Q1 Report - March 2014

This quarter was eventful with a host of different Intel activities that ranged from an MOU being signed, Intel Teach Getting Started getting more traction, and most importantly Intel Teach courses being endorsed by SACE. This report provides a summary of all Intel activities for the quarter.

Contents

Memorandum of Understanding with Department of Communications

Intel SA signed an MOU with the Department of Communications that will see Intel providing professional development training where Intel devices are provided in the infrastructure. For now, this means that Intel will provide master training for teachers in 1650 schools

Universal Service and Access Agency of South Africa (USAASA) Schools

Training in two schools was postponed in 2013 and scheduled for this quarter. These schools were St Patricks High (Eastern Cape) and Sandi High School (Eastern Cape).

St Patrick's High School (15-16 February 2014)

SchoolNet's, Mr Sonwabile Mfamana, facilitated the Intel Teach Tablets in the classroom course with eleven teachers in attendance. This facilitation was marred by poor connectivity however the trainer was able to use his cell phone and tablet as a wifi hotspot. The router that was provided to the school did not cope with all the tablets and hence downloading of all coursework apps proved challenging.

USAASA was contacted and advised of the situation and we were told that other connectivity solutions would be explored for the school. Our training was then postponed.

Sandi High School

SchoolNet's trainers visited the school and downloaded all the required apps before the training. Connectivity was sorted out via a combination of cell phone, and tablet hotspots with the supplied router.

Training for the DoC and DBE Launch schools

The signed MOU with the Department of Communications (DoC) ensured that SchoolNet would provide the training for 1650 project schools. The project plan was to train three master trainers per schools and encourage the school to design a practical action plan for internal professional development.

Seven schools were selected to represent the project at the ambitious launch event. The main launch site was Senakangwedi in the Free State and the remaining six schools linked to the school via

video conference. The launch event was televised and attended by Mr Yunis Carrim (Minister-Department of Communcations), his Deputy Ms Stella Abrahams and the Deputy Minister- Basic Education, Mr Enver Surty.

All launch schools received Getting Started training before the launch event. Below is a summary of all training:

Senakangwedi high School (Free State)

The teachers were very reluctant to attend the training especially when they hear it would be over 2 weekends. I then decided to have no training on the first day and rather spend the day motivating the teachers and showing the importance of ICT integration in teaching and learning. The focus of my demonstrations was:

- World trends in education
- How teachers benefit from the use of ICT for administration
- How learners enjoy the use of ICT/multimedia

Modules 1, 3, 4 were done on Day 2. After module 1 and 3 was completed it became clear that the educators in general had fairly good navigating skills and coped well with getting to the CD content and the following of scenario instructions.

Module 6, 7 and 9 were done on Day 3. Despite the lack of internet connectivity, day 3 got off to a great start with the internet module. The trainer was able to demonstrate most of the content from his PC while the trainees used their phones. They were astounded at the many resources (text, images and tools) they found on the internet.

Educators need to get more exposure to current education trends…at the moment they seem to be working in isolation from the broader education community.

It is probably wisest to see the road ahead with a mixture of hope and caution. The trainees should now be able to do various administrative tasks on a computer allowing them quicker access to documents and the ability to edit and improve on documents/presentations. It is hoped that these trainees will embrace ICT as a teaching and learning tool and that they will grow to become teachers that are integrating ICT's in their daily classroom practice.

Moroka High School (Free State)

Intel Teach Getting Started was facilitated by SchoolNet's, Mr Tyran Ferndale. Thirty-six teachers attended training in a functional lab, however with no connectivity in place.

The introduction and overview of 21st Century skills was as usual very entertaining as the activities compel teachers to get past their perceived challenges to be more collaborative and share ideas.

Educators at Moroka High School working on their activities

The Help guide is always challenging for novice ICT users as the juggling between the application, Help guide and individual work is initially difficult to manage. With practice this proved easier and teachers understood that this would be their resource when the trainer was not on hand to assist.

