



## **Microsoft USO Eastern Cape Department of Education Teaching with Technology Training Rollout Report**

### **Background to this project**

Between April 2014 and April 2016, 390 schools in the Eastern Cape benefitted from the Universal Services Obligation (USO) rollout of devices and ICT equipment to schools. Microsoft agreed to assist the Eastern Cape Education Department with facilitating a master training session for trainers from all districts and then supporting a number of clustered training sessions for teachers from schools which received tablets as part of the USO rollout.

The intention of this training program was to ensure that the teachers are able to leverage the tools at hand to enhance teaching and learning, administration, and managing a class using ICT resources. Whilst different schools are receiving different makes of tablets, the intention of the sessions is also to familiarise teachers with the Microsoft tools and platforms that are available to all teachers, on whichever device they receive.

### **Training Agenda**

In order to be able to provide teachers with a pedagogically sound SACE endorsed course a decision was made to make use of the Intel 'Tablets in the Classroom' course, but as far as possible to also make teachers aware of Microsoft tools and resources which can be accessed via the USO tablets. This included enrolling teachers on the Microsoft Educator Community and introducing online courses such as the SACE endorsed 'Teaching with Technology' learning pathway. Teachers were also to be shown tools which they can use in lesson preparation or with their learners such as Skype in the Classroom, Sway and online Office apps. It was also hoped that these sessions would provide teachers with hands on opportunities to master the technical aspects of the devices such as using the interactive boards to project presentations and accessing materials housed on the server.

### **Training Rollout**

The initial master training of provincial officials took place between 13 and 15 June 2016 in Cinsta. During this master training session, district officials also planned workshops for teachers to take place by the end of Microsoft's financial year i.e. 30 June 2016, by which time this project was expected to be completed. The training of trainer's session is covered in a separate report, and this report covers the training rollout for teachers.



## Summarised description of each training session

Below is a brief description of each of the training sessions which was scheduled for teachers in the Eastern Cape as part of this project.

### **Coega Training Session**

The original training rollout plan was for 246 teachers from 17 different districts to all be trained at the Coega training venue between 28 June and 1 July 2016. This training was to have been facilitated by 20 of the newly trained ICT district officials supported by 5 officials from head office, with Microsoft funding going towards the travel, accommodation and catering costs for the training. The intended number of participants for this training session, and their districts are tabulated below:

Training Venue	District	No of teachers	District	No of teachers	District	No of teachers
Coega	Butterworth	30	Lady Frere	10	Ngcobobo	7
	Cofimvaba	12	Libode	8	Queenstown	15
	Dutywa	10	Lusikisiki	13	Qumbu	16
	Fort Beaufort	23	Mbizana	14	Sterkspruit	14
	Grahamstown	9	Mt Frere	16	Uitenhage	14
	Graaff Reinet	15	Mthatha	20		

Unfortunately, this training session did not take place for a number of reasons. Firstly, a provincial taxi protest led to all roads being blocked on Friday 10 June which meant that teachers were engaged in exams until 21 June 2016 and schools closed later than expected for the holidays. Secondly, many schools had already scheduled Winter School Classes for the June school holidays, which meant that many of the teachers who were expected to attend the Coega training session were already engaged.

Eastern Cape Department of Education officials only made SchoolNet SA aware of this training being postponed once schools had already closed for the June holidays, which was just days before the session was scheduled to take place. Whilst officials proposed alternate dates for this training session at the end of July 2016, these dates fell after the end of Microsoft's financial year end and the funding could not be held over. As schools had already closed, and teachers were therefore uncontactable, and as the Coega venue was not in fact available for the dates it was originally scheduled for, the number of training sessions to be offered to Eastern Cape teachers had to be reduced and SchoolNet only invoiced Microsoft for the training sessions which did in fact take place which are described below:

### **East London Training Session**

Districts:	East London
Venue:	Dr Rubusana District Office
Training Dates:	22 – 24 June 2016
Facilitators:	<ul style="list-style-type: none"> <li>• Mrs A.N. Ntlangano - Programme Director</li> <li>• Mrs Nofumba (HOST) – East London</li> <li>• Mr Zizi- Cradock</li> <li>• Mr Roxo –Graff-Reinet</li> </ul>

	<ul style="list-style-type: none"> <li>• Mrs Hlangani –Uitenhage</li> <li>• Mrs Ntlangano- Engcobo</li> <li>• Ms Ntloko –King William’s Town</li> <li>• Ms Puzi –King William’s Town</li> <li>• Ms Manentsa -IT Technician</li> <li>• Ms S. Halana -Vodacom assistant</li> </ul>
Attendance:	80 Teachers
Connectivity:	Connectivity was erratic. For some activities participants used their cell phones to access the internet and were also shown how to make use of Bluetooth.

