



Sponsors of Tomorrow.™



**Report to Eastern Cape Department of Basic Education
on Intel® Teach Training
conducted by SchoolNet SA
sponsored by Intel®
between March 2010 and November 2011**

Contents

Introduction	1
Intel® Teach Getting Started	2
2011 Getting Started Training.....	6
Intel® Teach Elements: Project Based Approaches.....	11
2011 Intel Teach Elements: Project Based Approaches Training.....	12
Conclusions and recommendations.....	14

Introduction

A range of Intel® Teach training has been conducted by SchoolNet SA in the Eastern Cape since the inception of the programme. Intel® continues to fund the development of Intel® Teach courseware and capacity building for trainers which enables other organizations, corporate social investment initiatives and departments of education to offer training to more schools than Intel® could fund.

In the past two years, 8 500 teachers have benefitted through the Intel® Teach programme which has run face to face workshops and sent materials to schools for the use of educators at their respective schools.

This report outlines the training that has taken place in the Eastern Cape between 2010 and August 2011 as sponsored by the Eastern Cape Department of Education and the Intel® Corporation South Africa.

Intel® Teach Getting Started

The Intel® Teach Getting Started course is aimed at novice computer users. The course focuses on introducing teachers to basic functions that would help teachers to lighten their workload as well as introducing them to the concept of 21st Century skills. This course was only localised for the South African environment in March 2011 and thus the training of 3 trainers from the Eastern Cape allowed for training to commence fairly soon after the training of senior trainers in April 2010.

Training in 2010

- Pellsrus Primary School (24 April, 1, 15, 22 May)



The course was an eye-opener for all the 27 participants who were predominantly computer illiterate and had not had any formal prior training. Although the training pace was very slow to accommodate everybody the teachers were allowed opportunity to share what they knew with each other. A concern that was highlighted was the fact that the “manual” was not hardcopy and this added more pressure to the training as teachers were not confident to navigate between respective windows.

- Vulindlela Primary School (31 May - 03 June 2010)

“The workshop was very exciting and an eye opener” was the way in which one of the participants described the workshop. The educators were dedicated to the successful completion of the workshop to the extent that training time was extended because a call from SADTU had to be heeded for a march. The facilitator was impressed with the diligent group of teachers.

- Dumisa J. Primary School (9 - 11 June 2010)

One of the comments that was made by the educators that attended the workshop: *“I like the training. I wish every teacher can be exposed to this training”* The trainer pointed out that 11 female educators attended the workshop of which 3 ladies were close to retirement. Despite the initial trepidation expressed by these participants the trainer observed that *“they were very happy and were keen to learn more”*. It was disappointing that of the 25 teachers that originally committed to the workshop – only 11 attended the training.

- Mpunga Junior Secondary School (09 - 12 June 2010)



The teachers of Mpunga Junior Secondary thoroughly impressed the trainer, who was taken aback by the challenging conditions that face the school. The training was impacted by very bad rainfall and this made access to the school exceptionally challenging. Through negotiating the times to compensate for late starts the educators would still arrive early to complete tasks of the previous day and attempt new ones. Teachers engaged in fruitful discussions and were eager to learn. One of the comments made by the educators: *"time was too short"* and another comment *"course was of utmost importance to me"*.

- Umtiza High School (10 - 14 June 2010)

The trainer commented that there was great interest shown by departmental officials who came to observe the training that was conducted with these educators. The poor attendance was reflective of teachers who had committed to training but then backed out at the last minute. It was encouraging to see that the discussions that the teachers had of the way they approach their learners in a "previously Model C and African school environment" was much the same and that the 21st century skills had a place in the teaching and learning of all learners.

- Emmanuel Primary School (14 - 17 June 2010)

The trainer commented that despite the use of an old computer lab without internet facilities and electrical challenges the training of 8 educators went well because they had a good attitude about wanting to learn more about how to use computers.

According to the trainer *"As the training has progressed, I have noted a vast improvement in their applications and they are not afraid to ask questions and press more buttons than when they started."* This is encouraging since educators often need to be encouraged to be inquisitive and courageous about computers.

