



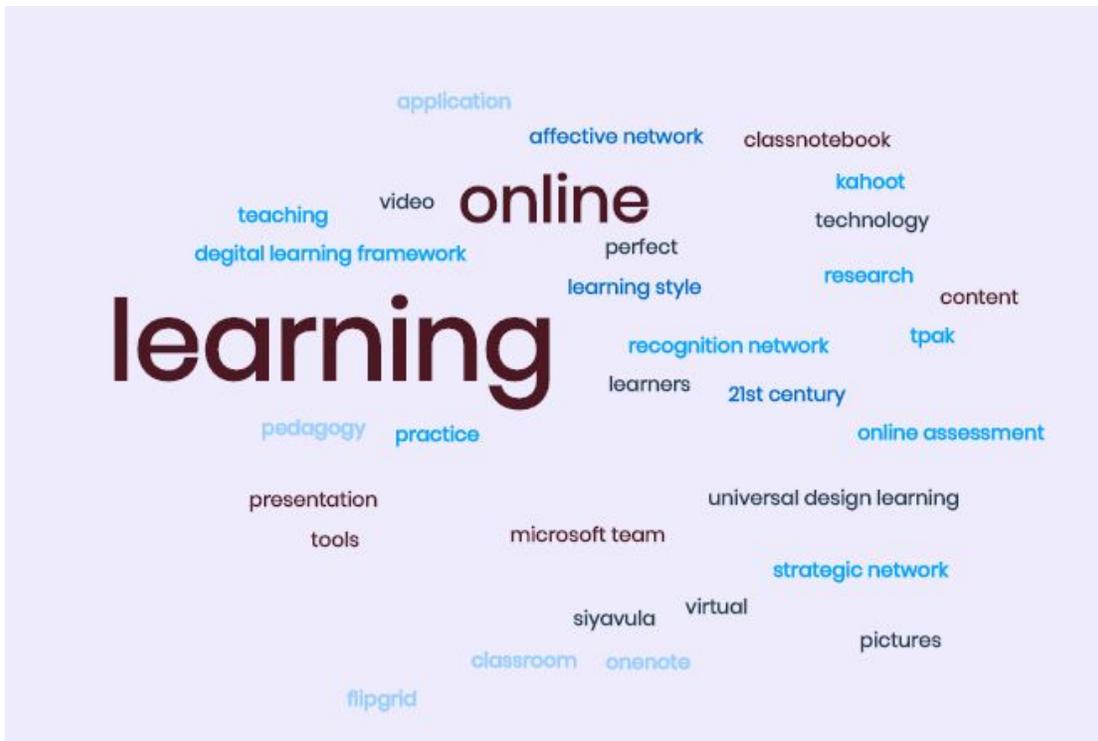
**Report on Protec Digital Learning
Capacity Building
June 2020**

Table of Contents

	2
1. Summary	3
2. Programme Activities	4
Project Meetings	4
Setup of Domains	5
Capacity Building Workshops	5
3. Attendance, Progress and Challenges	8
4. Conclusion	12

1. Summary

The COVID 19 Pandemic, has resulted in a state of emergency being instituted in South Africa. This had led to school closures since March 2020 which has had a significant impact on the academic year. Against this socio-economic context, only essential services were operational for a time, with lockdown measures slowly being eased as more information came to light. Protec realised the potential of using this time to explore digital and virtual means to continue with business operations. SchoolNet South Africa was contracted to support Protec to use digital environments to deliver its academic programmes. To this end, Protec was advised to firstly set up their Office 365 (O365) and Teams as an application for implementing the virtual tutoring services is in place before the virtual session begins .



2. Programme Activities

Project Meetings

An initial project meeting was held between Protec and SchoolNet and together a plan was agreed upon, for training dates to be shared and the Protec team was requested to share their list of coordinators, tutors and staff members with contact numbers in order for the Schoolnet team to communicate directly with all project participants.

The training schedule with dates was shared and a WhatsApp instant messaging group was created to enable quick and easy communication. The Protec team requested for SchoolNet split the workshops according to the two different audiences ie. one session for coordinators and the other session for tutors.

Setup of Domains

The technical teams of SchoolNet and Protec worked together to ensure that MS Teams was set up in a manner that would ensure seamless workshops. However it was soon realised that the setup on the backend would take longer than expected as Protec was reliant on their domain administrator to set up their accounts. Further to this, it was discovered that Protec had limited O365 accounts which would impact on the number of tutors who would have access to a Protec O365 account.

It was agreed that the structure for the project would ensure that Protec permanent staff and coordinators would have Protec O365 accounts and five generic accounts would be created for use by facilitators during online sessions with learners. The generic accounts would be created and shared with tutors according to different subjects and coordinators would be responsible for populating the channels with learner materials.

