

## Microsoft - Eastern Cape Department of Education Shape the Future Capacity Building Workshops

SchoolNet SA was commissioned by Microsoft to develop materials and to run two capacity building workshops for displaced teachers who would then be potentially able to train other teachers on how to use Microsoft tools and Windows devices in the classroom. These two capacity building sessions, for 52 displaced teachers/ teacher interns took place simultaneously between 27 and 31 May 2018 at the East London Leadership Institute in East London.

The two sessions were combined in consultation with the Eastern Cape Department of Education so that some sessions, such as the programme introduction, could be held as plenary sessions whilst hands-on sessions in the computer labs could be run separately for the two groups. This approach allowed different trainers an opportunity to work with the different groups, ensuring that participants experienced a variety of facilitation styles whilst still getting individual attention.



SchoolNet SA provided four facilitators to conduct the capacity building session (pictured):

- Busisiwe Mdlankomo – The Nations College Director + SchoolNet SA senior facilitator
- Megan Rademeyer – SchoolNet SA Programmes Manager + Microsoft Fellow
- Sandile Maliwa – Microsoft Learning Consultant
- Hlengiwe Mfeka – SchoolNet SA eLearning Facilitator and Mentor

### Course Resources

The course resources were placed in OneDrive and shared with participants here:

<https://tinyurl.com/EasternCapelCTSkills>

## Structure of the course and main activities

### Day 1:

The capacity building session kicked off with introductions of the facilitators and a welcome from Nadine Pote (Chief Director: Teacher Development and Learning Institutions Eastern Cape Department of Education). Dr Drik Greeff (Chief Education Specialist at Eastern Cape Department of Education) spent most of the first day with the eLearning participants and was able to explain the idea

of including teacher interns as part of the eLearning programme. The inclusion of these officials on the programme helped show the Eastern Cape Department of Education's support and commitment to the project and helped to contextualise this workshop. Ms Pote explained that the capacity building session was part of the larger implementation of the National Department of Education's strategy for e-Education as well as the province's prioritization of teacher development as support to district eLearning and curriculum personnel.



Nobubele Ma-Awu (DCES: e/m-Learning) had assisted with making the travel arrangements for the displaced teachers and inviting delegates to the session. She was on hand to assist with issues pertaining to equipment and logistics and attended all sessions. The Eastern Cape Department of Education eLearning officials also joined the teacher interns/ displaced teachers for the welcome session.

After the initial kick-off session, the displaced teachers were split into two groups and relocated to two computer labs. The intention of the first day had been to run some sessions on getting to know your Windows device and registering for the Microsoft Educator Community. Unfortunately, the delegates did not have department issued laptops as expected, and the sessions had to be relocated to the computer lab so that they could still complete online activities. This meant that the activity around the Windows 10 laptops was moved to day 2. Furthermore, the delegates did not have O365 email addresses- so they were unable to register for the Microsoft Educator Community until day 2, once their profiles had been created.

The introductory activity that was planned proceeded as scheduled. For this activity each delegate had to each make a name card for themselves, including a picture representing their interest or hobby. This simple activity was a good ice-breaker, a nice way to get participants to learn their neighbour's names, and an insightful opportunity for the facilitator to see which participants were comfortable accessing an app, using their mouse and keyboard and saving their work. This is also an activity which we would suggest for facilitators starting a session with a group of teachers who he/ she does not know to assess initial computer skills in a non-threatening way whilst learning the names and interests of some members of the group.

Whilst the intention of this capacity building session was to make use of the Digital Skills for Teachers materials created for the Microsoft Educator Community, delays with getting O365 accounts led to

the facilitators opting to instead use the ICT Skills for Teachers courseware housed on the SchoolNet SA website ([www.schoolnet.org.za/PILP](http://www.schoolnet.org.za/PILP)). This courseware still covered scenarios related to developing digital skills to produce artefacts related to teaching, however as no logins were required participants could begin work while their O365 logins were created.

For these sessions, participants worked on their own computers, but assisted one another in completing the activities. In each lab the facilitators explained the activities using a step by step method but noted that most educators struggled to complete their own artefacts. The facilitators went through a basic scenario with everyone so that they knew where to find the outcomes, the example, and the tip sheets. Each teacher was then asked to open a scenario that they were interested in and attempted to complete it.

