

## Seychelles Integration of ICT into the Curriculum Capacity Building for Curriculum Developers

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### Introduction and Background

The aim of the workshop was to provide curriculum developers, assessment developers and education officers with the necessary skills to understand the pedagogical and theoretical basis for integrating ICT in the curriculum.

The workshop took place at the Seychelles Ministry of Education between 5 and 7 August 2015 and was facilitated by SchoolNet SA Programme Manager Megan Rademeyer. Twenty participants attended the workshop representing the Centre for Curriculum Assessment & Teacher Support (CCATS), Schools Division and Seychelles Institute of Teacher Education (SITE).



### Courseware

The three days of training aimed to cover the following topics:

- the integration of ICT in the curriculum
- the integration of interactive elements and instructional materials into the curriculum
- providing access to software for interactive educational materials and content development



The first day of training began by reflecting on why it is worth integrating technology into teaching and learning and going through the basics of the Technology, Pedagogy and Content Knowledge (TPACK) model as a way of organising our approach to integrating technology. The group reflected on the Seychelles National Curriculum Framework and how it regards ICT as both a learning area and a tool for teaching and learning. The group then considered the “Essential Competencies” and “hidden curriculum” of the National

Curriculum Framework and looked at examples of projects and lessons that had managed to both cover curriculum content and build essential skills at the same time. Delegates were then asked to think of how they could apply the TPACK model to their own curriculum context and to share their lesson ideas or best practices which they had observed with the group. The final activity of the day involved registering on the Microsoft Educator Network and taking the self-assessment test of the 'Teaching with Technology' online course as a way to reflect on one's own attitudes and pre-existing knowledge about using technology in the classroom.



Day 2 focused on integrating digital resources into the curriculum and the ASSURE model of lesson planning was introduced as a way of doing this. After looking at some case studies, the group applied the steps of the ASSURE approach to one week of their curriculum. Next, the group reflected on some of the factors that would need to be considered when deciding what software one plans to use or allow in a

classroom. Whilst Instagram was used as an example – the thought process that was discussed and the decision steps that were used could be applied to any software. In groups, delegates also considered the pros and cons of a computer lab, laptop trolley, banks of tablets and mobile phones as types of hardware that could be rolled out schools. Whilst this activity involved lots of discussion and brainstorming – presenting their findings using Autocollage also allowed a new tool to be introduced.

The focus of Day 3 was assessment and the advantages and possible drawbacks of using technology to conduct assessment were considered. Firstly different forms of assessment were revised and then delegates reflected on how well they thought assessment was currently being conducted in their learning areas or contexts. After discussing how multiple choice can be an effective assessment tool when used appropriately, the group had an opportunity to develop an Office Mix presentation that incorporated this form of assessment. Finally the group discussed how assessment forms an important part of instructional design if a teacher aims to develop 21<sup>st</sup> century skills. As part of this discussion we considered examples of best practice taken from the 21<sup>st</sup> Century Learning Design course on the Microsoft Educator Network.

## **Instructional Design**

The intention of this course was to both cover some of the theoretical aspects of integrating ICT into the curriculum, and to model ways of doing this through the instructional design and pedagogy of the course. As a number of the workshop delegates will go on to facilitate similar content with teachers, the workshop also aimed to model a variety of presentation techniques. Some examples of how this was done include:



- The courseware was housed in a shared **OneNote** document – which showed how this software worked can be used for sharing information in a way that could be easily customised and amended.
- One of the group discussions involved delegates presenting their findings using the SmartArt functionality of PowerPoint to develop an infographic to present their findings. This showed how producing a diagram can assist the cognitive process of organising thoughts and ideas and how the resulting product can provide a useful way of summarising information and presenting findings.
- As a group work activity, participants were asked to present their findings as two **Autocollages** – showing the pros and cons of the hardware solution assigned to their group. Finding appropriate images kick-started the discussions and provided an alternate form of reporting.
- A range of videos from **YouTube** were used to stimulate discussion and to illustrate points. This added variety to the instructional style and allowed the group to learn from leading experts in the field.
- **Case Studies** were presented that had been taken from both the Microsoft Educator Network and the Microsoft 2Enable course. This exposed the group to additional courseware that they may want to explore further – and also provided opportunities for discussion that were not as sensitive as discussing examples from Seychelles schools or teachers.