This workshop was attended by a number of dignitaries which showed the province’s commitment to ensuring the success of this workshop and the teachers’ subsequent use of the USO devices to enhance teaching and learning. Speakers included:

- The CES-Curriculum who explained to the teachers as why the training was delayed, (as the tablets were distributed to schools in June 2015). She thanked Mrs Nofumba for the strides she has made as she has arrived in the East London district and welcomed co-facilitators from other districts - emphasising on the importance of working together as a team.
- The purpose of the day was done by Mr Ngeni (DCES-TLTE). He also emphasised the importance of working together as a team, and encouraged the teachers to use the opportunity they have of having Mrs Nofumba as their Education Specialist (e-Learning).
- Workshop expectations and ground rules were done by Mrs Nofumba. Teachers were given an opportunity to come up with their expectations.
- Cluster C Chief Director Mr Ngaso, thanked the teachers for availing themselves in the ICT training. He emphasised the importance of using the ICTs for teaching and learning, with the aim to bring better results in the Province of the Eastern Cape.
- Mr Ncanywa was accompanied by Mr Hela and Ms Kupa. He thanked the teachers for availing themselves for the training on the ICT integration for teaching and learning. He encouraged all the teachers that were present in the workshop to grab the opportunities that are availed by the department for their development, indicating that it is through their development that the Province can produce better results.

The introductory session introduced teachers to ICTs and their uses. The emphasis was on the use of resources which can be used off-line as the challenge for most of the schools is the connectivity. Mr Zizi presented the policy on ICTs and its importance in achieving the best results as per the expectations from the government. The school connectivity package by Vodacom and MTN was presented and teachers were exposed to the different resources and how they can be used by teachers for teaching purposes. Teachers were given an opportunity to try out the technology for themselves, with many touching the devices for the first time.

A hands on activity on using the eBeam and interactive boards followed. This was an exciting activity for the teachers, especially those who were seeing the e-Beam for the first time. Teachers were exposed to various subjects in which they can use the E-Beam. The day

ended with teachers being encouraged to register on the Vodacom Digital Classroom portal.

The second day of this workshop provided teachers with an opportunity to see a number of presentations on different tools and online materials which they can use to enhance their lessons. Some teachers were disappointed that there weren't materials available for their subjects – but were encouraged to use the available software to develop their own resources. Presentations included:

- Skool eContent, SWAY, Office Mix –Mr Zizi
- OneNote, Microsoft Office – Mr Roxo
- Microsoft Math, Maths if Fun – Mrs Hlangani
- 2 Enable – Ms Puzi
- Intel Stem, Web Master: Maths and Physical Sciences – Mrs Nofumba

In addition to seeing presentations by the facilitators, teachers were given an opportunity to present their lessons using an Interactive White board and Tablets.

The third day of training began with a reflection and recapping session before working through the Intel Tablets in the Classroom module on “Effective classroom management strategies” focusing on strategies teachers can use to minimize the challenges in managing the ICTs in their respective schools. This was followed by a session on “Technologies and teacher development” during which teachers were excited to see how ICTs can be used to enhance their own teaching and learning.

### ***Maluti Training Session***

Districts:	Maluti and Mount Fletcher
Venue:	Maluti Centre
Training Dates:	21 - 23 June 2016
Facilitators:	Mr Mohatla, Mr P Matela & Ms N Sethoaneng
Attendance:	14 teachers attended from the following districts: Mount Fletcher – 5 Maluti - 9
Connectivity:	Very slow and weak despite Wi-Fi and cables being available.

Only 14 teachers attended this workshop. Representatives from six schools located in Mount Fletcher and 8 schools located Maluti were invited but did not attend due to marking of June examinations. The facilitators undertook to conduct a “mop-up training” with teachers from these schools after the June holidays.

