



Annual Report on Intel® Teach South Africa 2011

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1. Introduction

This year was filled with highlights that saw training targets being met through the basic skills course, Intel® Teach Getting Started. It was further complemented by the distribution of self-study material to teachers across the country under the auspices of the Intel® Teach Elements programme. Two new courses were added and SchoolNet localised the original Project Based Approaches course for use in African countries.

A successful national conference was hosted in Johannesburg at St John's College, which was supported by over 500 educators and included the Microsoft Innovative Teachers Awards. This coupled with the innovative topics of the conference caught the imaginations of all who attended.

A Higher Education Workshop in October at Microsoft STIC was also a feather in the Intel® cap where partnerships were forged with the Commonwealth of Learning, Microsoft and an array of academics in the pre-service teaching field from across the country as well as a number of Southern African countries. The workshop dealt with the effective integration of technology into the training of pre-service teachers who would ultimately be working with connected learners of the 21st century.

Research was undertaken by the South African Institute for Distance Education on the Intel® Teach Getting Started Course in the Tshwane South District. This was an interesting experience which taught SchoolNet how best to approach prospective schools that require training.

2. Intel® Teach Training

2.1. Getting Started

This particular course is aimed at novice computer users which are in abundance across the country. Details of provincial training are outlined below.

Eastern Cape interest in Getting Started only developed after strong encouragement from the ICT co-ordinators and SchoolNet SA staff to take advantage of the free training opportunity. Training

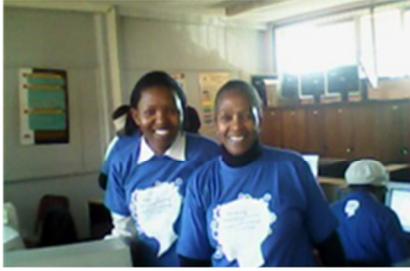


was set up across the Eastern Cape including Alice, Lusikisiki, Fort Beaufort and Uitenhage to mention a few. The workshops were fairly well attended although participants complained about the lack of catering provided.

Teachers that attended training in the Free State

Training in the Free State and Mpumalanga continued steadily. Trainers had to cover long distances to service schools that had requested training earlier in the year. The response to training from these remote schools was very positive. Teachers who committed to training were very appreciative; all attended the training and most went to the extent of requesting further training.

Limpopo Province had the greatest number of workshops which was indicative of the need which existed in the province as well as the zeal with which the respective trainers approached their training responsibilities.



Teachers of Reasoma High School
(Johannesburg South)

Teachers used the opportunity granted to them to participate in these workshops to improve their confidence levels in being able to navigate their way around a computer. One commented, “*Training was successful and I will encourage others to attend to get same skills.*”

Unfortunately far more training was scheduled than had been budgeted for. The exhaustion of the budget resulted in workshops being suspended in October.

2.2.Elements

The Elements courses were expanded to include two additional courses: *Assessment in the 21st Century Classroom* and *Collaboration in the Digital Classroom*. These 3 CDs were compiled into one DVD and were distributed during the second quarter to participants that completed the Getting Started training.

Elements workshops were only delivered as face-to-face courses for those parties who specifically requested it.



Bizana Elements Training

SchoolNet successfully completed the localisation of the Elements: Project Based Approaches course with the faces of local African teachers and learners as well as using neutral African voices so that the product can be used anywhere on the African continent.

An online training of trainers across the country was started with two afternoon sessions on August 10th 2011. A selection of individuals who had shown potential as Intel® Teach Getting Started trainers were invited to participate in one of the two sessions. The same material was covered by the Master Trainer, Gerald Roos, and participants were given 3 weeks to work through

the course material and submit their action plans for evaluation.

From an initial group of 30 potential trainers – only 13 Action Plans were submitted and 6 of these were considered to be the thoughtful work of a potential trainer. These 6 individuals were invited to the training of trainers’ session on September 29th to complete the closing session. They are now ready to conduct training in their respective areas.

2.3. Essentials

This is by far the most challenging course that is offered in the Intel® Teach bouquet and it is evident from the relatively low number of workshops that were hosted this year. Despite the interest by higher education institutions in offering Essentials to their pre-service teachers, only 3 institutions hosted workshops.



Essentials Training in Bizana

As part of the training, a portfolio has to be submitted by each participant which includes the following folders: Teacher’s Support, Learner’s Support, Assessment and a Project Plan. These portfolios are then evaluated by an external examiner and rated according to Gold, Silver and Bronze levels. In some instances, only the minimum is

submitted and thus the participant would only receive a certificate of completion. Of the 152 portfolios that were submitted this year – only 2 portfolios were incomplete. Please see the breakdown of achievement.



