



Report to the Department of Education

Training for 6 Schools in Johannesburg – July 2009

Background to Intel® Teach

Intel Teach is part of a worldwide teacher development programme focusing on approaches to Information and Communications Technology (ICT) integration and project-based learning. When teachers design projects that integrate Information and Communications Technology they are planning classroom experiences that are aligned to the South African assessment standards and achieve the outcomes of the national curriculum. At the same time learners are integrating (ICT) and developing key 21st century skills that include information skills, thinking skills, collaboration and self-management, to name but a few.

This Intel Teach Essentials course forms a part of the Advanced Certificate in Education (ICT Integration) offered by distance at the University of KwaZulu-Natal. It is incorporated to different extents in pre-service (B.Ed and PGCE) qualifications at the Universities of Johannesburg, Pretoria and Fort Hare. The University of the Free State will be incorporating Intel® Teach as from 2009. It is envisaged that all universities will be able to offer Intel Teach as part of their pre-service professional qualifications within the next 5 years.

Introduction

Portia Mngenela, who is a District coordinator forwarded schools and dates for the training to SchoolNet SA. She spoke to all principals of the schools and the support that she received was highly impressive. The aim was to capacitate teachers in order for them to make the transition from computer literacy to ICT integration across the curriculum.

The training took place between May and August as follows:

Venue	Trainer	Teachers trained
Queens high	Saul Pila	16
John Mitchell Primary	Dezlin Joseph	16
Leceister Primary schools	Saul Pila	14
Elukhanyisweni Primary schools	Victor Ngobeni	14
Malvern Primary schools	Dezlin Joseph	16
Lyndhurst Primary Schools	Tshilidzi Baldwin	11

Training Times

The training for these 6 schools took place during Saturdays from 08:30 – 16:00hrs and in some schools such as Leicester, Queens High and Elukhanyisweni the training finished very late due to the work load.. At Lyndhurst the principal asked to reduce the training time because educators were involved in other activities. The training then started from 07:15 to 14:00hrs but also ended later on some days.

Training Venue:

Training venues were generally good and computers functioned well. In some schools there was no data projector and also no Internet access.

At Queens High some educators were using laptops because some computers had technical problems.

In other schools like Ekukhanyisweni and Leceister the Internet was either not working or unstable. However schools like John Mitchell was also well equipped with fully functioning computers with Cd drives and reliable internet access but no data projector.

Trainees



Educators in all these schools were very eager to learn and they were fascinated to know that they were going to learn about project based learning. In most schools educators were not prepared for the level of the training because they assumed that the training was for basic computer literacy. This resulted in some teachers having to drop out. However in most cases it was reported that as the days went by educators were starting to understand what was required of them. They started to progress well and their participation was good. At Leceister Primary

educators requested more time to finish their portfolios as they wanted to do a proper job. Only John Mitchell and Malvern schools managed to complete their portfolios during the scheduled time.