- Cradock District (Cluster Training) (7, 8, 9 July 2010)

The mixed ability levels of the educators proved challenging to the trainer but the 18 educators



worked very hard in terms of engaging in discussions and putting their new found skills into practice. One of the participant commented on the following: *"We were given more activities and allowed to work at our own pace"*. The distance having to be travelled has been challenging as many teachers came from the surrounding area in Cradock.

- Uviwe Secondary School (07 - 09 July 2010)

Teachers attending this workshop were acutely aware of the manner in which they were taught, which they had adopted and thus found themselves teaching the same way in their own classrooms. 21st century thinking where teaching and learning is concerned encouraged the participants to put



learners at the centre of the learning experience. The group required tremendous encouragement to engage with material. However, once they had been coaxed into it, they were eager to start implementing.

- Mazizini Senior Secondary - Idutywa District (02 - 05 August 2010)

The facilitator noted an interesting point at this workshop. She noticed that the language barrier between the material (English) and the spoken word (isiXhosa) posed a challenge in fully grasping the nature of the course material. In dividing the participants into discussion groups the trainer was able to clarify difficult points related to 21st century skills that are linked to teaching and learning. The trainer felt that as the training progressed, participants' confidence levels increased and although many felt that the time was too short, the general sentiment was that the course was educational.

- Elliotdale District Office (16-19 August 2010)



The training was successful despite the whisperings that the Union may instruct members not to attend workshops. Teachers were eager to learn and participated with vigour when learning about how their workload could be reduced with the sentiment that one should work smart and not hard.

- German Village Primary School – King Williams Town (27 - 30 September 2010)

The trainer observed that the educators were keen to work and were happy to be engaging with the idea of ICT integration. The best part of the training was the fact that the use of the Help Guide and Tip Sheets was practiced and this gave the facilitator confidence that the educators would be in a position to continue using the material to improve their teaching and learning experiences.

- Lengeni Junior Secondary School - Butterworth District (27 - 29 September 2010)

There were 12 educators on average that attended the 3 day workshop and although the lab did not have internet connectivity the fact that there was Encarta available helped educators to practice their skills. The participants were appreciative of the effort made by their District and by Intel through SchoolNet SA for providing the training.

- Luna Junior Secondary School -Bizana District (27 - 29 September 2010)

The facilitator was encouraged by how motivated the educators were in this workshop. The predominant number of educators did not have any prior experience with computers but this did not hinder them in exploring the new opportunities which ICT had given them.

- Kubusie Combined School – King Williams Town (05 - 07, 12 - 14 November 2010)

All the participants arrived on time for the start of the workshop and it was sad to see that some had to be turned away because there were not enough computers for all the participants. The fact that the training was done over the weekend did not dampen the spirit of enthusiasm for learning as one of the teachers commented, *“This training was not a waste of time.”* It was evident in the fact that they were preparing documents that could be used the following year.

- Cradock District 2 (9 -11 November 2010)



The active and lively participation in reporting back on the “Take Home” exercises and their sound knowledge of identifying the 21st Century Skills was encouraging to the trainer because it showed the commitment that the teacher have to improving their teaching environment. The lack of internet connectivity limited the teachers in having an opportunity to access the World Wide Web. There were 17 educators who completed the course.

- Jafta Primary School (04 - 07 November 2010)

The teachers that attended the workshop had previously had experience with working on computers but still felt that they were not confident computer users. This was fertile ground for further training and the educators revelled in it. They were committed to the training and showed this by being punctual and actively participating in discussions as well as assisting each other whilst working through the material.

- German Village Primary School (12 - 14 November 2010)

The trainees looked overwhelmed upon entering the training venue as it seemed they had built the training up to be something way beyond their reach. Guidance provided by the facilitator to use the tools that are available on the CD and ask for assistance when needed was fully utilised. Despite the initial fear – the participants were eager to learn and share their experience with colleagues as the training progressed.

- Idutywa Resource Centre (06 - 09 December 2010)

The participants were engaged in the learning process from the very beginning but it was rather disappointing that only 9 of the initial 20 participants attended the workshop. These teachers according to the trainer easily navigated their way around the course material once they got into the flow of things.

