

Intel® Teach to the Future Provincial Conference Evaluation Report

August 2006

Introduction

The Intel® Teach to the Future materials for South Africa were revised in early 2006 to take account of feedback from ongoing evaluations and the need to provide more flexible opportunities for South African teachers to engage with the programme. During April and May 2006, SchoolNet South Africa worked together with provincial education departments to hold one Intel® Teach to the Future conferences across the country. Conferences were held in all but one province.

The purposes of these conferences were defined as follows:

- To give large numbers of teachers the opportunity to attend a conference with little or no costs involved;
- To introduce the new materials to teachers and Provincial Education Managers;
- Encourage the Provincial Managers to fund training for poorly resourced schools as part of a well managed implementation agency for educational ICT teacher development;
- To reach well-resourced schools that could fund their own training; and
- To involve Provincial education managers in the process of organisation, where possible.

The table below summarises the conferences held and attendance at each.

Table 1 Overview of provincial conferences

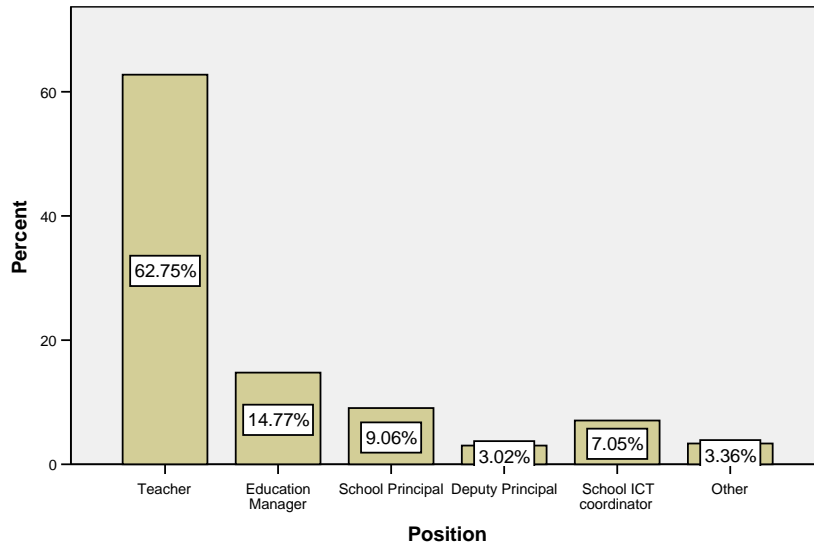
Province	Venue	Number Of Delegates
Gauteng	St Mary's School for Girls	39
Western Cape	Wynberg Boys' High School	86
Eastern Cape	Rhodes University	17
KwaZulu-Natal	Kearsney College	96
North West Province	St Conrads College	260
Limpopo	Polokwane Training Centre	112
Free State	Grey College	99
Total		709

At the end of the day, consisting of various workshop activities, all conference delegates were requested to complete a conference evaluation form. A total of 298 evaluation forms were completed (a response rate of 42%). This report briefly summarises this data.

Summary of Conference Evaluation Data

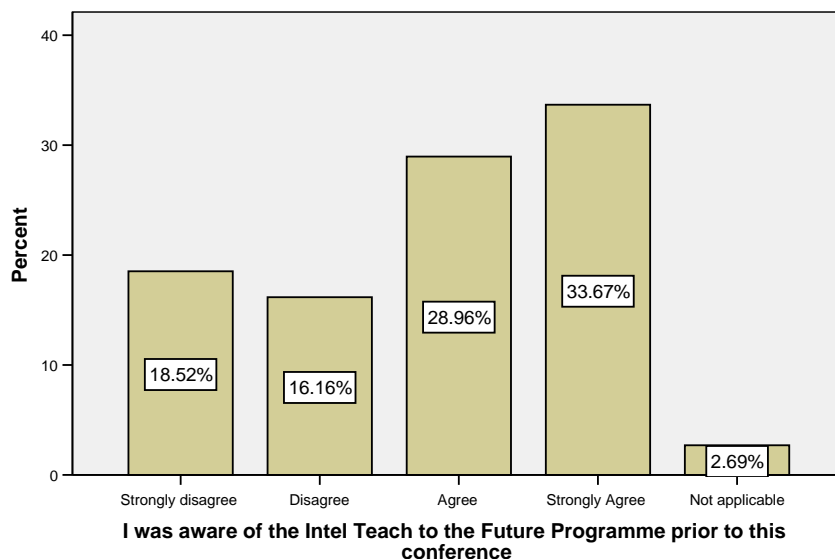
Of those who completed conference evaluation forms, the majority were teachers (63%), followed by education managers (15%). The positions of respondents are shown in the chart below.