Some teachers were confident to work individually and help others when this was needed. The multimedia module, discovering the internet proved exciting when the trainer demonstrated using cell phones and his modem. Many teachers commented that they would be interested in getting ICT training, more regularly to keep the skills and the excitement levels high.

Lukhanji Primary School (Eastern Cape)

The schools laptops and connectivity was configured and ready for training. The School opted to schedule their training over four afternoons starting at 13h00 so as not to disturb contact teaching time.

Teachers at the school were excited about the training as many lacked any ICT skills. Lukhanji's principal, Mr Baninzi was very supportive and cooperative. This training was brimming with excitement as teachers learnt their way around navigating a word processor, spreadsheet and the internet. Much enthusiasm

was displayed during the multimedia module and creating email addresses as well.

Training was a success at the school and teachers expressed their interest in further ICT training.

Stadt Primary School (North West)

This school has been trained before and thus had quite a lot of teachers with god ICT skills. Schoolnet therefore provided Intel Teach Elements- Project Based Approaches (PBA) and this was facilitated by Mr Tshilidzi Tshiredo. Teachers at the school were invited to attend the training and it was facilitated at the school's computer lab. The lab was fraught with connectivity issues as the school had not been informed about connectivity. The trainer used a modem to connect the computers.

Thirty-four teachers attended the workshop which aimed to lead teachers to the kind of teaching and learning experiences where ICT integration can most meaningfully be implemented.

The trainer encapsulated the excitement of the teachers in his statement "It was for the first time since my SchoolNet training programme that I met a school with 100 % ICT literate staff.

The school is comprised of highly self-motivated individual teachers, with some holding MBA Degrees, Honours and other senior degrees. This subsequently made the entire training session not only robust but more relevant and interesting as those with such qualifications learnt and unlearnt new ways and approach to project based learning."

This five module in-depth course was a huge success and Mr Mphatlhane, the deputy principal and ICT teacher at the school was of great assistance during the training.

Sifundise Primary School (Mpumalanga)

SchoolNet's trainer, Mr Fikie Mthembu facilitated the training at Sifundise Primary school. The school's computer centre had 20 laptops, wireless internet connectivity and a mobile data projector.

Eleven teachers attended training with the majority of teachers having limited ICT skills. This initially proved challenging for the trainer as teachers could not access the CD content and found it difficult to complete activities. Despite this, the teachers more than amply made up for the lack of skills by their keen and enthusiastic attitude toward the training.

The school was not aware of some passwords and hence the trainer sourced four additional laptops to use during the training. Modules 1-4 were covered before the password issue with the supplied project laptops was resolved.

The laptops had Libre Office which is an open source application programme. The training thus started with brief explanations about the similarities and differences between LibreOffice and the MS Office suite. The remaining modules were completed with teachers finally working in groups on lesson plans that integrated the use of ICTs. The teachers were made aware of the Department of Basic Education's interactive workbooks and teachers learnt how to use the Help Guide as a resource.

Thohoyandou Secondary School (Limpopo)

Mr Klas Maluleke, facilitated the training at the school. The trainer's visit to the school showed that the school was using the staff room as a lab when needed.
The training started with miscommunication as the school believed that Telkom was scheduled for training that SchoolNet had organised. The trainer used this time to prep the computers so that training could start timeously the next day.

The teachers worked extremely well and made up much of the lost time. They were particularly interested to learn how to use Multimedia with Powerpoint. Teachers were excited to develop their own lesson plans and present their lessons. Social media and use of Skype was discussed on the last day of training.

Gillitts   Primary   School   (KwaZulu   Natal)

The school is situated and in a small area called Gillitts, which is near Hillcrest. The venue was well equipped however the connectivity was not stable.

The first day was used to help teachers create their email addresses and the modules on discovering the internet. The Telkom technicians were on hand during the training, however were unable to resolve the Wi-Fi connectivity issues.