- Algoa College (07 - 09 December 2010)

The trainees did not have any experience with computers previously but this did not dampen their enthusiasm, according to the trainer. The training venue was conducive as there were adequate numbers of computers and reliable internet connectivity for the workshop. The opportunities that were afforded to trainees to share completed



work was grabbed with both hands and for this participants were grateful. One participant's point of view *"I liked PowerPoint and Excel programmes"*

- Lutuka Senior Secondary School (13 - 16 December 2010)



There were 16 educators that participated in the workshop that took place just after school closed. This did not hamper the enthusiasm of the teachers and there were all able to see how the course would make the administrative tasks a bit easier. The teachers that showed understanding took on the leadership role by assisting their colleagues where they could.

2011 Getting Started Training

With departmental officials fully on board with the Getting Started programme the 2011 year proved to be very fruitful.

- Mzikayise Dilasile Secondary 10 - 13 January 2011

Despite the training being held during the week preceding the start of the new academic year, the attendance for the workshop was very good. Educators indicated that they had experienced the workshop as being well presented and that although the training time was short – it was time well invested.

- Libode District (26 - 29 January 2011)

Late arrival of participants on the first day disrupted the flow of training and resulted in the training starting late but it improved as the training continued. Not all the participants were happy about being part of the training to the extent where one participant said *"my mind is elsewhere"*. The trainer used this gap to encourage the educator to apply the newly acquired skills to the place where his mind was – which incidentally was athletics. The teacher later on used the skills gained to improve administrative execution for the sport. Comments from the one of the participants: *"I like how the facilitator has approach the training course. I also want to say that the department official was also useful during the training and lab looked good to perform the training course."*



- Mount Ayliff – Libode District (31 January – 02 February 2011)

The mixed age group of participants added wonderful dynamics to the training session as it seemed like a competition as to who would be the most improved participant. The predominant concern was the perceived shortage of time for completing the work and the lack of catering during the course. The work accomplished by the educators with the support of the facilitator and the district co-ordinators was lauded by the participants.

- Qumbu Village Secondary School 11 - 12, 18 - 19 February 2011

The training may have started off slowly, with quite a few technical challenges but it was resolved quickly. The 25 educators that were participating were rather concerned at the beginning but the

facilitator was able to put their mind at ease by going through the Help Guide and Tip Sheets in order to encourage independence early on. The educators were motivated to succeed and this helped in completing tasks and showcasing achievements.

- University of Fort Hare 25th – 27th February 2011

The training was arranged in partnership with BEFSA (Borein Educational Foundation for Southern Africa) who works with principals and teachers in the Alice area. The group had 57 participants and they were thus split into two groups, with one trainer handling the “novice” teachers and the other trainer handling the slightly experienced teachers. It was beneficial in that the teachers felt safe enough to make mistakes and ask questions in order to learn how best to use technology beneficially.



- Siwali Junior Secondary School 14 - 16 March 2011



Participants were very shy at the beginning of the workshop and would only contribute to discussions if requested by the trainer. With encouragement the participants loosened up and became active contributors to discussions and the completion of tasks. Judging from the comments made it was the approach to learning that was the most encouraging and beneficial. *“Brought a new approach to a learning situation.” - Commented by one of the educators.*

- Cofimvaba (Daliwonga SSS) 09 - 11 March 2011

“All in all I benefited a lot from this training. May this training be compulsory to all teachers so as to improve the teachers in all dimensions” a comment made by one of the participants of the workshop. The clustered training was well attended and the teachers were eager to share what they had learnt with each other as the training progressed.

- Bizana district 02 - 04 March 2011

There were 26 teachers that attended the training that required a shift in venues after the first day of training. The distance for teachers travelling was challenging as many teachers travelled very far. The use of the internet to access information was seen as very beneficial to the educators present and they were encouraged to purchase their own laptops and 3G cards in order to reap the benefits of the vast resources available.



- Flagstaff Comprehensive 04 - 07 April 2011



The training was attended by teachers in the surrounding areas and despite the lack of catering the teachers were committed to completing the course successfully. Many teachers requested that the training should run for more than 3 days as they felt that their skills level was not adequate. The participants did however point out that at the conclusion of the workshop they were given enough space to learn on their own and call on the facilitator

when in need.