Chart 1 *Positions of conference attendants*



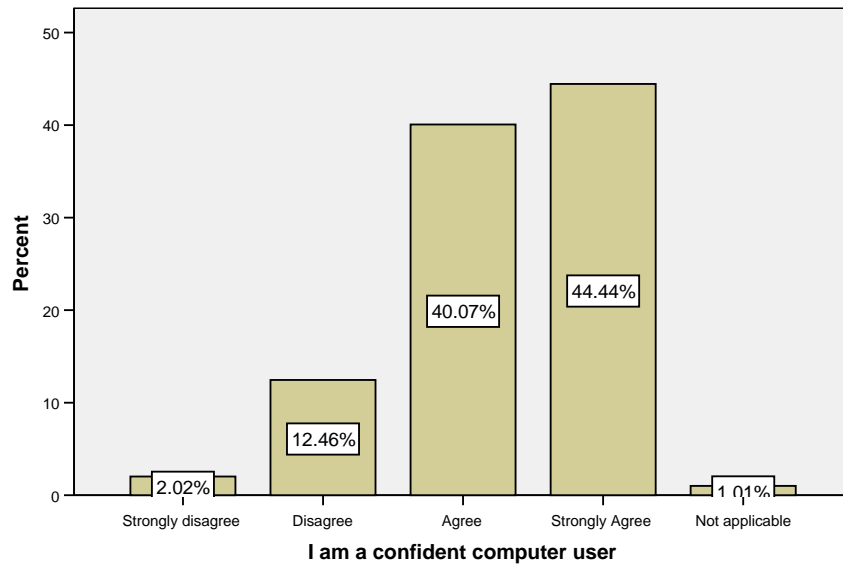
While the majority of respondents were aware of the Intel® Teach to the Future programme prior to the conferences, 34.4% of respondents had not heard of the programme. As such, the provincial conferences seem to have served the dual aim of introducing the revised Intel® Teach to the Future materials to those already familiar with the programme as well as introducing the programme to new participants.

Chart 2 *Reported awareness of Intel® Teach to the Future prior to the conference*



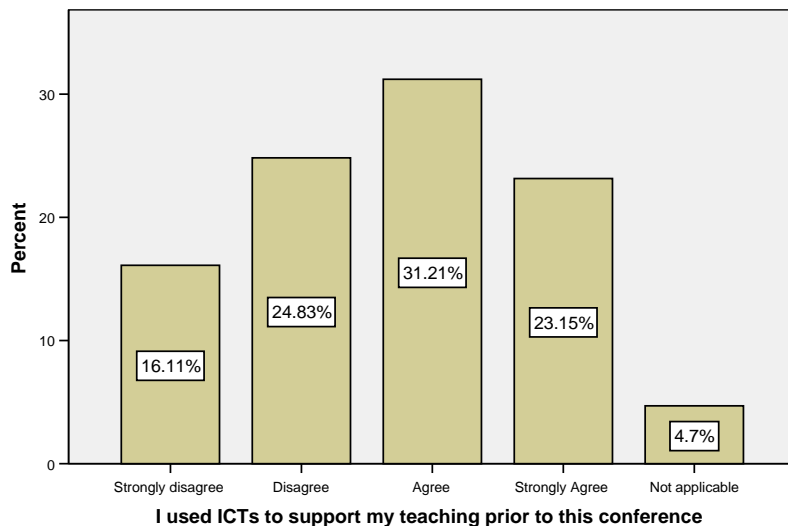
Most of the respondents were confident computer users as shown in the chart below.

