Harnessing Open Educational Resources to the Challenges of Teacher Education in Sub-Saharan Africa

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countries) designed and produced a bank of open educational resources (OERs) to guide teachers’ classroom practices in school-based teacher education. Drawing on examples from the TESSA consortium and from the University of Fort Hare, South Africa, the authors categorize the forms of TESSA OER integration as highly structured, loosely structured, or guided use. The paper concludes by outlining success factors for the integration of OERs: accessibility, adequate resources, support for teachers, accommodation of local cultural and institutional practices, and sustainable funding.

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1. Lack of legislation on teacher profession
2. Uncoordinated teacher training programs
3. The relevance of teacher education programs
4. Poor recruitment and attitudes of student-teacher trainees
5. The quality of student teachers
6. Teacher training period
7. Teacher training and learning resources
8. The relevance of teacher education curriculum
9. Low knowledge on ICT equipment and skills
10. Teaching about teaching. verses training to teach
11. Deployment of trained teachers depends on the funds

Educational technology in sub-Saharan Africa refers to the promotion, development and use of information and communication technologies (ICT), m-learning, media, and other technological tools to improve aspects of education in sub-Saharan Africa. Since the 1960s, various information and communication technologies have aroused strong interest in sub-Saharan Africa as a way of increasing access to education, and enhancing its quality and fairness.