Training of teachers at Northview High School

Completion Certificate	37
Bronze Certificate	67
Silver Certificate	44
Gold Certificate	2
Participants that completed training	150

2.4. Thinking with Technology

There were very few workshops that were hosted this year. The most notable workshop was the training that was conducted at Mpophomeni township in the KwaZulu-Natal Midlands as part of the SITA project. This workshop followed Intel Teach Essentials training and thus the teachers were well prepared and benefitted greatly from the input that was given by the facilitator. It was a clustered workshop which included eight schools and the teachers worked tremendously hard on putting project plans together. The project plans included the use of the Intel online thinking tools which are provided free to teachers all over the world. Technical glitches resulted in the teachers not being able to access all the thinking tools. Fortunately, the facilitator who is very experienced – used alternative methods to introduce teachers to the use of thinking tools. Teachers were thus not completely disadvantaged in the process. Instead the idea of using offline innovation was effectively utilized and some of the projects produced were exceptional.

3. Intel® Learning Series

The training of senior national trainers was attended by Gerald Roos and Dezlin Jacobs as the vision



is for SchoolNet SA to be the service providers for the training of teachers associated with the roll-out of Class Mate PC's in South Africa. The training was led by Dr. Joya Chatterjee, who admitted that the training had been condensed from four days into 2 days of which insufficient time was spent on the pedagogical component of integrating CMPC's into the classroom environment. Please see attached the reports written by Gerald Roos and Dezlin Jacobs.

Dr. Joya Chatterjee facilitated the workshop in Cairo.

The Intel® Learning Series training of trainers took place from the 18th of July to the 20th of July in the SchoolNet SA Braamfontein Office with Gerald Roos, Dezlin Jacobs and 3 trainers: Nomty Gcaba, Hlengiwe

Mfeka and Bongie Jili. The use of ClassMate PCs was enabled by Maringo Communications and assisted the flow of the training because these PCs will form an integral part of the Learning Series training. Each trainer was given an opportunity to drive the Mythware Software which would be used by the teacher and practised the way it would link to a ClassMate PC in the classroom environment.



Gerald Roos (top), Hlengiwe Mfeka, Nomty Gcaba and Bongie Jili (left to right)

SchoolNet SA will be the official training implementer of the Classmate PC's in South Africa. The use of the Mythware and the effective integration of its uses into the classroom will make Intel's vision of 1:1 computing become a reality.

4. Higher Education Workshop

In 2010, the Commonwealth of Learning in partnership with Intel, Microsoft and SchoolNet SA



Higher Education Workshop Group Discussion

hosted a seminar for Deans of Education from a number of SADC countries entitled, 'Transforming Teacher Education ICT for Teaching and Learning'. The seminar addressed issues concerning the preparation of student teachers for the changing and technologically-enhanced education environment. Later that year, a follow up workshop was hosted by Microsoft and facilitated by Cher Ping Lim from the University of Hong Kong focusing on strategic planning for the University of the Free State (UFS) who had conducted a situational analysis of teaching and learning within the

Faculty of Education. The synergy between each of these initiatives resulted in COL, Microsoft and Intel offering to host a further higher education workshop and UFS being requested to report back on progress made through the implementation of strategies devised at the 2010 workshop.

From a COL, Intel and Microsoft perspective, there was an intention to expose teacher educators to the range of available professional development courses that have been



1. Delegates listening to Adrian Blight

developed over the past few years. COL offered to fund the attendance of UNSA as well as a number of institutions from outside South Africa. These included four institutions from Lesotho and Namibia. Intel and Microsoft offered to fund two South African institutions each with a view to these institutions requesting follow up assistance from SchoolNet SA. Microsoft then requested Adrian Blight from Imagine Education in the UK to come to South Africa to facilitate this workshop.

The engagement and interaction of delegates throughout the two days revealed a serious need for considerable work to be conducted among education faculties in Southern African teacher education institutions. This vision will be pursued through a continued partnership between SchoolNet and the respective institutions and sponsors in 2012.

5. Future Ed Expo - Johannesburg

SchoolNet SA assisted Intel with the Future Ed stand at the Coco-Cola Dome in Johannesburg over the weekend of the 27th to the 29th of May 2011. The Future Ed Expo is a new platform for teachers to engage on all aspects linked to their profession including professional development opportunities. SchoolNet staff and trainers manned the stand, alongside other Intel partners, sharing information about the range of Intel training opportunities that could be offered by SchoolNet.

6. Conclusion

	Intel® Teach Getting Started	Intel® Teach Elements: Project Based Approaches	Intel® Teach Essentials	Intel® Teach Thinking with Technology	Totals
Provincial Training					
Eastern Cape	8480	2900	1240	0	12620
Free State	600	0	0	0	600
Gauteng	4800	38320	600	480	44200
Kwa-Zulu Natal	2700	20	0	0	2720
Limpopo	1820	360	0	0	2180
Mpumalanga	2540	40	0	0	2580
North West	1714	0	0	0	1714
Northern Cape	0	0	0	0	0
Western Cape	0	0	0	0	0
Totals	22654	41640	1840	480	66614

The above totals reflect the number of teachers that were reached through the Intel® Teach programme for 2011. It was with great diligence that these totals were reached and despite overshooting the mark – it goes to show that there is a continued thirst for knowledge about the integration of technology into the classroom. SchoolNet SA will gladly continue the quest of sharing the benefits of the Intel® Teach programme with all educators in South Africa.