Coursework – summaries of reports from trainers

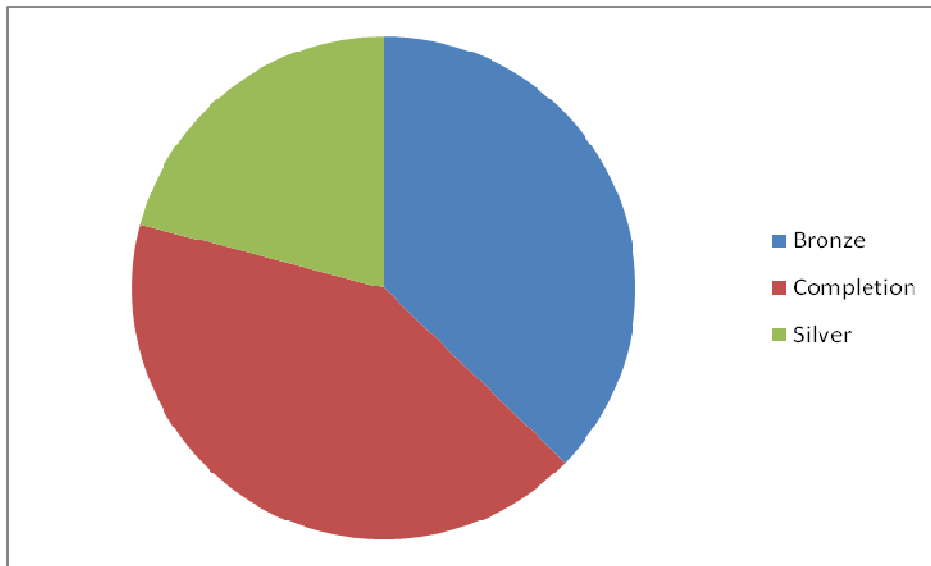
<p>Queens High School</p> <p>Educators were asking relevant questions that showed that they at least understood what they were to do. Most of them were using resources on the CD. Teachers were still struggling with grasping what the course was all about. Unfortunately we spent time grasping skills rather than the content of the course. At the end educators worked independently and could confidently maneuver through the CD. They could link most of their documents to their project. Educators finished their portfolios.</p>	<p>Lyndhurst Primary School</p> <p>Each minute of the training session was utilised to the maximum, Educators were given lots of tasks to do outside the training session. They were of course given “on-time” and coping skills to meet the demand by the facilitator.</p> <p>They were persuasively encouraged to collaborate, which they successfully achieved. Time Constraints frustrated many participants and they did not complete all the portfolios.</p>
<p>Ekukhanyisweni primary school</p> <p>It was very difficult to measure the success due to the lack of computer skills amongst the educators who attended the course. Time was wasted on computer skills rather than Project Based Learning. The trainees however were very committed and constantly trying to grasp all project based learning concepts. I had to add two days more and after that educators managed to produce their portfolios.</p>	<p>John Mitchell primary</p> <p>Educators were always late making it difficult to start work on time. Those who came early managed to do all the activities on time. The spirit was very good, They had good ideas for their projects and the planning was good. The viewing of each other’s projects added an element of critical analysis but it was well received because it was given on a professional level.</p>
<p>Leicester Primary school</p> <p>On the first day Educators struggled a bit with the concept of project based learning. On day two all was looking good. They followed all the discussions and also understood what was required of them. Some were complaining about too much work. I gave them a one week extension to finish their portfolios. This helped them in producing good work.</p>	<p>Malvern Primary School</p> <p>The training could not start on the scheduled date because both computer centres could not load the Cd and also the internet was not working.</p> <p>The following week training commenced nicely, the internet was up and running and all the files were uploaded so that trainees were able access to them. The training was very slow due to lack of skills and most educators had to drop out. Those who persevered manage to complete their portfolios.</p>

Assessment

Despite the lack of computer skills the majority of these educators worked very hard and managed to complete their portfolios. Forty three educators have been assessed so far. Portfolios from Elukhanyisweni and Leicester are still to be assessed. At Queens High it was

noted at the beginning of the training that 90% of the teachers had limited skills but at the end they obtained 3 Silver Certificates and 9 Bronze certificates. Out of 19 educators who started the course, 16 of them completed their portfolios; this was rated by our assessor as very good.

Bronze	Completion	Silver	Total
16	18	9	43



Course Evaluations

“The course made me think about planning and my own teaching and learning strategies. We tend to forget a lot of important thing along our teaching careers and it is courses like this that redirect our thoughts to what is important to make a successful teacher.”

“It was an interesting and informative cause.”

“The course in demanding, I hope I attend another on however I learnt a lot.”

“I am glad that after the course I am now armed with skills which did not have at the beginning of the course. I might have not done the project properly but definitely I have learned a lot.”

“It was difficult to absorb as much information as possible, the time was short.”

“Time allocation for the volume of work that needs to be done was our biggest enemy!!!
Too much work...not enough time.”



Thanks you notes

Mr. Pila received the attached letter of appreciation from the Principal of Leicester Road School Mrs. Gaspari in which she outlined the benefits of the course and the expertise of the trainer.

Conclusion and recommendations

It is clear from the trainers' comments and the evaluation remarks by teachers that the courses that were held and completed were a great success. However it should be noted that in order to gain maximum benefit from this training teachers need to have existing ICT skills as well as a clear understanding of pedagogical principles before they embark on such a course. It is hoped that the department will be able to identify sufficiently qualified schools for future training.