- Uitenhage High School (02-04 April)



The lengthy Help Guide was cast aside by this group of trainees in favour of collaborating with colleagues in order to find solutions for challenges experienced. The vast difference between teachers' experience ranging from 2 years to 35 years in the profession added interesting dynamics and was also evident in the number of tasks that each person was able to complete in the allocated time.

- Blueillies Bush Primary School – Uitenhage (02 - 04 April 2011)



Twenty two participants with very limited access to computers at their schools attended this workshop. The participants flew with some of the topics covered and really pushed themselves in completing tasks for each of the modules. Teachers' discussion about 21st century skills and how to adapt their approach to learning was stimulating and many included these in their action plans.

- Idutywa Clustered Training (22 - 24 March 2011)

The facilitator was impressed with the commitment and professionalism shown by the educators from the schools in the Idutywa District who were invited to the training. The support of the District Officials gave the educators the courage to make commitments to purchase their own laptops in order to stay abreast of the developments in technology and to improve their new found skills. One of the teachers commented: *"Three days for training was too short. The course was fruitful."*



- Libode District -Njiveni Junior Secondary School (23 - 25 March 2011)



The teachers were fortunate to use a lab that had been newly equipped with 30 computers. There were 20 teachers in attendance on average through the 3 days of the workshop. The highlight of the workshop was the opportunity which each teacher had to present their action plan once they returned to school as to how they would implement 21st century thinking in their classrooms alongside the use of technology in their classrooms.

- Lusikisiki Bonxa Ntabankulu Junior Secondary School (22 – 24 March 2011)

Teachers who attended the workshop were eager to learn and with the careful demonstration of the Help Guide, participants were able to navigate the software by midmorning on Day 2. The fact that the training was aimed to be clustered resulted in many teachers not attending the workshop due to the distance that was required to travel.

- Flagstaff Comprehensive School – Flagstaff (4-7 April 2011)

The training was attended by on average 20 teachers throughout the 3 day workshop. The lab was well equipped and the educators were able to work through the material with the guidance of the facilitator. The fact that teachers were inquiring about data projectors and screens at the end of the workshop, encouraged the trainer because it showed that the teachers have a vision of using their skills in their classrooms.

- Marina Junior Secondary School – Bizana (06 -08 April 2011)

The 25 teachers aged between 45 and 55 were excited to gain skills in the use of computers. Even though the training took place during the school holiday and many teachers had to travel long distances – their enthusiasm to learn wasn't dampened. *"The trainer was patient enough to train even the slow learners"* was one of the comments from the participant educators.



- St Marks - Cofimvaba (11 - 13 May 2011)

The computers in the 30 strong computer lab did not have internet connectivity, or comfortable chairs. What they did have were eager learners that promised to purchase their own computers in order to practice their newfound skills. Most of the teachers felt that 3 days was not enough time to work through the course material but they did feel that they were ready for something more challenging.

- St James – Cofimvaba (11 – 13 May 2011)

With 25 dedicated teachers, the first day's session was tough as most of the teachers were first time computer users. The participants' eagerness to learn was fiery because there seemed to be some form of competition to produce the best work for presentation. The teachers worked diligently and worked throughout the break and extended training time to get more done.

- Kama Senior Secondary School Fort Beaufort (10 - 12 May 2011)

The trainer observed this group as being quite challenged by the new concepts of 21st century learning and integrating it into the concept of using technology to reach the modern learner. As the course progressed teachers' confidence seemed to improve and they were able to make the connections to what they have been doing in their classrooms and how to improve the learning experience. A comment from one teacher: *"I move from unknown to known"*.

- Dudumeni Junior Secondary School - Bizana (20 – 22 May 2011)



The trainees were cooperative from the very beginning of the training. Although no catering was provided the trainees were eager to learn and worked through the modules diligently. Many participants indicated that the time allocated to the training was too short.

- Zwelitsha Primary School (13-15 May 2011)

Each teacher had their own computer and despite the lack of internet access they were able to use Encarta to access information in order to practice searching for information. This group was open in terms of participating in discussions and asking for help if they encountered a stumbling block. One of the participant's commented: *"The course was useful and will make me more efficient in my teaching. Facilitator is very knowledgeable in what she is doing, patient and friendly. I have acquired ways of making my work easy and less time consuming."*



- Majazi Junior Secondary School (20,21, 22 May 2011)

The training was conducted over a weekend and the participants were very aware of the fact that they were being trained over the weekend, and without having catering provided. The teachers worked well but required a lot of encouragement to complete the tasks in the respective modules.