The workshop took place in the Maluti Centre which houses a smart lab, two projectors, screen, eBeam, laptops and tablets. Internet connectivity was provided by both cables and Wi-Fi yet was reported as being very slow particularly on the tablets.

Training took place between 9am and 4pm and teachers were punctual. Some would have liked to have started earlier and to have stayed later, but transport arrangements did not allow for this. Four teachers from very rural schools were accommodated for this workshop and catering was provided of a good standard.

The trainers reported that “Teachers were cooperating, complying and showing interest. They were trained at many aspects of integrating ICTs in teaching and learning but main items were on how to utilise tablets solutions rollout to schools and introducing them to Microsoft and the Intel Tablets in the Classroom courseware.” The facilitators noted that the main challenge is that the schools have very restricted internet access, unlike the centre at which this training took place. They believe that the lack of internet access at the schools will make it difficult for teachers to continue to use online materials such as those housed on the Microsoft Educator Community once they return to school.

**Lusikisiki Training Session**

Districts:	Lusikisiki & Mbizana
Venue:	Lusikisiki ICT Teacher Centre
Training Dates:	22 – 24 June 2016
Facilitators:	Ms Z Gcingca-Ndolo, Ms N Bomoyi, Ms B Mbebe and Mr V Sigodi
Attendance:	28 teachers attended from the following districts: <ul style="list-style-type: none"> <li>• Bizana – 14</li> <li>• Lusikisiki - 16</li> </ul>
Connectivity:	Good.



28 teachers (ICT Champions) were trained on ICT integration during this workshop and were described as “enthusiastic” by the facilitators. eLearning officials aimed this workshop at teachers from FET schools that had been provided with tablets and all teachers who were expected from Bizana district arrived. Unfortunately representatives from Botha Sigcau SSS & Bodweni SSS didn’t attend but facilitators undertook to train these teachers at the next training session.

This workshop covered the following topics: Introduction to Windows 8 package, Introduction to tablets, internet & emailing, Microsoft Tools and Tablets for ICT integration. Teachers present also learnt more about using the e-Beam and triumph board and registered for the Vodacom portal- e-School & Digital Classroom.



## Training Evaluation

At the end of the training, participants were asked to complete an online training evaluation form. Summarised below is the feedback submitted by 29 participants who all appear to have attended the Lusikisiki session. Unfortunately it appears as if delegates from the other training sessions were not asked to complete this form. Numbers next to responses indicate how many people cited the same or similar answers.

Statement
How would you describe your use of technology in the classroom before this training session?
<ul style="list-style-type: none"> <li><input type="radio"/> I have never used technology in the classroom before - 6</li> <li><input type="radio"/> I am a beginner user of technology in the classroom - 6</li> <li><input type="radio"/> I use technology at least once a week in the classroom - 3</li> <li><input type="radio"/> I use technology almost every day in the classroom - 4</li> <li><input type="radio"/> I use technology for my own purposes, but not in the classroom - 9</li> </ul>
How would you describe your computer skills?
<ul style="list-style-type: none"> <li><input type="radio"/> Beginner - 6</li> <li><input type="radio"/> Intermediate - 16</li> <li><input type="radio"/> Advanced – 4</li> </ul>
How was the connectivity at the training session?
<ul style="list-style-type: none"> <li><input type="radio"/> Slow – 2</li> <li><input type="radio"/> Erratic - 0</li> <li><input type="radio"/> Good – 12</li> <li><input type="radio"/> Excellent - 13</li> <li><input type="radio"/> I used my own connectivity - 1</li> <li><input type="radio"/> The facilitator created a hotspot – 0</li> </ul>
How likely are you to continue to use the Microsoft Educator Community?
<ul style="list-style-type: none"> <li><input type="radio"/> Very likely - 24</li> <li><input type="radio"/> Somewhat likely - 2</li> <li><input type="radio"/> I may revisit it from time to time – 2</li> <li><input type="radio"/> Unlikely –</li> </ul>
How likely are you to complete the full Teaching with Technology online course?
<ul style="list-style-type: none"> <li><input type="radio"/> Very likely - 22</li> <li><input type="radio"/> Somewhat likely - 5</li> <li><input type="radio"/> Unlikely – 0</li> </ul>
How would you rate your facilitator for this training session?
<ul style="list-style-type: none"> <li><input type="radio"/> Poor - 0</li> <li><input type="radio"/> Okay – 0</li> <li><input type="radio"/> Good - 9</li> <li><input type="radio"/> Excellent – 19</li> </ul>