Teachers worked on planning and designing lesson plans using the resources on hand. They were able to download pictures, and other resources to ensure exciting lessons that integrated ICTs in creative ways. Teachers were extremely unhappy with the lack of connectivity as they felt that they did not have sufficient resources to work with. Teachers

then worked on creating assessment rubrics, worksheets and spreadsheets with formulae.

Ratang Thuto Primary School (Northern Cape)

Ten teachers attended training which was held at the schools' science lab, where connectivity was available but not stable.

On the day of the training, the trainer realised that the school's MS suite was not installed on the supplied computers. The version of Internet Explorer would not display the menu of the course and this proved challenging to teachers who were not technically minded. Mozilla Firefox was downloaded and this resolved the issue.

Training began with the module on 21st Century Skills and teachers found it easy to relate to learner-centred approach. Teachers completed activities they were interested in and worked well to cover seven of the course modules. Teachers promised to complete the remaining modules as self-study during the holidays.

Slangspruit Primary School

Ms Deborah Avery started training at this school in 2013 and scheduled training on Thursday afternoons for focussed training on Spreadsheets. The school is progressing slowly but surely and will continue in this stead for the remainder of next term.

Department of Correctional Services Gets Started with more Training

In 2013, the Department of Correctional Services contracted SchoolNet to facilitate training in ten Correctional Services facilities. Four of the facilities were scheduled for quarter one.

Polokwane Correctional Centre (20 -22 January 2014) – Limpopo Province

The pre-visit check revealed that there were 12 functional computers with the required software loaded. Of the fourteen teachers that attended the training, Mothapo, Ledwaba and Rekhotso stood out as the best in the group.

Typically, the training started with introductions and an outline of the course objectives. Teachers then proceeded to complete modules that were of interest to their personal context.

The introduction of spreadsheets brought many questions as teachers reflected on their current teaching practice and how spreadsheets can enhance what they were doing. Many questions arose when participants worked through the various scenarios in the spreadsheet modules. They eventually felt brave enough to do activities on their own with little or no assistance from the trainer.

It was interesting to note that the teachers were eager to learn how to connect to the internet using their cell phones, and successfully connected to the Department of Correctional services' website and to learn how to find important information.

Boksburg Correctional Centre (20-22 January 2014) – Gauteng Province

Teachers from Baviaanspoort, Kgosi Mampuru, Krugersdorp and Johannesburg Correctional Services Centres travelled vast distances to get to the Boksburg Correctional Services facility . The training venue was a conference room which housed the twenty classmate computers and no internet connectivity available.

Engaging in higher order thinking was completed with a reminder of the 4 cycle process – plan, do, review and share. Teachers covered modules 5 and 6 and learnt how to work with a word processor and a spreadsheet to complete their lesson worksheets, teaching schedules, class tests and marksheets.

Due to no connectivity, the module on Discovering the Internet was demonstrated to the participants and covered aspects like downloading images, as well communication using email. Teachers worked on Publisher and created a variety of artefacts such as award certificates, business

cards, newsletters and sign boards. This activity allowed them to practice the skills learnt in the word processing module.

The discussion on 21st Century approaches was very lively with the teachers thinking of reasons why 21st Century skills should be included in teaching and learning activities. They wanted to give prominence to learners' self-exploration and creation of their own knowledge.

The trainer commended Mr Jabulani Nkosi for the sterling work in arranging the logistics of training.

Modderbee Correctional Services – Gauteng Province

This centre was equipped with fifteen desktop computers installed with Windows 7 operating system and Microsoft Office 2010.

Eleven teachers attended the training. It was wonderful to note that all participants were ICT literate as they have access to computers on a daily basis.

The modules on Multimedia, Discovering and Using the Internet was used by teachers to complete their year plans. Internet access was limited to a few participants due to different management responsibilities. The teachers shared access and were thus able to complete activities around setting up email addresses, sending and receiving emails and downloading information and images from the

World Wide Web.