- Participants were asked to give examples of best practices in the form of a **TeachMeet**. This format allowed each person to only speak for three minutes (which were counted down using an online timer) after being randomly drawn using another online tool. Again – this technique added some fun and variety to reporting and provided participants with a strategy that they may wish to incorporate in their own workshops.
- The course evaluation was done using an **Excel Online Survey** available via OneDrive. This provided a way of quickly collecting anonymous feedback from the group and also provided an opportunity to demonstrate how a survey could be set up and a link shared.
- Delegates used an **online voting tool** to poll their opinions about whether or not Instagram should be used in the classroom. The tool which was used allowed for the groups votes and opinions to be added to a larger international poll, including the reasons for their vote.
- Participants enjoyed the opportunity they had to develop an **Office Mix** after the session on assessment. This showed that multiple choice can be set up quickly and assessed easily for incorporation into a flipped lesson or as part of formative assessment.
- The Self-Assessment tool of the Microsoft **Teaching with Technology** course provided a structured way of reflecting on one’s own practices and pre-existing knowledge.

## Coverage of the workshop

A highlight of Day 2 was the Seychelles TV News channel arriving to film some of the training and to interview both Megan Rademeyer and Mrs Elva Gedeon, the Senior Curriculum Development Officer for the CCATS Curriculum Section. The training session was also covered by the Seychelles Nation newspaper which put an article entitled [Integrating ICT into the Curriculum](#) as its front page article on 5 August 2015. The coverage given to this workshop indicates the extent of the commitment of the Seychelles Ministry of Education to the deployment of their ICT policy.



National Assembly of Seychelles  
Unity in Diversity

## Integrating ICT in the curriculum

05-August-2015



Some twenty curriculum developers are attending a three-day workshop on 'Applying ICT as a tool for learning'. The training, which opened yesterday, has been organised by the Ministry of Education and Microsoft Indian Ocean.

## Course Evaluation



Whilst some participants would have liked to have spent some more time of the practical aspects of the workshop, and occasionally the speed of the internet hampered efforts to complete tasks quickly, generally the course was well received and regarded as beneficial. Participants enjoyed the presentation style of the workshop and that a range of approaches were used, some of which modelled effective integration of ICT into teaching.

Below is a sample of responses received from participants showing that they both enjoyed the workshop and that they felt it has been a useful step in thinking about how technology can best be integrated into the curriculum:

- *The workshop was well planned and well course was well delivered. Many inspirational ideas were presented, but a review of the teaching/learning program of Seychelles need to be carried out urgently in view of integrating ICT and competency based approach.*
- *very fruitful and came at the right time that we ae now reviewing the subject documents*
- *This workshop has been very useful, being an eye opener as to how we can use ICT as a tool in both curriculum and assessment implementation. We have also, learnt some useful techniques in the process.*
- *Megan you did a great Job for extrapolating issues in the curriculum that wasn't quite clear especially, use of mobile phones, rubrics, keep it up.*

## Conclusion

This training session was made possible through the collaboration of Microsoft and the Seychelles Ministry of Education. The Seychelles Ministry of Education has recently finalised a new ICT policy and is in the process of revising their curriculum and assessment standards to integrate ICT. SchoolNet SA was excited to be part of the process which we believe will lead to increased and more



effective use of technology to enhance education at schools in the Seychelles. We would like to thank both Microsoft and the Seychelles Ministry of Education for the opportunity to work with such a dynamic and committed group of professionals and wish the group well as they now continue with the process of revising the curriculum statements and training teachers.

**Megan Rademeyer**  
**Programmes Manager**  
**SchoolNet SA – July 2015**