When asked which parts of the training session delegates found to be the most useful or beneficial many delegates said that everything was useful. The following components were highlighted as being especially useful:

- Sway - 15
- eBeam/ Triumph Interactive Board - 15
- Vodacom Digital Classroom Portal – 8

- OneNote – 7
- Skype – 4
- Integration of tablets – 3
- Microsoft online tools – 3
- Scrapbook - 3
- Microsoft Educator Community – 2
- Mindset - 1

When asked which parts of the training were not useful, 18 respondents claimed that everything was useful or that there was no component which was not useful. Of those who said something was not beneficial, the following responses were given:

- Sway. The facilitation was not so thorough.
- sway, because I need more training.
- Sway because it was not given much time.
- The one with the terminology part.
- CONNECTION OF PROJECTOR BECOUSE ITS WHAT I DO EVERY DAY IN MY SCHOOL.

Most delegates claimed that they would continue to use the Microsoft Educator Community and made the following comments as to why this would be done:

- I have to finish the courses
- It is useful for teachers and learners world wide
- I learnt a lot, and this will enhance my teaching and the use of ICT in the classroom situation
- it's an easy way of sharing information with the learners and it also develops my computer skills
- There is a lot that I am going to gain from other experts educators like lesson plans, assessment techniques, and some information
- Now I know how important it is to use technology.
- I saw the use of technology very beneficial to us teachers and definitely it will be also to learners

The following reasons were provided to explain why a participant was likely to complete the Teaching with Technology course:

- I am motivated to help our school grow technologically.
- It makes things easier
- I am willing to be an expert in ICT
- it develops my computer skills
- It is so interesting and will benefit a lot towards my professional development.
- this will obviously improve the school results
- Boosted my professionalism
- to acquire more knowledge to the changing world

People who said they were unlikely to complete the Teaching with Technology course or continue to use the Microsoft Educator Community cited the following reasons for them being unlikely to complete it:

- Lack of time available (2)
- Because of the network problem in my school (2)

## Challenges

Whilst it appears as if the training sessions which took place went well and that the teachers who attended them found them beneficial, the major challenge of the Eastern Cape Teaching with Technology USO training rollout was around the scale of the training rollout.

This project got off to a delayed start and between the master training and the end of Microsoft's financial year there were just two weeks during which it was hoped that as many Eastern Cape teachers as possible could be trained with the budget available. In order to achieve an ambitious amount of training in a short space of time, it was hoped that the Eastern Cape officials would be able to arrange training and invite delegates, and that this could be supported by SchoolNet SA using Microsoft funding to cover travel, accommodation and catering costs. Whilst three of the four scheduled sessions took place, unfortunately the fourth and largest session which was to have taken place at Coega had to be cancelled and some of the remaining three sessions which took place were not fully attended.

Because the Microsoft funding had to be spent in the Financial Year that it was raised in, workshops could not be postponed or rescheduled. In retrospect, all stakeholders should have been aware that with such late notice of the workshops many teachers would already be committed elsewhere – for example to marking exams or running Winter Catch-Up workshops. Ideally, in a future training rollout all stakeholders would have more time to plan the workshops so as not to interfere with other activities at schools and to give participants adequate notice of training.

In order to try to guarantee good attendance, the Eastern Cape Department of Education opted for a clustered training approach which involved bringing teachers from a number of districts together for training at central venues. Whilst teachers seem to enjoy workshops at central venues, and this model ensures holiday attendance and prompt starting times, this model more expensive than school based training as many teachers had to be accommodated and transported. Given the scarcity of resources, in future it would be more prudent to conduct more training sessions at teacher's own schools or at schools in their districts so that delegates do not require accommodation.

Team teaching can be a useful strategy for running workshops for large groups as one facilitator can present whilst other facilitators assist delegates; and when training materials are new, more experienced trainers can support less experienced colleagues. But in this training rollout, the team teaching model meant that in addition to accommodating teachers, a large number of officials also had to be accommodated. At venues where some schools failed to send delegates, situations arose where there was one official for every four or five delegates which is not an economical training model. For example – four officials trained 28 delegates at the Lusikisiki workshop and three facilitators trained 14 teachers at the Maulti workshop. It can only be hoped that having gained some more confidence and experience that all of the facilitators who were involved in the training rollout now have the skills to be able to conduct workshops on their own for teachers in their districts and to provide support on the tools covered for teachers in their areas without the continued support of their colleagues.