Chart 3 Confidence to use computers



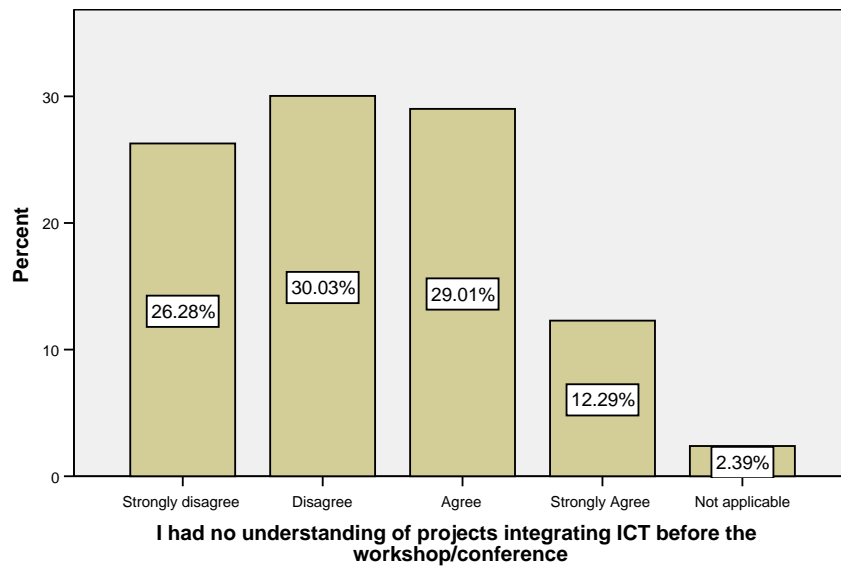
While many respondents reported using ICTs to support their teaching (54.4%) prior to the conference, a large percentage, 40.9% did not use ICTs to support their teaching prior to the conference. The conference experience is likely to have provided some insight into the possibilities that ICTs bring for teaching.

Chart 4 Use of ICTs to support teaching prior to the conference



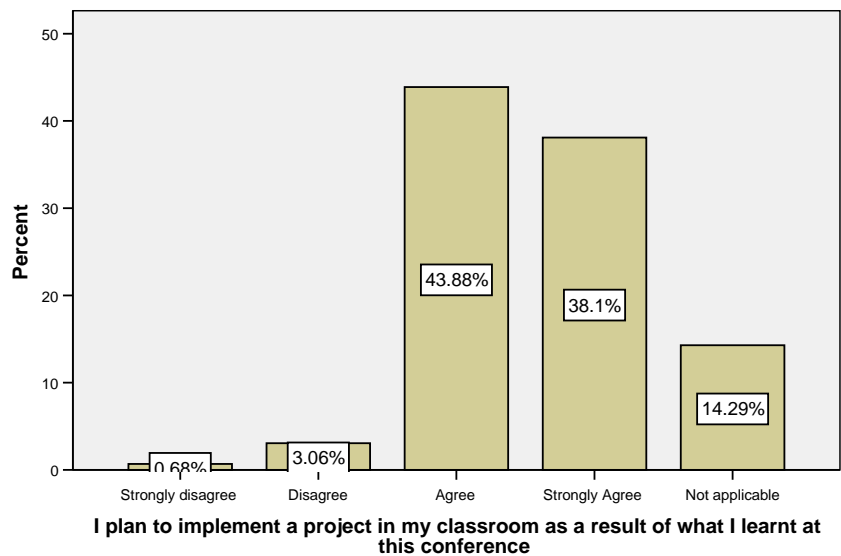
Thus slightly more than half of the respondents reported using ICTs for teaching prior to the conference. Similarly, 56.3% reported that they had some understanding of how to implement projects using ICTs prior to the conference.

Chart 5 Understanding of projects integrating ICT prior to conference



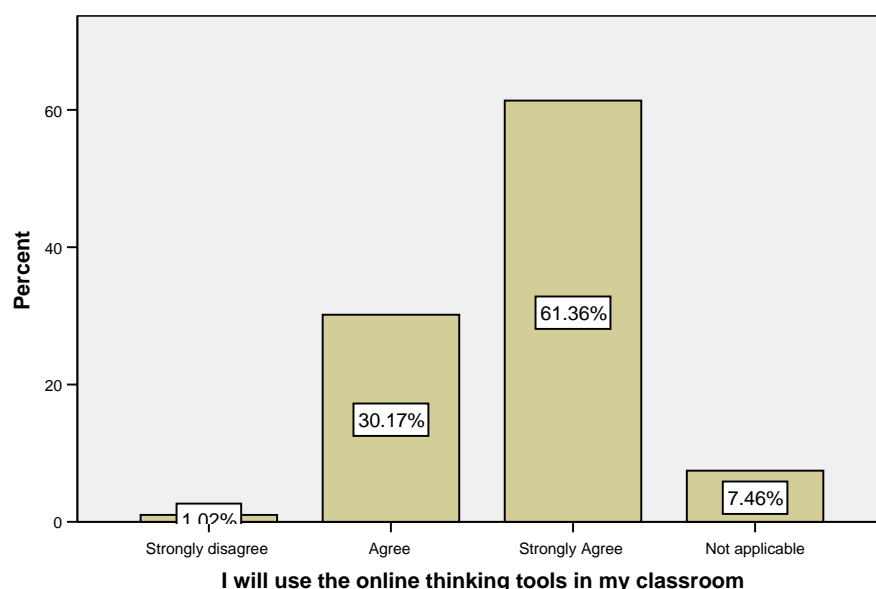
Almost all respondents (97.3%) reported that the workshops improved their understanding of projects integrating ICTs. In addition, 82.0% reported that they planned to implement a project in their classrooms as a result of what was learnt at the conference.

