



INTERIM REPORT
THE DESIGN, DELIVERY, ASSESSMENT &
SUPPORT OF DIGITAL LEARNING

August 2020

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1. ABBREVIATIONS

CAPS	Curriculum and Assessment Policy Statement
DBE	Department of Basic Education
DL	Digital Learning
GET	General Education and Training
M & E	Monitoring and Evaluation
NDP	National Development Plan 2030
SNSA	SchoolNet South Africa
SACE	South African Council of Educators
TPACK	Technological, Pedagogical and Content Knowledge

2. 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 was customised to suit the requirements of the programme and needs of the participants.

3. Course Overview

The Technology-enriched Teaching course consists of six focus lessons spread over an eight week period. The course content incorporates:

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 were 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, 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.

4. Course Schedule

The course is proceeding according to schedule and we have achieved our mid-way mark of completion.

	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	In progress
Week 6	Designing Learning	24-30 August	
Week 7	Facilitating Online Showcase, Course Evaluation, Reflection	31August- 6 Sept	
Week 8	Completion outstanding tasks	7-11 Sept	
Week 9	Reporting	Submit by 30th September 2020	

5. Methods of Assessment

SchoolNet is focussing on five methods of assessment for this programme and these include:

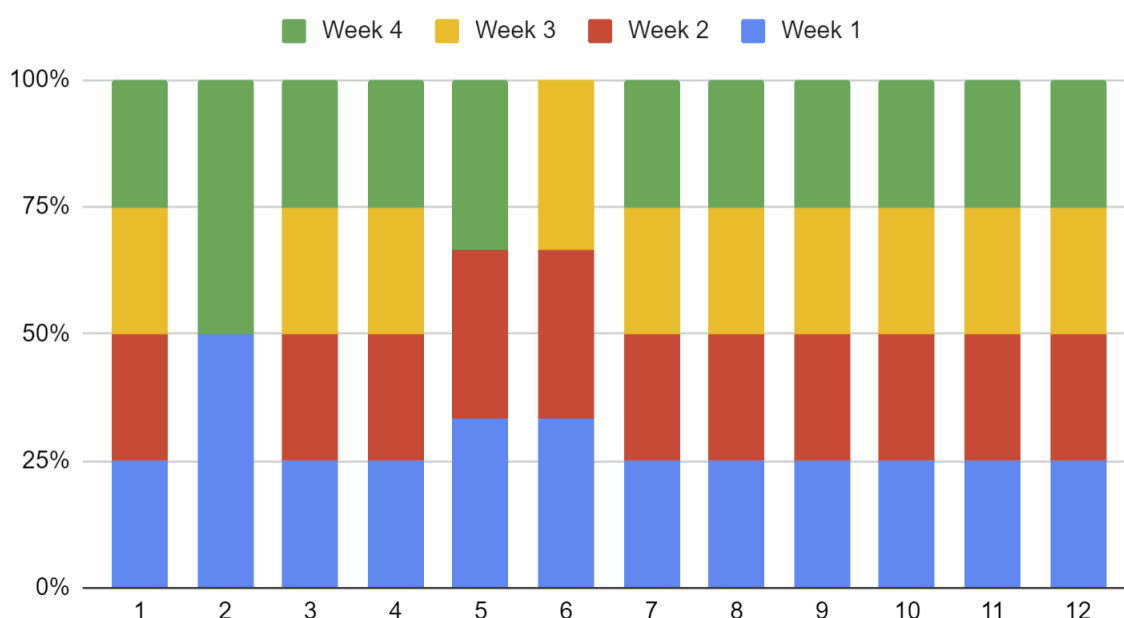
- **Attendance**
- Group Participation
- **Completion of Course Activities**
- Quality and substance of completed activities
- Application of Learning into Workplace Activities or Skills for Workplace

5.1. Attendance

Typically, online courses depict dwindling attendance as the programme continues. We are proud to confirm that this is not the case in the current Technology-Enriched Teaching course, with attendance averaging at 92%. Three participants have been experiencing challenges with connectivity as internet in their geographical location does not permit stable connectivity. Individual one on one sessions have alleviated the anxiety around this and we have ensured that all participants understand the missed weekly activities.

