



FINAL REPORT FOR NASCEE

THE DESIGN, DELIVERY, ASSESSMENT & SUPPORT OF DIGITAL LEARNING

SEPTEMBER 2020

Table of Contents

1. Introduction	3
2. Course Overview	3
3. Course Schedule.....	4
4. Assessment	4
4.1. Attendance.....	5
4.2. Group Participation.....	6
4.3. Completion of Course Activities.....	6
4.4. Quality and Substance of Activities.....	8
4.5. Application to Workplace Learning.....	9
5. Overview of Skills Learnt.....	9
6. Support and Facilitation.....	10
7. Reflection on the Course.....	11
8. Conclusion and Recommendations.....	13
8.1. Recommendations	14
8.2. Conclusion.....	14

1. Introduction

NASCEE in collaboration with the Education, Training and Development SETA (ETDP SETA) offered an opportunity for 14 Not for profit organisations (NPOs) to participate in a digital learning programme offered by SchoolNet SA. This opportunity sought to provide skills and competencies for participants to learn how to design, deliver, assess and support an online course for learners. SchoolNet proposed the Technology Enriched Teaching module from within the Commonwealth of Learning Certificate for Technology Integration (CCTI) and the course was customised to suit the requirements of the programme and needs of the participants. The opportunity was available to 14 organisations, only twelve took up the challenge.

2. Course Overview

The Technology-enriched Teaching course focussed on six lessons spread over an eight-week period. The course focussed on seven key areas and included the following content:

Models for the integration of technologies- Digital learning requires a balance of technology, pedagogy and content knowledge for successful design, delivery and assessment. An overview of key theoretical frameworks was discussed with practical considerations for digital courses and learning in general. In particular, the TPACK, SAMR, and Digital Learning Frameworks were discussed.

Use of digital tools to create digital activities-This lesson focused on the importance of reflection and participants were guided to use digital tools such as Blogs, Websites and Forums to complete journaling activities to capture key skills, competencies and the journey to effecting change. Games such as Kahoot were explored as tools to capture evidence of learning.

Evaluate digital tools and apps & Curate digital resources – This lesson involved Diigo as a curation platform, and techniques for Bookmarking educational resources.

Designing digital learning: this lesson ensures that participants merge their course learning with their workplace activities. The requirement is for participants to design an activity for their workplace that includes activities and assessment

Delivery of digital learning- This lesson aims for participants to present their digital learning activity in a showcase. This model allows for participants showcase their learning from the course and competencies gained in design and facilitation of digital learning

Assessment of digital learning- reflection activities have been infused into all course activities however there is particular peer review activity were all participants will be requested to evaluate their colleagues design and facilitation of digital learning activities.

Support, coaching and mentoring are modelled throughout the lessons in the course, and is evidenced through protocols for online communication using email, instant messaging, and group forums. Weekly progress reports serve as reminders for course activities and where individuals are lagging behind in activities, individual one on one sessions, and telephonic support are provided to promote encouragement and guidance. In addition, opportunities for catch-up are provided. We have also had to increase the weekly live sessions and instituted group mentorship to ensure peer support and learning during the weeks' activities.

3. Course Schedule

The course proceeded according to the planned schedule.

	Deliverable	Time frame	Status
Week 0	Participants registration & Orientation email	13 - 17 July	Complete
Week 1	Orientation activities Registration, Survey	20-26 July	Complete
Week 2	Models in Technology Integration	27 July– 2 August	Complete
Week 3	Create with Digital Tools	3- 9 August	Complete
Week 4	Locate, evaluate & Curate	10-16 August	Complete
Week 5	Consolidation & Planning Facilitation	17-23 August	Complete
Week 6	Designing Learning	24-30 August	Complete
Week 7	Facilitating Online Showcase, Course Evaluation, Reflection	31August- 6 Sept	Complete
Week 8	Completion outstanding tasks	7-11 Sept	Complete
Week 9	Reporting	Submit by 30th September 2020	Complete

