas to someone outside the academic context who can implement them.

Use ICT in learning

- Students have the opportunity to **use ICT?** — NO → **1**
  - YES
- ICT supports students' **knowledge construction?** — NO → **2**
  - YES
- ICT is **required** for constructing this knowledge? — NO → **3**
  - YES
- Students are **designers** of an ICT product? — NO → **4**
  - YES → **5**

1	Students do not have the opportunity to use ICT for this learning activity.
2	Students use ICT to learn or practice basic skills or reproduce information. They are not constructing knowledge.
3	Students use ICT to support knowledge construction BUT they could construct the same knowledge without using ICT.
4	Students use ICT to support knowledge construction AND the ICT is required for constructing this knowledge BUT students do NOT create an ICT product for authentic users.
5	Students use ICT to support knowledge construction AND the ICT is required for constructing this knowledge AND students do create an ICT product for authentic users.

9

MCE Exam

The Microsoft Certified Educator (MCE) certification validates that educators have the global educator technology literacy competencies needed to provide a rich, custom learning experience for students. MCE certification is ideal for educators-in-training, faculty of teacher training colleges, and in-service educators.

Microsoft Certified Educator

Duong Hoai Giang Ha

has successfully completed the requirements to be recognized as a Microsoft Certified Educator for

Technology Literacy for Educators - 21st Century Learning Design

Date of achievement: March 25, 2021
verify.certiport.com   Cs2o-DTok

Satya Nadella
Chief Executive Officer

Microsoft
CERTIFIED
Educator

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Impressive numbers

MCE Resources

Support from Microsoft

- ✓ Learning Resource Repository
- ✓ Global Training Partner (GTP)
- ✓ Vietnamese Innovation Educators Community

Feedback from school leader and teacher

How did the 21 Century Learning Design course help you to enhance your teaching practices and learners' 21st century skills

..."*The course showed us the importance of developing 21st century skills for learners to succeed in a complex and changing world. As we studied the course, we discovered that the 2018 SDG and teaching innovation are closely related to the skills to design learning activities based on the 21st century learning design framework.*"

Cô VŨ T. HỒNG NHUNG

Vice Principal
Doan Thi Diem Primary
School – Hanoi

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Feedback from school leader and teacher

What interesting findings did you make after studying the course?

..."*The course challenged me to rethink my teaching practices and to aim for higher standards of Microsoft's evaluation scale. I realized that the course was not only about technology, but also about how to design learning activities that foster 21st century skills. The course was very helpful and informative for me.*"

Cô VÕ MAI LINH

Teacher of Nguyen Tat Thanh Secondary School – Hanoi

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Feedback from school leader and teacher

How have you applied the 21 CLD framework to improve your learning activities after completing the course?

Cô MA THỊ VŨ BÌNH

Teacher
Nguyen Tat Thanh Secondary School – Hanoi

..."*I modified my learning activities to foster collaboration, critical thinking, and problem solving skills among my students. I also used IT tools that enhanced the learning outcomes and experiences of my students.*"

"**Technology** will never replace great **teachers**, but **technology** in the hands of a great **teacher** can be transformational."

George Couros

Thanks for your listening!!!

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16

Referenceresources

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(2) Microsoft Educator programs | Microsoft Learn. https://learn.microsoft.com/en-us/training/educator-center/programs/microsoft-educator/.

(3) Microsoft Educator academy - Training | Microsoft Learn. https://learn.microsoft.com/en-us/training/courses/microsoft-educator-academy.

(4) Microsoft Educator academy - Training | Microsoft Learn. https://learn.microsoft.com/en-us/training/paths/microsoft-educator-academy/.