Across the days of training teachers were given an opportunity to complete two or three scenarios depending on their skills and computer knowledge. Whilst the instructional design of the ICT Skills for Teachers course allows teachers to select scenarios based on artefacts they wish to create, as this was a capacity building session we asked participants to aim to produce at least one Word, one Excel and one PowerPoint artefact so that we could assess their competence in using the most commonly used Microsoft O365 apps. The educators who were advanced or knowledgeable assisted the other educators to complete the activities.



### **Day 2:**

On the first day of training, the delegates had moved into the two computer labs randomly. On the morning of the second day of training the facilitators attempted to split the two groups according to their skill level. Displaced teachers with very limited skills were moved into a computer lab with two facilitators and they continued with the ICT Skills for Teachers course as this course is usually run for teachers. Whilst teachers seemed to enjoy the training, and some were able to complete some artefacts by the end of training, the skill levels of this group were so low that they needed a lot of support and guidance and it is unlikely that any members of this group would be able to train other teachers in the near future.

Delegates who had exhibited some computer skills during the first day of training were moved into the second computer lab. Whilst this group also continued with the ICT Skills for Teachers scenarios, the facilitator was able to go into a bit more depth around using the online capabilities on O365 apps

and could also demonstrate additional features of Windows 10. Members of this group were able to produce more artefacts than those in the first group and were also able to do this with less support.

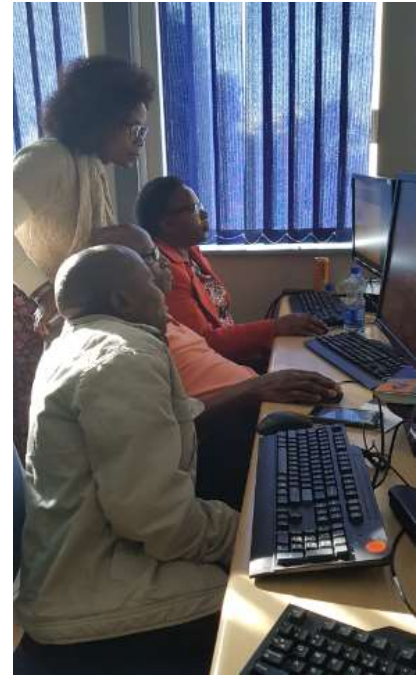
In addition to doing scenarios from the ICT Skills for Teachers course delegates completed a Socrative Quiz on getting to know their Windows 10 devices. Whilst they didn't actually have Windows 10 devices, they were able to look at the pictures contained within the quiz to test and build their knowledge of the features of the laptops that Eastern Cape teachers have received. This activity proved to be great fun as delegates enjoyed watching their rocket ships on the screen move forward with each question they answered correctly. This activity also provided a good opportunity to talk about how using online quizzes can be an engaging way to provide a gamification component within a lesson as well as to engage learners and test their knowledge in a fun way.



Sandile Maliwa, a SchoolNet SA facilitator who is also a Microsoft Teacher Ambassador led a session for each group in which he demonstrated how to navigate using some of the features of Windows 10. Whilst the weaker group (who saw this demonstration on day 3) battled to keep up with this demonstration, the more advanced users in the stronger group enjoyed learning more about how to navigate between apps and desktops and how to look at multiple documents at the same time using snap screen.

**Day 3:** On day 2 for one group, and day 3 for the other group, participants completed an activity in which they provided their tips for keeping a Windows 10 device safe as part of a collaborative PowerPoint document. The objectives of this activity was twofold – it got groups of participants discussing how to care for their devices in terms of looking after the software by updating the anti-virus, keeping the screen and keyboard clean, storing the device correctly and minimising security risks. At the same time, working on a collaborative PowerPoint allowed participants to see how the input of multiple groups could be gathered simultaneously, how version control was limited and how editing and viewing rights could be assigned.

By day 3 all educators had received O365 login details and were starting to use the ICT Skills for Teachers materials to produce their own artefacts. Delegates were now encouraged to sign into their Office 365 accounts so that they could use the online apps to create further scenarios. Accessing their Microsoft accounts proved to be quite challenging for some as they were required to remember their Persal (government salary system) number (which forms part of their O365 username) and they then needed to create a new password which met the criteria for a strong password as prescribed by Microsoft. After much perseverance most educators were able to access their accounts, and with these login details in place they could join the Microsoft Educator Community.