4. Assessment

SchoolNet focussed on five methods of assessment for this programme and these featured:

- Attendance
- Group Participation

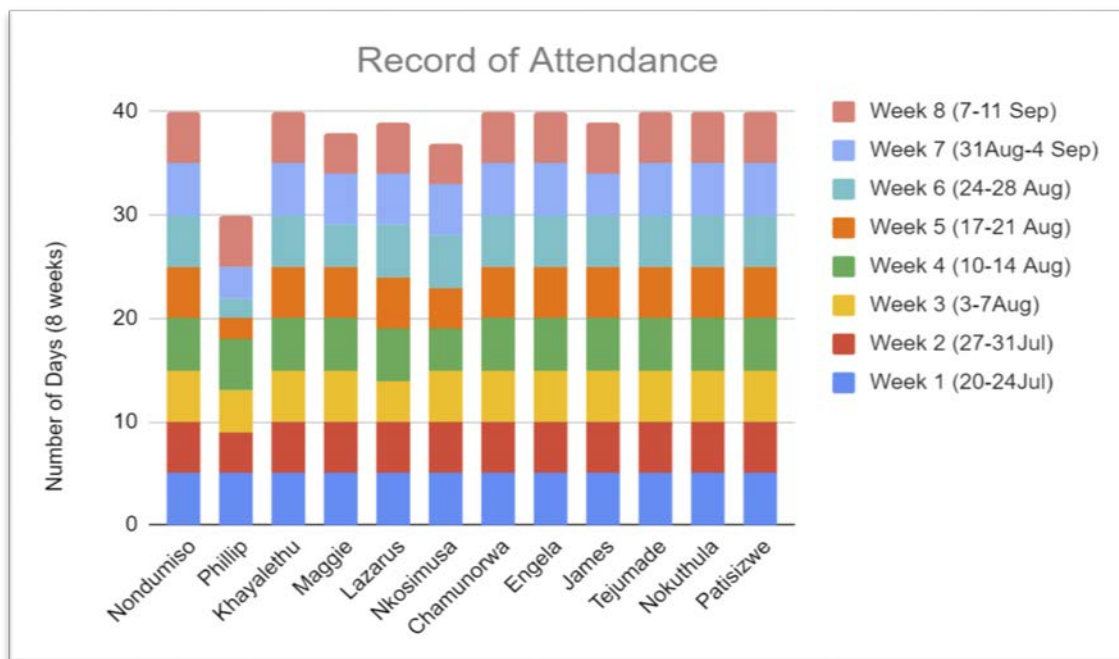
- Completion of Course Activities
- Quality and substance of completed activities
- Application of Learning into Workplace Activities or Skills for Workplace

4.1. Attendance

Due to the Technology-Enriched Teaching course being online, attendance was initially measured by once a week synchronous virtual workshops and asynchronous course activities. However, due to participants’ work commitments and time constraints additional measures were put in place to afford engagement and activity throughout each weeks’ programme. These measures included weekly live tour of activities at the start of the week, one on one sessions with individual participants who needed some form of support and a WhatsApp group for immediate support with the SchoolNet Team of facilitators.

A record of attendance for the twelve participants is included below. Seven of the twelve (58%) participants achieved 100% attendance and five of the twelve participants missed one session and achieved 92% attendance, with the lowest attendance noted as 75%.

Participants who missed sessions listed as their reasons- unstable connectivity, work constraints, bereavement and illness. Individual one on one sessions, and catch up sessions hence provided support for missed sessions and to ensure that participants were able to catch-up on activities and course requirements.