The participants at these workshops are regarded as their school's ICT champions – yet they seem to for the most part be novice users of technology, especially when it comes to using ICT for teaching and learning. It is a challenge for facilitators to pitch their workshops in such a way so as to ensure that teachers who are competent users of technology are not bored, whilst still moving slowly enough for novice users to keep up. Given that there were teams of facilitators, it may have been useful to have divided the groups up according to abilities to ensure that each person's skill level was accommodated.

The facilitators of each training session were given some flexibility with regards to determining the training agenda in accordance with the needs and skills of the delegates, however it was expected that they would cover the four compulsory modules of the Intel 'Tablets in the Classroom' course and would also get teachers to join the Microsoft Educator Community and would introduce them to the 'Teaching with Technology' course as a bare minimum. From the training agendas that have been provided it seems as if these components were covered to some degree – however it also appears that so many tools and other content was covered that the Intel and Microsoft components were not fully covered. This raises a dilemma because on one hand it is worth teachers knowing about a range of tools, such as the Vodacom Digital Classroom portal which provides access to a range of zero-rated resources. However, when Microsoft, which sponsored the training, also hopes to get more teachers registered on its portal, the Microsoft Educator Community, during workshops and this is not done, or is only briefly alluded to, then the training workshop has failed to meet the Microsoft objectives. Secondly, where inadequate attention appears to have been paid to the Intel Tablets in the Classroom modules, teachers really should not be awarded a SACE endorsed certificate as this certifies competence in modules which may not have been adequately covered.

It was hoped that during the workshops that facilitators would expose teachers to a range of Microsoft tools which can be accessed through the USO devices and that as far as possible that teachers would have an opportunity to use some of these tools. For example, it was expected that facilitators would replicate a session that was conducted at the training of trainers session which involved creating a Sway to introduce oneself. For the workshop where participants completed the evaluation form three teachers stated that Sway was the least beneficial component of the training. They noted that they did not find this component useful because they still felt that they needed more training on it – or that the training which they were given was not thorough enough. In hindsight – fewer tools should have been covered in more detail with opportunities for teachers to try them out – rather than many tools being referred to or shown very briefly. Whilst it is interesting to be exposed to a range of tools to become aware of what is available, just seeing something is unlikely to lead to teachers actually using these tools themselves. Furthermore, leaving it up to the trainers to determine the training agenda was also a mistake – and whilst facilitators were given a flashdrive of resources to use during their own training sessions, including a sample agenda, less flexibility should have been allowed for.

As in the sessions conducted in other provinces, the major challenge in ensuring that the skills developed and tools explored in these workshops continue to be used lies in the lack of connectivity at schools. Whilst the internet access at these workshops appears to have been fair, these workshops took place in ICT Resources Centres, not at schools where the small amount of data provided through the USO obligation is very quickly used up.



## Conclusion

Despite the challenges of the workshops, the delegates who completed the training evaluation form appear to be extremely positive about the training and most have said that they are likely to return to the Microsoft Educator Community and to complete the online Teaching with Technology course. This indicates that the facilitators were inspiring and that the participants saw the value of the resources they were exposed to.

Given that many of the teachers who attended this workshop come from schools that have had access to their USO devices for months, but had not made use of the technology up until now, it can be assumed that these workshops have gone a long way towards inspiring teachers to make use of the resources at their disposal to enhance teaching and learning.

Many of the challenges of these workshops can be attributed to the fact that attempts were made to conduct so much training in such a short space of time. The Eastern Cape Department of Education Officials can be commended for the amount of training which they were able to conduct and the facilitators can also be praised for delivering training on a range of new materials and tools immediately after being trained as trainers. Should future training be conducted in this province, the benefits of hindsight and experience and a little more time to organise the sessions would result in better attended, more tightly structured workshops taking place.

The success and appreciation of the Eastern Cape workshops is well expressed in the following quotes from delegates:

- *According to my understanding everything that was delivered in the workshop was useful as we are the novice in the E-learning system.*
- *Every aspect of the training was useful because we are living in the world of technology.*

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