#### **Day 4:**

The original intention of this project was to primarily use the Digital Skills materials housed on the Microsoft Educator Community (MEN), not the ICT Skills for Teachers course which is housed on the SchoolNet SA website. The reason for this was that by using the MEN courseware educators could earn badges and points for their online work, their progress can be monitored and shared. It was further hoped that delegates would continue with the materials at their own pace after training, also going on to complete additional other courses related to their interests. By day 4 all educators had joined the Microsoft Educator Community, had created their own profile, and had been shown how to access the digital skills materials. Delegates were then given an option to complete their final scenarios using the materials and courseware that they found easier to work with. Furthermore delegates were encouraged to complete further artefacts in their own time as the self-study component of this course and to encourage other teachers to sign up.

As part of setting up a profile on the Microsoft Educator Community, teachers are invited to include a Sway that introduces themselves. Some participants in the stronger group rose to the challenge of creating a Sway and they were able to embed the links to these into their profiles.

As a final activity delegates were invited to present their artefacts to the rest of their groups. This activity provides an opportunity to showcase best practices and to get some feedback and praise for mastering skills. In the case of a training of trainer's session the showcase session also provides an



opportunity for the master trainer to observe which participants have good facilitation skills and who is able to present confidently to an audience.

### **Day 5:**

In order to allow participants to experience online training and the anywhere, anytime opportunities for learning that it affords delegates were expected to continue to produce any outstanding artefacts and to upload these to the trainer's OneDrive for assessment. They were also encouraged to finalise their profile on the Microsoft Educator Community and to complete some of the online courses available. Delegates were told that in order to qualify for the full SACE endorsed certificate for the sessions that they would need to share at least three artefacts showing use of at least three different tools.

The final opportunity for delegates was to attend and observe a training session for other teachers being led by a SchoolNet SA facilitator. The idea here was that the potential trainers could see best practice training being modelled, they would have a second opportunity to be exposed to some of the content, and where possible they could assist other delegates to try out their own facilitation skills.

### **Venue, devices and connectivity**

The training was initially scheduled to take place in the conference room of the East London Education Leadership Institute and each trainee was expected to utilise his/ her department issued laptop. It transpired that the displaced educators were not in possession of the laptops and we therefore requested to use the two computer labs. Very few of the displaced educators had O365 login details however a technician was able to create these for trainees on the first day. Unfortunately the idea that participants selected for this training session would have access to their own devices to practice their skills and to demonstrate to other teachers did not come to pass.



The small number of educators and school principals who had laptops seemed to know how to use them. The e-learning provincial officers promised to provide the trainees with laptops soon. However, it was with some disappointment that delegates realised that they would not get devices as a result of attending this workshop which they had expected and were in fact ineligible to receive devices if they were based at an office as opposed to a school.

Internet connectivity at the computer labs was good and there were a few issues that were easily sorted by the technician who was on standby. Each participant had a device to use, although unfortunately programme items that specifically related to caring for a Windows 10 device and identifying components of the laptops teachers had received had to be adapted. Office software had been preloaded.

### **Participant feedback and course evaluation**

All 52 teacher interns/ displaced teachers who attended the capacity building sessions completed an online course evaluation. Based on the summary of results, the workshop was well received with an average rating of 4,37 stars (out of a possible 5).

### How satisfied were you with this workshop?

[More Details](#)

52  
Responses



The participants also felt that their own computer skills and confidence in using technology improved as a result of attending the training. Whilst most participants rated their own computer confidence at a 3 out of possible 5 level prior to the workshop, this increased to a four star rating after the workshop.

### How confident did you feel about your computer skills before this training.

[More Details](#)

52  
Responses



### How confident did you feel about your computer skills now that you have attended this course?

[More Details](#)

52  
Responses

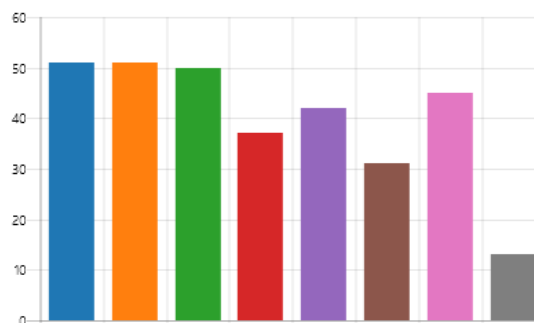


The intention of the capacity building session was to provide displaced educators/ teacher interns with an opportunity to use a range of O365 tools so that they would then be able to make use of these themselves and could potentially demonstrate them to other teachers. Delegates were also encouraged to register on the Microsoft Educator Community so that they would be able to continue to use this portal for their own professional development and so they could potentially assist other teachers with accessing these online materials. From the graph below it is evident that almost all participants accessed and used Word, PowerPoint and Excel during training. Most joined the Microsoft Educator community and email and OneNote were also widely used. The “other” tool which 13 participants used was Sway – an online Microsoft presentation tool accessible through an O365 account.