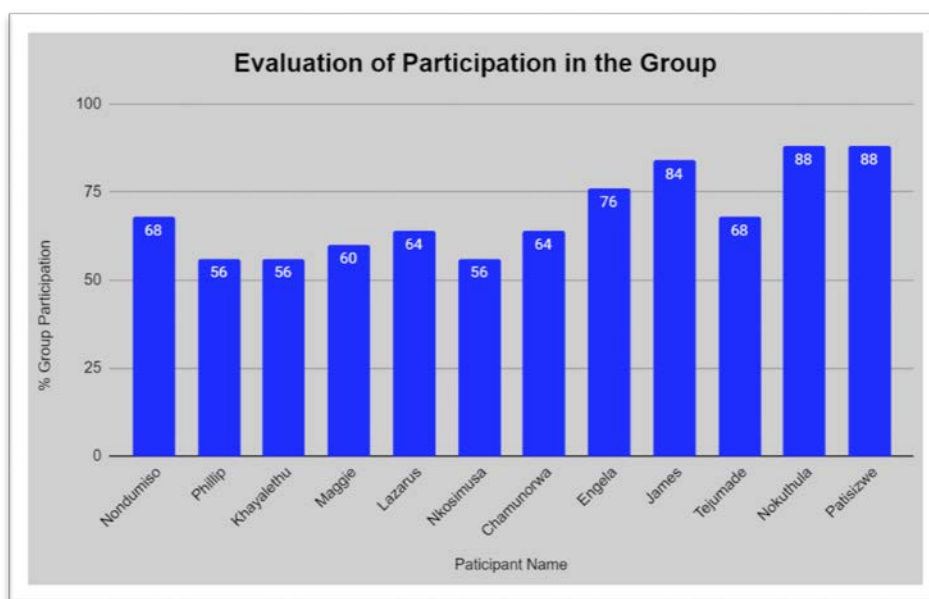
4.2. Group Participation

The assessment of group participation relied on two key activities. The first activity required that participants think of examples that they are currently engaged in and explain how the activity related to models of integration. The second activity called for participants to reflect and comment on how well different kinds of educational software engage learners generally. The criteria used to assess the tasks required deep, and meaningful posts as well examples of coaching and mentoring.

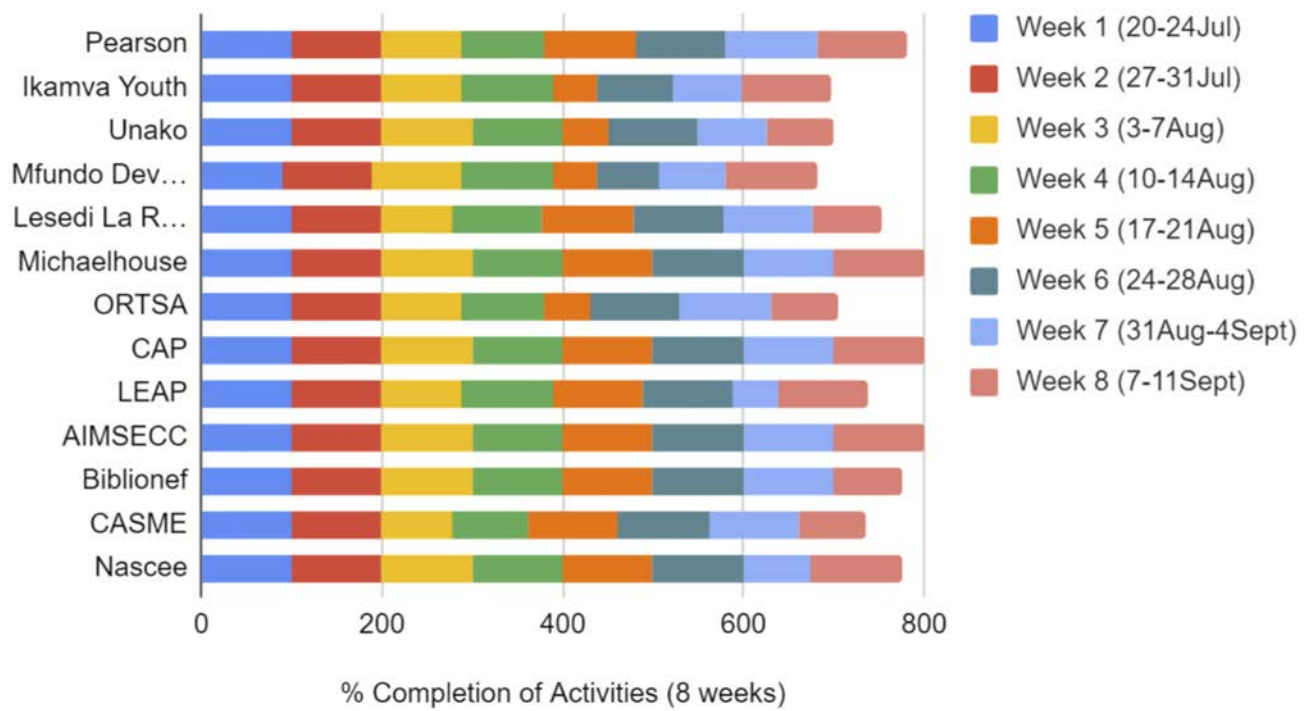
The graph below depicts the % achievement for each participant on the course. Three participants achieved over 80%, with the lowest score of 56% being achieved.