- Willowvale Junior Secondary School (24 -27 May 2011)

At the beginning of the workshop participants were sluggish in getting into work mode. This improved as the course progressed because teachers were able to see the benefits of incorporating the use of technology into the classrooms.



- Willowvale Junior Secondary School (31 May – 2 June 2011)

The second group of trainees hosted at Willowvale saw the value of the training and how important it is to be exposed to the use and integration of technology into the classroom.

- Alexandria High School (3 – 5 June 2011)



The dominant number of educators that attended the workshop were new computer users, but this did not hinder their excitement for the workshop. There was a healthy sense of competition amongst the participants as they wanted to produce the best work that would be showcased to their peers.

- Nolufefe Primary School - Maclear (06 - 09 June 2011)

Some teachers required a tremendous amount of "hand-holding" in order to come to grips with the practical navigation of the software. Their levels of confidence improved as the training continued and this encouraged the trainer.

- James Ntungwana Junior Secondary School - Uitenhague (16 - 18 June 2011)



Most of the trainees had never worked on computers before, but showed their willingness to learn and were eager to find out how it could enhance

their teaching. Participants felt empowered to use technology in their classrooms and fully utilised this opportunity to learn.

- John Walton Secondary School – Uitenhague (27 -29 June 2011)

There were 34 participants in a lab that had 30 new computers installed. Those educators that did not have their own workstation used laptops to complete the tasks. This was the first formal workshop that the trainees were exposed to, but most of the educators use computers to type their tests. Teachers were grateful to have this exposure to the Intel® Teach Series.



- Dudumeni Junior Secondary School – Bizana (04-06 July)

The training was helpful in that it guided trainees into more active collaborative work, open communication, sharing ideas and group work. It gave the participants an idea of what a learner centred classroom would look like and how it would operate.

- BEFSA Training – Umtata (5-7 October)



In collaboration with BEFSA, 17 educators were invited to participate in training for schools that BEFSA specifically works with. Although the initial nerves were visible, once everybody settled in, the teachers were eager to learn and under the encouraging guidance of the facilitator their confidence soared. *“I liked the coaching I got from the facilitator/trainer, he introduced me to most things now i am confident to do them”*

comment from one of the participants.

Intel® Teach Elements: Project Based Approaches

The “Intel® Teach: Elements” is a range of interactive e-learning short courses introduced by Intel®. “Project Based Approaches” (PBA) is the first Elements course that has been developed and is now available to teachers and schools and localised for African countries.

The instructional design of Project Based Approaches includes:

- animated e-learning tutorials
- interactive learning exercises
- offline activities to apply concepts

PBA was offered to teachers who completed the Intel® Teach Getting Started course and those who were confident about their skills on a computer. The key for the success of this venture was that the district officials were in a position to track which teachers completed the basic skills course and then invited those teachers to the next round of training.

The following are reflections of training of the year 2010 and 2011.

- Mount Frere Senior Secondary School (25 October to 27 October 2010)

“The course has equipped me on project based approaches. What to do before, during and after the project,” was a comment passed by one of the participants that completed the 3 day workshop. The trainer commented that the workshop was well attended and that the teachers could see that they had not previously approached projects correctly. This was reflected in the comments made by teachers after the workshop.

- Cradock District Training (09 November to 11 November 2010)

Teachers had their own laptops for this workshop which made for smooth running of the course. The participants were actively engaging in discussions and offered sound suggestions to colleagues to improve their projects during pair-and-share activities. It was beneficial that these participants had been through the Intel® Teach Getting Started course because they were able to see how the two courses fit together.

- Qumbu District Training (06 December to 08 December 2010)

The density of the material that had to be covered over the 3 days was further complicated by the lack of connectivity and hardware that wasn't functioning optimally. The teachers that attended the workshop were computer literate and did not struggle to navigate through the material but they did have difficulty in grasping how project based learning is different to the conventional teaching. Once the gap was bridged with the 21st century skills discussion, teachers could see the relevance and importance of this “new” approach to teaching and learning.