A record of attendance for the twelve participants is included below. Participant 2, 5, and 6 have missed live meetings, with the balance of 9 participants achieving 100% attendance. NB SchoolNet has sponsored Boitumelo Mancini (NASCEE) to attend this programme

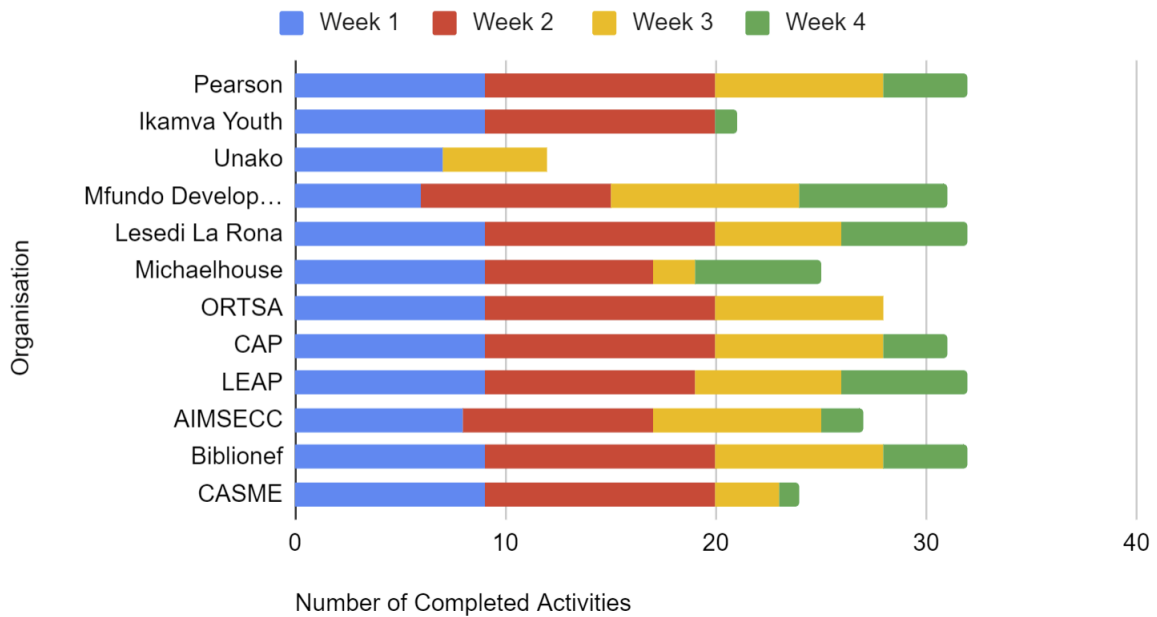
Record of Attendance



5.2. Completion of Activities

In each week of the course there is a specific focus and activities that align to that focus. In week 1, nine activities were required; week 2, eleven activities were required and in week 3, nine activities were required. Week four is still being submitted and will require twelve activities to be completed. By the third week, a total of 29 activities were required for submission. We are pleased to note that participants from six organisations namely, Pearson, Mfundo, Lesedi LaRona, CAP, LEAP and Biblionef have been successful in meeting the challenge. The SchoolNet team have noted that participants from Unako and Ikamva Youth need extra support and coaching.

Record of Completed Activities



Ms Boitumelo Mancini from NASCEE needs a special mention as she has attended all sessions, completed 100% of the activities and is additionally providing mentorship and support to colleagues on the course.

Group participation is being assessed currently, and will be updated as we move into more complex activities. The **quality and integration into workplace activities** will be assessed in Weeks 6-8.

6. Support

SchoolNet's initial support programme planned for one online session per week, held weekly on a Thursday between 14h00 and 16h00, with two email communications, reminders on the WhatsApp group chat and submission of activities by the Sunday of each week. We have had to revise this plan to include an additional online session held on a Tuesday from 14h00 to 15h00, individual coaching sessions with participants, implementation of coaching groups for smaller group support and motivation and a weekly peer presentation slot where a selected participant showcases an exemplar skill, or completion of activity

7. Reflections of Participants

The methodology used in the facilitation was to provide participants with clear and concise communication about the weeks activities, and allow participants to try the activities on their own. This is done to build independence and to gauge online capabilities. The Tuesday online sessions are designed to guide and explain the required activities. Thursdays online session is to discuss the

content of the weeks activities, demonstrate and provide practice for the skills and tools included in the activities.

After the recovery from being thrown in the deep end, participants have rallied and are now comfortable with the process and are reportedly enjoying the course offerings. The following are extracts of comments from participants:

“The facilitators made means to make sure that all participants were on board and knew what was expected from them.”

“The atmosphere enabled participants to interact in a non judgmental manner”

“We first tried the tasks and then practically did them during the session. That made one to understand better.”

“I wish to thank the facilitator for making me understand that it is possible to learn online facilitation and Technology, Pedagogy and Content integration.”

“I liked that fact that I won the Quiz, But mostly that I got to understand more of what is required . I got the answer to an activity that was holding me up in finishing my tasks this week therefore am happy.”

“The trainer kept us involved there was interaction and the session kept us awake. She called us individually so that we remain focus and attentive. It was a cherry on top when she asked Thula to present her work.”