4.3. Completion of Course Activities

In each week of the course there was a specific focus and activities that aligned to that focus. Throughout the 8 weeks of the course, a total of 57 activities were required. These activities varied in difficulty and ranged from a display of skills such as uploading photos, setting up digital signatures and to applying learning into workplace activities through reflective journals and designing activities. We are pleased to note that four participants completed more than 85% of activities and eight participants namely, Pearson, Michaelhouse, AIMSECC, Biblionef, CAP, CASME, LEAP and Lesedi La Rona completed more than 90% of the activities.



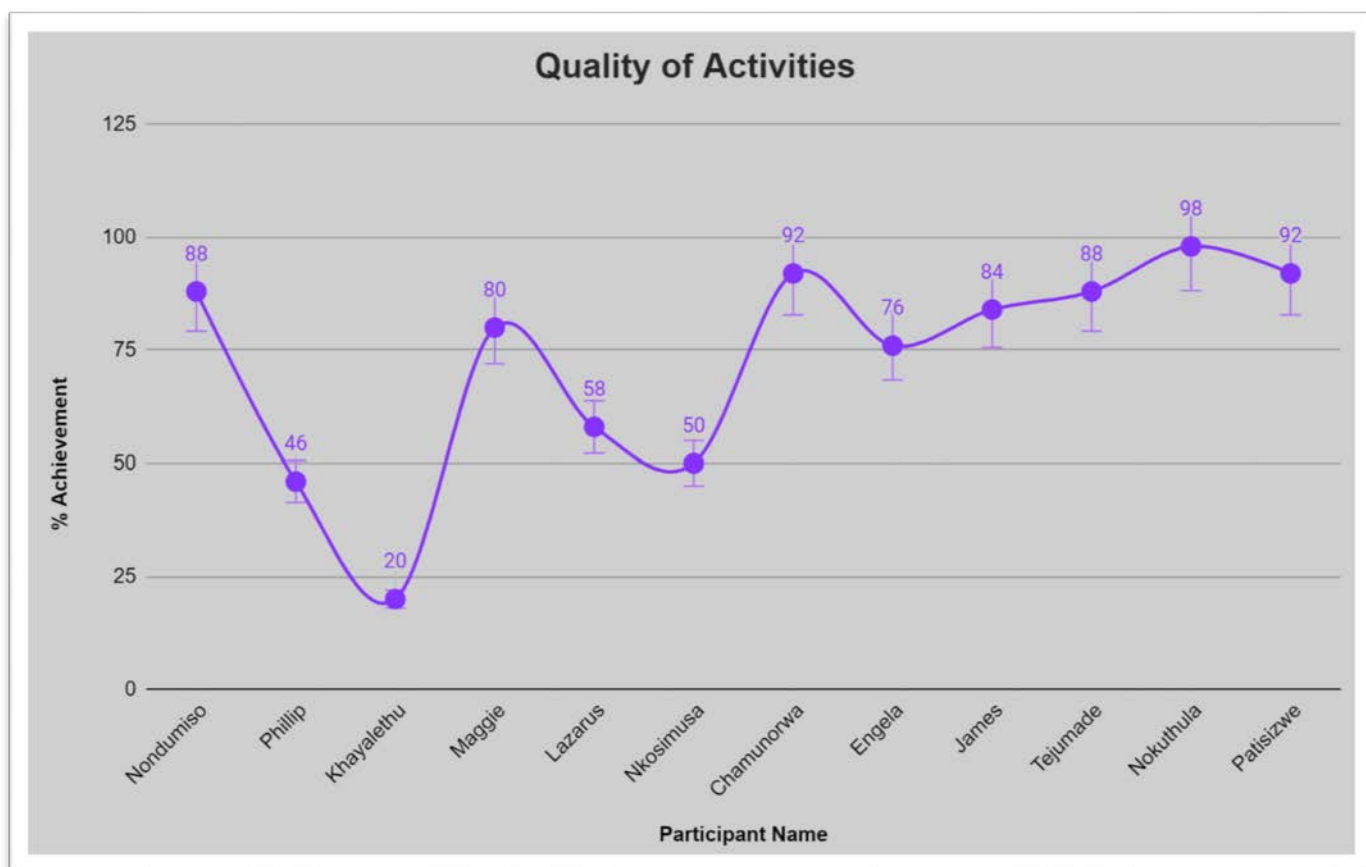
Record of Completed Activities



4.4. Quality and Substance of Activities