Training concluded with a discussion on 21st century approaches. Critical Thinking was a topic of much debate as it was believed that teachers need to place learners in a position to source information themselves and use it appropriately. Resolving conflict was another one of the areas that was covered and the educators made valuable inputs in resolving conflicts that they experience in their classrooms on a daily basis.

At the end of the training teachers worked together on an Action plan that they would implement going forward.

Zonderwater Correctional Centre – Gauteng Province

The training venue was an IT lab at their college, with 22 desktops. There was no Internet connectivity. Due to poor communication with head office, training started at 10h30 on the first day and 8h30 for the remaining days. The times had to be adhered to due to the internal security arrangements for the lab.

Six educators attended the training. The ICT skills levels of the participants was very low and they needed guidance throughout the duration of the course.

Training started with introductions and they started with the modules on 21st Century Skills, Basic Computer Skills and Collaboration. Teachers worked hard to complete the handbook as they finished

modules. Teachers paid special attention to ways that they could apply the 21st century skills in their teaching and enjoyed the activity on comparing the old way of teaching (traditional) and the modern way of teaching (21st century approach).

The trainees were given an overview of what the Basic Computer Skills module involved and how it could assist the teachers who didn't have the basic ICT skills. Differentiation of cooperative learning, group work and collaboration were discussed in great detail.

Teachers used the activities in the modules to master skills in inserting images, using tables and formatting text.

Due to no Internet access, the affected modules had to be demonstrated by the trainer and the collaboration tools were discussed only. Teachers confirmed that many of them use their cell phones to send and receive emails.

The module of 21st Century Approaches provided a good way to end the training as teachers left on a high note will full understanding of their role as teachers to transform their current way of teaching to be more engaging.

Teachers who attended training had the following to say about training:

"I would like to continue with more training"
"Training was too short, more time is needed"
"Training was effective, thumbs up to the facilitator!"
"Very enjoyable and informative though we don't have computers in our offices to practise what we have learnt. I wish there could be some computers for teachers available."
"I liked the way this course improved my computer skill, I also liked the way the facilitator introduced the modules and his patience."
"Very well presented and was quite interesting because it gave me a lot of information especially with excel and power point. Thank you very much for the disc, it acts as a guide. Well done to the facilitator"
"The course has been very interesting and challenged one to learn and even possess ICT resources like laptop and modernised cell phone."
"I wish we could get more days as there was a lot to learn."
"I wish if the facilitator can come again and also empower the community with these information"
"It was very interesting as well as knowledge providing session. It imparted skills that were significant which I did not have"

Intel courses get SACE Endorsement

This quarter proved highly successful for Intel as the entire Intel Teach course materials have been endorsed by SACE:

Course	Provider Number	Continuing Professional Development Points (CTPD)
Intel Teach Getting Started	NG10735	10
Intel Teach Elements PBA	NG10735	10
Intel Teach Elements Collaboration in the Digital Classroom	NG10735	10
Intel Teach Elements Thinking Critically with Data	NG10735	10
Intel Teach Elements Assessment in the 21st Century Classroom	NG10735	7
Intel Teach Essentials	NG10735	10
Intel Teach Thinking with Technology	NG10735	10

Statistics for Quarter One

The statistics are on actual teachers having attended training. It does not consider teachers that went back to their communities and shared what they had learnt. If this is considered then the totals would exponentially increase.

	January	February	March	TOTAL
Getting Started (ToT)	0	0	0	0
Getting Started	162	0	324	486
Easy Steps	0	10	0	10
Elements PBA	0	0	34	34
Elements Collaboration	0	0	0	0
Elements Thinking Critically with data	0	0	0	0
Elements Assessment	0	0	0	0
Elements 21 Century Leadership	0	0	0	0
Introduction to Tablets in the Classroom	0	220	0	220
TOTAL TRAINED	162	32	358	552

In Quarter two our focus will be on...

- Sentech iLabs to receive Intel Teach Getting Started
- Master training for three teachers from 1650 schools
- Intel briefing workshops for Provincial E-Learning coordinators and Curriculum advisors
- Muzomuhle Primary School Professional Development