Chart 6 Plans to implement projects in the classroom



Further, most participants (92%) reported that they planned to use the online thinking tools in their classrooms.

Chart 7 Plan to use online thinking tools after conference



Participants were asked to assess the extent to which they learnt new things about assessment, questioning and learner support:

- 96.3% reported learning a new perspective on assessment;
- 92.7% reported learning new things about questioning; and
- 92.6% reported learning new things about learner support.

When asked if they were interested in completing the Intel® Teach to the Future programme, 28.5% agreed, and 66.8% strongly agreed.

Additional Comments

Participants were asked for any general comments and also to identify the highlights of the conferences. Responses to the open-ended question on conference highlights were coded. A total of 96 of the respondents noted their specific conference highlights. A range of different highlights were noted, with the three most common being:

- Everything (30.2%)
- Thinking Tools (21.9%)
- Learning new approaches to teaching with ICT (18.8%)

Responses	Frequency	Percent
Networking with other teachers	6	6.3
Thinking tools	21	21.9
Focus questions	1	1.0
Learning new approaches to teaching with ICT	18	18.8
Everything	29	30.2
CD with resources to take home	2	2.1
learner support	4	4.2
The new programme structure/ packaging	2	2.1
Creating emails/using the internet	2	2.1

Responses	Frequency	Percent
Hands on, practical examples	3	3.1
Well prepared facilitators	3	3.1
Interactive learning	2	2.1
Meeting at provincial level	1	1.0
Jokes which kept educators awake	1	1.0
Motivation to stay in education	1	1.0
Total	96	100

Several participants noted that one day was not long enough to engage with the programme in sufficient detail.

The conference was good interesting but the time was very short / I would like to suggest that the organisers must increase time make two to three days.

Workshop need at least five days for IT to be effective. Information received during one day proved to be too much.

This conference would have been a success if it had more time at least 3 days.

We had limited time. I hope next time you will arrange a week workshop so that we can clearly understand everything.

The time was very short we did not explore as we expected.

Overall, the responses to the conference and to the revised Intel® Teach to the Future programme were positive. Some examples include:

I found the conference stimulating and informative. It was relevant and critical for teachers to get this knowledge.

I wish that training of this nature does not come only once and to few educators. Let training be done more often and many educators be involved.

The workshop was interesting and mind provoking

The manner in which the new programme has been packaged is friendly. It will be easy to apply.

Thanks, I enjoyed all sessions. This course is a dream come true to me. Lets increase school participation.

Excellent presentation by highly informed presenters who were willing to go an extra mile to assist those who where lacking behind

It was very interesting I even forget that it was Saturday. I enjoy it and looking forward to complete the course if it may come to my school.

Hallelujah/ I love that this training help teacher to actually use ICT in the curriculum!!

Conclusion

The data available from the conference evaluation forms shows an overall positive response of participants to both the conferences and the revised Intel® Teach to the Future programme. With a total of 706 people having attended the conferences it seems reasonable to conclude that purpose one – providing an opportunity for teachers to attend a conference – was achieved. Based on the responses provided in the course evaluation forms it is clear that the conferences also succeeded in introducing the revised Intel® Teach to the Future materials to South African teachers and education managers. Further, this introduction inspired teachers to consider implementing projects in their classrooms. The majority of respondents reported that the conferences increased their understanding of assessment, learner support, questioning and projects integrating ICT. Many participants seemed particularly excited by the possibilities of the online Thinking Tools. Further research is needed to assess the extent to which the conferences influenced teaching practices in the classroom.