This assessment category required that participants be reflective, consider their learning and application to their current personal and professional life. One of the key activities required that participants describe the concepts or skills required by your curriculum/organization that could be augmented by digital resources. At least two digital resources were required to showcase how these could enhance your teaching/facilitation of this concept/skill and why they were selected.

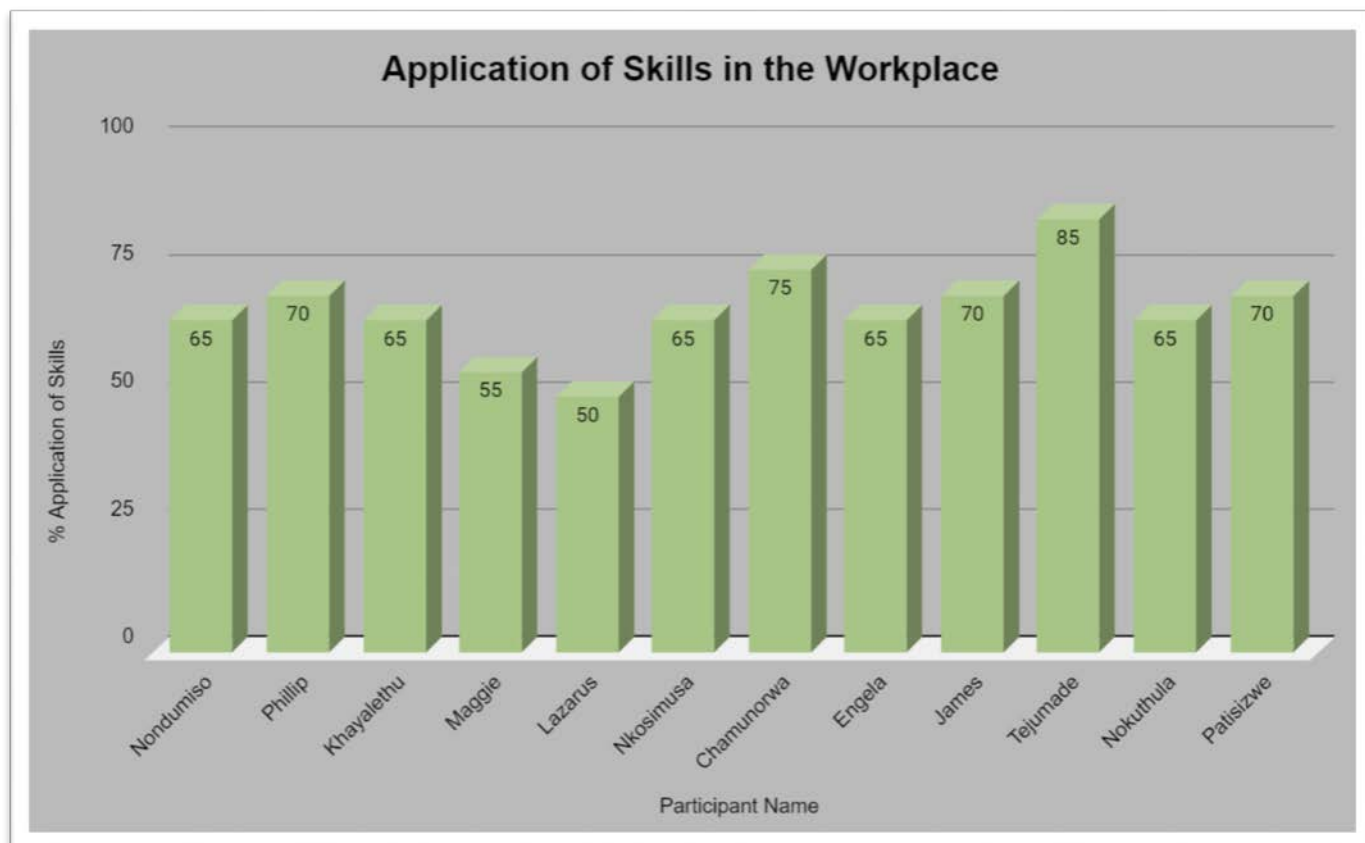
Whilst the majority of participants performed well with above 50% quality of responses to the activities, with three participants above 90% and two participants who performed below par. The participants who performed below par cited as their reasons that they were not typically involved in facilitation or teaching and hence found the tasks extremely difficult. The other participant experienced difficulties balancing work, personal and study time.