“They have passion of what they are doing”

All NASCEE Board members have a standing invitation to attend sessions as their time permits. The details of the live sessions as well as to the course platform are included below.

The Thursday meeting link (14h00-16h00) <https://meet.google.com/yoj-ezpa-wcc>

SchoolNet Guest User logins for the course is accessible via the url:

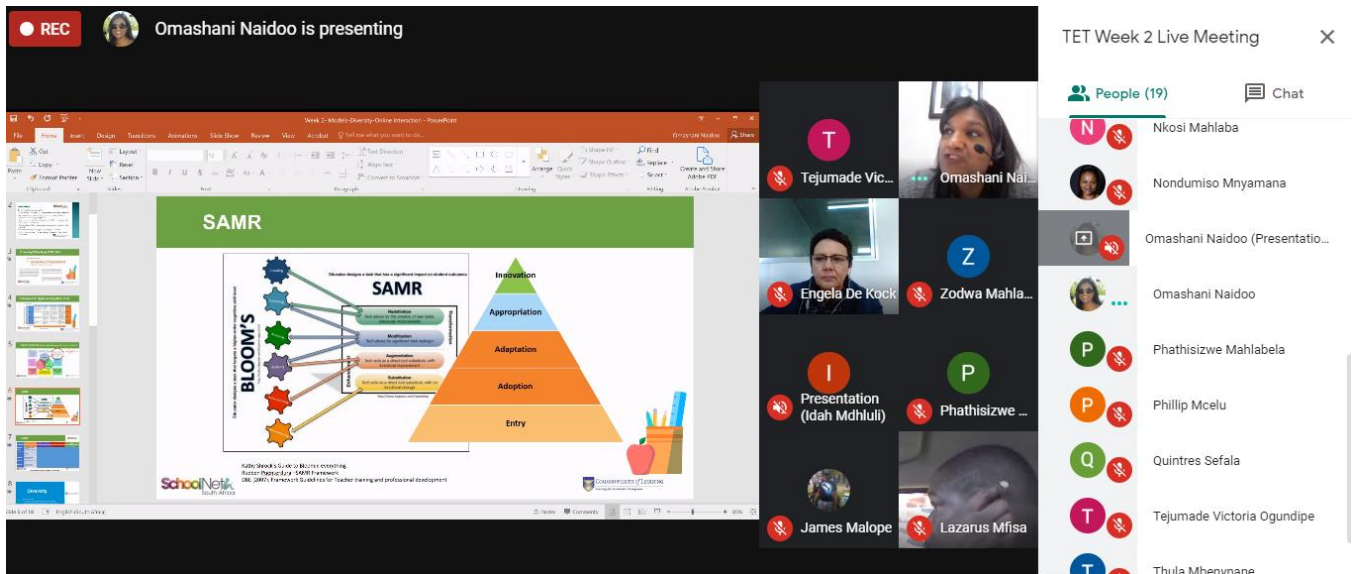
<https://schoolnetonline.schoolnet.org.za/>

Username: guest

Password: Participant@2020

8. Plans going forward

We are extremely proud of the Team and their iterative response to needs of participants. We are on an upward trajectory of ensuring that participation and completion of activities are at a maximum and look forward to shifting focus to integration of the skills into the workplace. The final showcase is scheduled for week 7 and 8 which is sure to be an exciting time for all participants as they seek to display their learning.



The screenshot shows a Zoom meeting titled "TET Week 2 Live Meeting". The main window displays a presentation slide with the following content:

- Top Header:** SAMR
- Left Side:** BLOOM'S (with a vertical list of colored stars)
- Center:** A diagram showing the SAMR model (SAMR) with four levels: Entry, Adoption, Appropriation, and Innovation. Arrows point from the BLOOM'S model to these levels.
- Right Side:** A pyramid diagram with the same four levels: Entry, Adoption, Appropriation, and Innovation.
- Bottom:** SchoolNet South Africa logo and text: "Katie Steenk's 5x AIx3 Model extending Ruzizi Theory of Learning - SAMR Framework. © 2020 SAMR Framework for Teacher Training and Professional Development. UNIVERSITY OF EDUCATION".

Participant thumbnails include: Tejumade Vic..., Omashani Naidoo, Engela De Kock, Zodwa Mahla..., Presentation (Idah Mdhlu), Phathisizwe..., James Malope, and Lazarus Mfisa.

The "People (19)" list on the right includes: Nkosi Mahlaba, Nondumiso Mnyamana, Omashani Naidoo (Presentatio...), Omashani Naidoo, Phathisizwe Mahlabela, Phillip Mcelu, Quintres Sefala, Tejumade Victoria Ogundipe, and Thula Mbenvnane.

Omashani Naidoo
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