### Which of these tools did you use during training?

[More Details](#)

Word	51
PowerPoint	51
Excel	50
OneDrive	37
Email	42
OneNote	31
The Microsoft Educator Com...	45
Other	13



Whilst participants appeared to enjoy training, and were able to make use of a range of tools there is some difference between being able to use digital tools yourself and feeling confident enough to train others in the use of technology or online tools.

Whilst no participants claimed they were 'not at all confident' about training others half of the participants claimed they were only "somewhat confident" about being able to train others. Five participants said that they were very confident about their abilities to train others.

### How confident are you about your abilities to train other teachers to use their Windows 10 devices?

#### [More Details](#)

Extremely confident	5
Very confident	15
Somewhat confident	26
Not so confident	6
Not at all confident	0



When asked how the workshop could be improved, the following responses were given (with the number in brackets indicating how many people had similar responses):

- The workshop was too short or more time was needed (7)
- Workshop needs a follow-up session/ future training sessions (3)
- Training notes, manuals or materials to write notes down should be provided (2)
- We need our own laptops so that we can practice the skills we learnt (3)
- More advance notice of the training / better arrangements for training logistics (3)
- Participants need to be grouped according to levels of computer literacy (1)
- Facilitators need to be more patient with slower learners/ Time needs to be given to slow learners (2)
- No improvements/ training was excellent/ I am satisfied (5)

Participants were asked to list their top three learnings from this workshop. Summarised below are the responses given (with the number in brackets indicating how many people had similar responses):

#### General skills

- Exploring how to use a computer (3)
- How to plan lessons (1)
- How to care for a computer (1)
- How to navigate using the internet (6)
- Finding your way around the computer/ finding apps (2)



### Specific tools

- Making presentations / using PowerPoint (16)
- Working with spreadsheets/ Excel (12)
- Typing documents / Word (10)
- OneNote (5)
- Sway (6)
- Word (7)
- Drawing and painting/ Paint (2)
- Making certificates (1)
- Collaboration / OneDrive (2)



### Other

- How to earn Badges and Certificates on the Microsoft Educator Community (1)
- Joining the SchoolNet SA community (1)
- Quiz using Socrative (1)
- Following a questionnaire (1)
- Skills for using the computer in the school environment (1)
- Listening/ Concentrating (2)
- Working hard (1)



### Trainer's assessment of training session

Most of the participants in the stronger group felt comfortable working on the computers without support. They were very eager to learn and everyone participated in the presentations and engagement in the different sessions. In the weaker group, the two facilitators had to provide a lot of hands-on support and delegates worked slowly and battled to complete tasks independently. In both groups instructions were not followed and repetition caused a lot of strain because one had to run around the lab explaining what needed to be done over and over. The teachers relied heavily on the presenter rather than being creative or accessing the tip sheets to help themselves.

Sessions were hampered by participants who did not arrive on time for the training. A few participants were disrespectful to the presenters because they were busy typing emails or speaking on their phones during sessions. The educators' level of computer literacy was generally too low for