4.5. Application to Workplace Learning

The course culminated in a showcase activity where all participants were required to plan, facilitate, deliver and peer review a live lesson. The activity called for assessment of participants' ability to plan sessions showing careful consideration of the models for digital integration, evaluation and purposeful use of digital tools and apps, clear and effective presentation skills and lastly the ability to review peers' lessons.

The graph below depicts success, where participants were able to showcase application of all the skills learnt throughout the course into an activity designed for the workplace. The average achievement was 68%, with the maximum score of 85% being achieved.



5. Overview of Skills Learnt

The Technology –Enriched Teaching course was selected as it was most applicable to NPO's working in education. SchoolNet was asked to customise the course to ensure that all elements below were

covered.

Models for the integration of technologies

Use of digital tools to create digital activities

Evaluate digital tools and apps & Curate digital resources

Designing digital learning

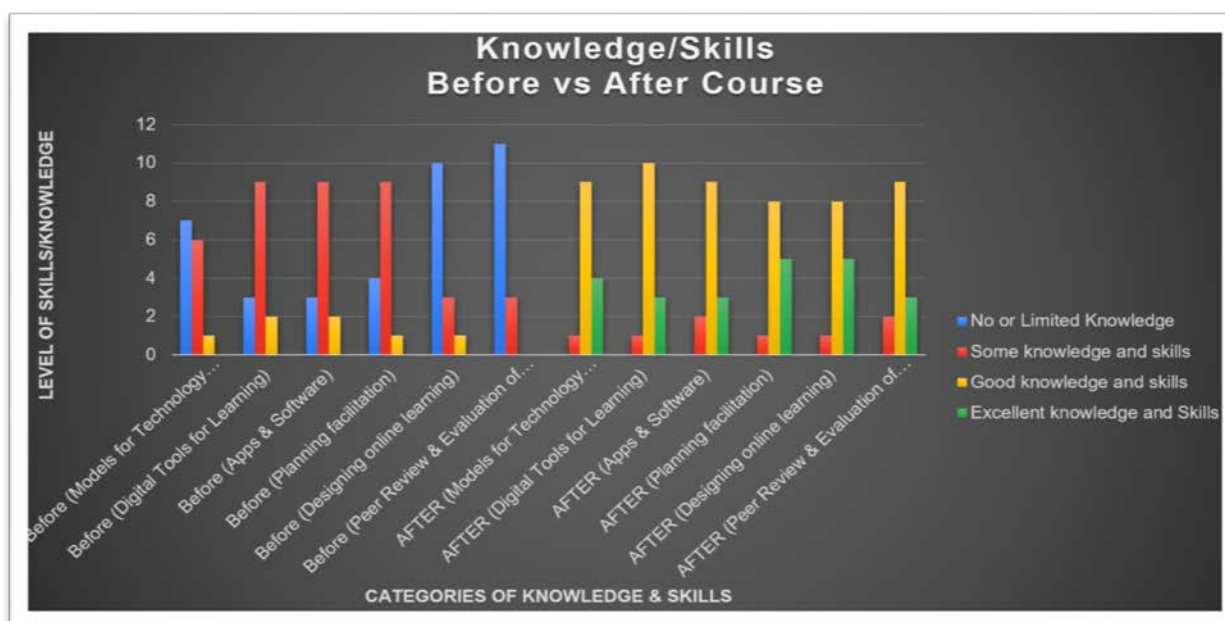
Delivery of digital learning

Assessment of digital learning

Support, coaching and mentoring

In order to understand whether participants did experience or gains the skills envisioned, a survey was implemented. The survey was designed using Google forms and a link to the form was sent via email and through the Course Whatsapp groups. All participants completed the survey.

The graph below is representative of participants' self-assessment and depicts participants view of their skills Before and After the course. In the categories of Models for Integration, Designing online learning and Peer Review and Evaluation, the majority of participants indicated that **Before the course** they *no or limited knowledge*. In the categories of Digital Tools for Assessment, Apps and Software for Teaching and Learning/Curation and Planning Facilitation, the majority of participants reflected that they possessed *some knowledge and skills*. We are pleased to note that the reflection on the **After the course** questions, the majority of participants indicated that they had moved from little or some knowledge and skills to *Good and Excellent knowledge and skills*.



6. Support and Facilitation

By doing task with others has also made the experience more enjoyable. I feel that I have learnt a lot from them as professionals, sharing ideas and thought about many different perspectives and encouraging me to develop my own thinking.