2011 Intel Teach Elements: Project Based Approaches Training

- Mount Ayliff Training (02 February to 04 February 2011)

What became apparent to the trainer at the start of this course is that the participants considered themselves to be computer literate when this indeed was not the case. It would seem as though the participants had previously attended a beginner's course but not put what they had learned into practice. This hindered progress but the participants were willing to work longer and harder to come to grips with the material. Fortunately the gist of making the classroom more learner-centred and focus on the 21st century skills was understood and the participants were eager to implement their projects.



- Bizana District Training (02 March to 04 March 2011)



Despite initial technical challenges that were experienced, the teachers that participated in the workshop were very guarded about their approach to the course material. Pre-conceived ideas of what a project is and how it should be implemented were challenged by the 21st century ways of doing things and this in turn shook the comfort zones of the educators. From the concluding comments the educators felt that they had gained a better

understanding of how best to implement a project and the role it should play in the classroom.

- Maluti District Training (06 March to 08 March 2011)

Teachers indicated that the challenge of the course would be to return to their respective schools and to implement their newly acquired skills. Their original implementation of project based learning was centred on a textbook and teacher and not as the course suggested. The promise that was shown was the fact the teachers were willing to go and put what they had learned into practice, which made the course worthwhile for the facilitator too.

- Siphumezulwazi Junior Secondary: Fort Beaufort District
(28 March to 30 March 2011)

The training session was challenging for the facilitator because he felt that the participants were not adequately literate to fully engage with the project-based material. Challenges in the form of unsupportive management and technical glitches further complicated matters. To alleviate some of the challenges the facilitator grouped the teachers into teams and this encouraged camaraderie when faced with completing tasks.



- Libode Cluster (22 – 24 March 2011)



Despite the initial work in having to help 17 teachers modify their perceptions of projects and project based learning – the training was successful. This is not only due to the good attitude which the teachers exhibited but also the support that was given by the district officials who attended the 3 day workshop as well. Teachers found the support provided by the facilitator and the officials helpful in overcoming barriers of professional development in this course.

- King Williams Town District (5th – 7th April 2011)

With 12 eager participants engaging in the workshop the project overview left them with these three tasks to consider: optimum learner involvement, project structures and the needs of learners in their classrooms. This fed the enthusiasm and encouraged teachers to review the way that they approached project based learning.



- East London District (13th and 20th August and 3rd September 2011)

With a starting group of 20 teachers from a wide variety of schools, only 9 teachers completed the 3 day workshop that was spread over about 4 weeks. With the support of the district official, teachers were encouraged to attend but due to the demanding nature of the course only a few teachers stuck it out. The facilitator's approach was commendable in giving each teacher the necessary individual attention to complete the course successfully.



- Mount Fletcher District

(13th September to 15th September 2011)

Interest in the project-based approach to learning was tangible and the teachers were eager to learn about how best to implement a project. Many teachers admitted that their method of implementation of a project was far from desirable as they did not consider the purpose of the project, the outcomes and assessment of the project and how it might fit into the execution of the curriculum.

Conclusions and recommendations

As correctly pointed out by one of the Eastern Cape facilitators, the proof will be in whether the teachers are able to put their skills into practice. Fortunately it would seem that the involvement of the district officials is of utmost importance and their follow-up action will prove to be imperative.

In reaching as many as 8 500 Eastern Cape teachers through clustered training and CD distribution over the past two years, the province has benefitted greatly from the Intel® Teach Programme. It is evident by the number of basic skills courses that have already been conducted in the province that there now is a need for the participants to be guided to the next step of professional development in the form of Intel® Teach Elements.

Unfortunately SchoolNet SA is no longer in a position to cover the costs of training as in previous years – but with the help of the Provincial Department of Education the sky is the limit with regards to reaching those teachers who have not yet experienced the benefits of using ICT and incorporating it into the teaching and learning environment.

Intel® still has a vested interest in South Africa but since it has reached its international target of 10 million teachers trained – it is now up to the respective provincial departments of education to take the reins and lead their province into improving education through the effective use of ICT in the classroom.