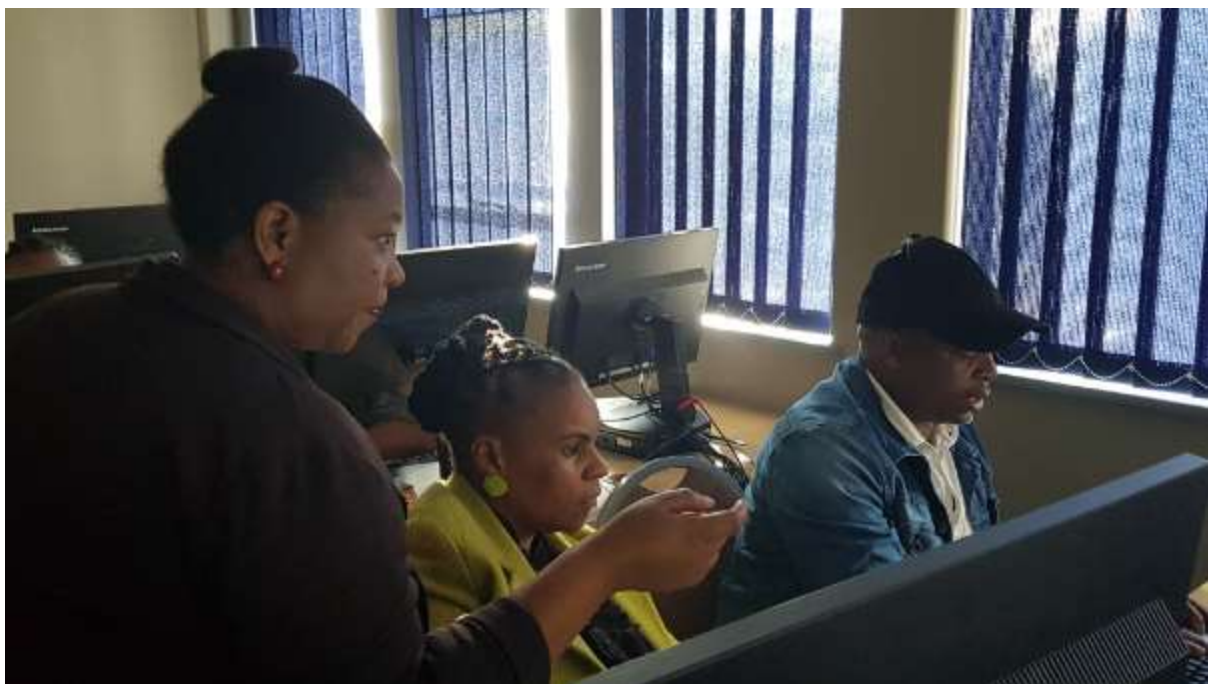
this session to be considered a master training sessions and so the facilitators opted to teach the group the basics around the uses of computer applications as if this were a regular session for teachers.

The facilitators found that the components of the course which were the most successful were the scenarios from the ICT Skills for Teachers course, Getting to know their Windows devices, Socrative Quiz, the Collaboration on PowerPoint, creating a Sway and joining the Microsoft Educator Community.

The components of the course which appeared to be enjoyed least included Using Paint (where delegates battled to access the app), using PowerPoint and Excel (as most computer literate teachers knew these tools and did not extend themselves with the more challenging scenarios) and using OneNote (which was difficult to master given the limited abilities of most delegates).

### **Suggestions for improvements**

- The Eastern Cape Department of Education should do a skills audit so that the right people can be trained – particularly if the intention is for trainees to be upskilled to train others.
- Ideally the teacher interns/ displaced educators selected for training should have access to departmental laptops so that they will be able to practice the skills they have learnt.
- Trainees should be provided with name badges so that the trainers can easily identify the educators who need more time or those who excel.
- Adhering to time is always important for the trainer to cover all that is planned for the training. Where delegates were late returning from tea and lunch, facilitation time was lost.
- A few follow up sessions and regular support or intervention needs to be provided to all these educators and officials. The trainees are currently not ready to conduct training in the various education districts on their own.
- The educators we identified as capable trainers need to attend follow-up workshops with us to deliver training in their respective districts.



## Conclusion

The following quotes taken directly from the participant evaluation forms indicate that the sessions were generally well received and the group is eager for additional training:

*“They must give more training, so we will be having more confidence when we are presenting to the rest of the teachers”*

*“It should be an ongoing process and not an event as to equip educators in the emerging global world.”*

*“ALL WORK DONE WELL, KEEP UP THE GOOD WORK”*

*“Honestly so far so good”*

However, there were issues raised about the lack of devices for displaced educators to practice their skills, an observation that facilitators could be more patient and a call for more training and training with a longer duration:

*“Need more time.4 days is not enough”*

*“More time to be allocated and supply of laptops to trainees so as to practice”*

*“In as far as I am concern patience to the facilitators so much appreciated and it needs to be kept likewise and be a little bit improved.”*



If this were a normal session of ICT Skills for Teachers and a basic training session on using a Windows 10 device and some O365 functionality we would have said that the session was a great success in that participants’ skills improved and they productively interacted with the devices. In terms of being a capacity building session, however, the success of the session was limited by the quality of the candidates who presented themselves for training. Whilst during the week most candidates were able to produce some artefacts, join the Microsoft Educator Community and become familiar with the main features of a laptop, most required extensive help and are not yet ready to train others independently. Unfortunately, a week’s worth of training is simply not long enough to take someone who has very limited computer skills all the way to trainer level.

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31 May 2018