I learnt how to do effective online meetings how to present online, I had no clue how other people do their presentations online I wanted to learn that and I did. I can prepare a video to be played online. To create a video that you can play around and do whatever you want to do about it made me see that I can now have an effective lesson in schools that I visit every week. I can combine different video clips for the end of the year activities when its the end of the year function. I can show my manager what we were doing the whole year in different schools in few minutes video.

The Covid 19 brought the need to shift from onsite trainings to online trainings. This Technology Enriched Teaching course came at the right time to further enhance my capabilities to suit the prevailing changes. I really feel privileged to be part of this exciting journey with SchoolNet team. Evaluating educational tools came handy. There is need to know credible sites and those to recommend. The technique of having reflection activities made us view and comment on our colleagues' work. This really created a bond between the participants and opened on ways we communicate in group tasks which we were assigned in pairs or small groups. This really gave us the opportunity to encourage each other and support one another.

Weekly online sessions have been interesting, and I learned about assessment tools/apps, like padlet, Kahoot and Poll Everywhere, most of them free, to use in future. I found that group work to be a very educational experience concerning the importance of being able to work well in a team, with building trust and good communication key factors.

I feel that with the skills that I have learned from this course will allow me to be able to better teach my learners and support my learners for the future and at the same time make sure that they are all safe in times like these. These skills will take me a long way.

I have had opportunities to present individually and review Honours and masters students' proposal presentations on different occasions. However, this program presented me with a unique opportunity.... Though each class is unique, each learner is unique; I believe I have gotten the tools needed to turn any class and any learner around. I now know what to do to keep learners engaged and to get all learners to participate significantly. I have learnt how to integrate technology into learning in such a way that it will support learning. Quality and relevant online materials...could be used to support learning...The ability to use probing questions when facilitating will encourage critical thinking and deep learning.

"This was actually my first time doing facilitation online...One of the lessons I have personally learned from my facilitation experience is the following:

- Set realistic expectation- One should never try to achieve too much during a session. Time has this strange things of escaping from us when we teach online. Always have a plan B"*

For the first time, I developed an ASSURE Lesson Plan. At my age, I got a good reminder that lesson planning goes beyond looking for the focus area. The process required a lot of thinking; searching for resources and evaluating them. Fortunately, our Tutors had prepared us for this. We learnt to work cooperatively.

I must say I have learned a lot during these 8 weeks and I do hope that I will utilize what I have learned in my job.

When asked about what was great about the course, the participants reflected as follows:

- *The facilitation task, took me out of my box, I enjoyed learning from everyone.*
- *Gaining technological knowledge*
- *The interaction in the group and creating new relations.*
- *The weekly online sessions, "seeing" colleagues. Reading their blogs, reflections and activities.*
- *Learning about digital Apps like Kahoot, etc. As secretary of the Swellendam Lions I will definitely introduce the new apps learned during this course to the President for team building sessions.*
- *The opportunity to reflect after each activity and documentation of the reflection for referencing purposes. Peer reviewing, Constructive feedback is always an opportunity for growth and in this program an opportunity for feedback was never a missed opportunity.*
- *I enjoyed learning about different models SAMR, ASSURE. I enjoyed exploring digital tools and I liked presentations*
- *Collaboration - the ability to engage with everyone, and tap into everyone's wealth of knowledge, the fact that no session was a time wasted, stood out for me.*
- *Sharing ideas with the team*
- *Online facilitation and the response I got from my fellow members*
- *Being shown how to use different apps and resources.*
- *How some of the submissions I made, which I felt were far below expectations, were praised; and this always kept me willing to go another mile.*
- *I enjoyed presentations reviewing my peers, commenting on designing lessons and evaluation research for resources.*
- *I enjoyed the online facilitation*
- *Working as a team brings results.*
- *I was in an environment where I was able to learn a lot from different individuals.*

Links to additional Proof of Performance documentation from the Course are enclosed below:

[Attendance registers](#)

[Live webinar Recordings](#)

[Course Evaluation](#)

[Reflective Journals/Blogs](#)

8. Conclusion and Recommendations

8.1. Recommendations

Whilst there have been immense gains in skills, knowledge and change in practice, it is important to note particular challenges so that NASCEE can consider these for the next iteration of professional development.

Timing- It seemed that most participants had competing work pressures and therefore could not apply their minds to completion of the course activities.

Inexperience- Some participants are not involved in facilitation at school/teacher level. This meant that the participant had to familiarise themselves with a variety of skills not part of their daily responsibilities which is a contradiction to purposeful professional development.

ICT Skills: Quite a few participants did not have ICT skills required for this course. It is important to understand that using Office Applications is not the only indicator of ICT skills and should extend to use of social media, awareness of tools for learning and collaborating and co-operating in digital spaces..

Internet Connection: One or two participants experienced poor network connectivity or did not have access to data for the duration of the course.

Support and Mentoring The amount of support and time provided by facilitators far surpassed the initial scope of the project. Going forward this needs to be carefully considered.

8.2. Conclusion

There have been incredible learnings through the training which focused on key skills for digital learning and facilitation. The training blended theoretical underpinnings to effective learning with practical considerations and ideas. Most importantly participants were guided through the process of engaging in digital spaces, collaborating online, co-operating synchronously and asynchronously to improve both personally and professionally.

The methodology of immersing participants in purposeful learning that is immediately applicable to their work responsibilities is exactly what the educator sector needs. Developing NGOs who work in the education sector therefore a crucial in the change of educational practice on the ground.

We thank NASCEE and the ETDPSETA for selecting SchoolNet to be its implementing partner in this worthy initiative for NPOs and hope that projects of this nature can be extended to a range of other organisations.

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www.schoolnet.org.za

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