The Protec technical team was advised to consider applying for Microsoft not for profit status in order to gain access to more accounts for their tutors using the link to guide the process:

<https://bit.ly/3fQaP3o>

Capacity Building Workshops

It was agreed that training sessions would be facilitated to guide tutors and coordinators to:

- learn skills for using Teams as a tool for communication and collaboration
- share expertise in designing learning experiences using digital tools and digital applications
- Be introduced to learning design strategies with digital assessments for use during lessons.

In principle, all workshops focussed on the perspectives of the teacher and the learner, were interactive and practical to ensure all tutors were comfortable in the use of Microsoft Teams and by virtue of its nature, digital platforms in general..

All the sessions were delivered through Microsoft Teams platform, and was done to model the different ways communication and collaboration would be possible using the platform.

For each session a PowerPoint presentation was created which was aimed at modelling how tutors could plan and prepare their lessons and to use the digital tools and apps to promote an engaging environment.

The initial plan was to complete six one hour training sessions however an additional session was included in the program where the SchoolNet team shared tips and tricks for virtual tutoring.

Below is the list of workshops that were offered and a brief description of what was shared during the different sessions.



Introduction to Teams for Collaboration (26 May 2020)

Teachers learnt how to set up their own Teams and explore features offered on this platform. The outcomes of the session was to expose them to virtual teaching and learning, to collaborate and integrate lessons and to get tutors to become comfortable with the online platform.

Microsoft Teams for Communication Session (2 June 2020)

During this session tutors were encouraged to explore communication tools available on the MS teams platform such as Flipgrid,Kahoot,Jamboard, adding links to resources, adding resource files. They also learnt how to add third party tools which tutors were already familiar with, into the Teams application platforms.

Participants were taken through how communication tools could be used for reaching learners in various ways and could encourage multi-sensory learning. Participants were given the opportunity to practice their learning and invite their colleagues to their classes and where possible to collaborate and share subject related content.

Designing Learning Experiences Using Tools and Apps (8 June 2020)

The session focused on creating lessons using applications and tools for designing digital teaching lessons. The foundation of the session was based on the models of learning design with a focus on Universal Design of Learning (UDL) and Technological, Pedagogical and Content Knowledge (TPACK). Tutors were reminded that the Department of Basic Education published its Framework for Digital Learning (2018) and this document would be key in their personal and professional development as Online tutors. Tutors were encouraged to design their lessons with all learners in mind and consider ways in which they could reach all learners by using tools and applications. Tutors got the opportunity to explore additional tools such as Flipgrid and Kahoot as possible tools for learner engagement.

Designing Digital Assessments for Learning (12 June 2020)

During this session tutors were introduced to Microsoft Forms as one of the tools they can use to create digital assessments. Quizzes, multimedia and images could be used in creating assessments and has reference for assessment such as Poetry, Comprehension and Language tests. Tutors were fascinated that they could easily create digital assessments which could produce results instantly without traditional pen and paper marking.

Finding Inspiration for Learning with Digital Tools (18 June 2020)

This session was to explore the range of digital tools that was available and could be used freely, to augment virtual lessons. The aim was for tutors to experience and explore a toolkit of digital tools. Tutors were tasked to seek tools that they could use daily and add them to their MS teams classrooms.

Using MS Class Notebook for organizing your Class (24 June 2020)

This training session was aimed at to take tutors and coordinators using Class Notebook as a tool to assist with planning and saving their work according to their grades and classes. During the training session, a demonstration on how to use OneNote was shared and tutors were requested to download the Classnotebook add-in in order to explore ways in which they could use Classnotebook with their learners and help them file and plan their work better.

Tips and tricks for Teaching on MS teams (25 June 2020)

The final training session was an opportunity for the team to share some tips on using MS teams as a classroom with a focus on how to control the classroom during a virtual lesson. Apps such as MS stream were explored for accessing saved recording of lessons and using Polls during lessons to track learner focus and to make the lesson interactive.

Tutors were also advised to consider selecting learners who would offer basic support during lessons and who could assist to monitor interaction between the tutor and the learners.

Tutors were taken through the process of recording their screens or lessons for sharing in the event that connectivity was an issue for the tutor.

3. Attendance, Progress and Challenges

Date of training (2020)	Session topic	Session number	Attendance
26 May	Introduction to Microsoft Teams for Collaboration	Session 1	81
2 June	Teams for Communication Session	Session 2	53
8 June	Designing Learning Experiences Using Tools and Applications	Session 3	40
12 June	Designing Digital Assessments for Learning (Theory)	Session 4	34
18 June	Finding Inspiration for Learning with Digital Tools	Session 5	36
24 June	Using MS class notebook for organizing your class	Session 6	42
25 June	Tips and tricks for teaching on teams	Session 7	45

Whilst we realise that our proposal included sessions for 25 participants, it was agreed with the Protec team that all 127 coordinators and tutors would be invited to participate at no extra cost.

The first session had the best attendance with 81 participants, however not all Protec coordinators and tutors were able to join the session. Connectivity was cited as the most problematic for participants as they kept connecting and reconnecting to the training session.

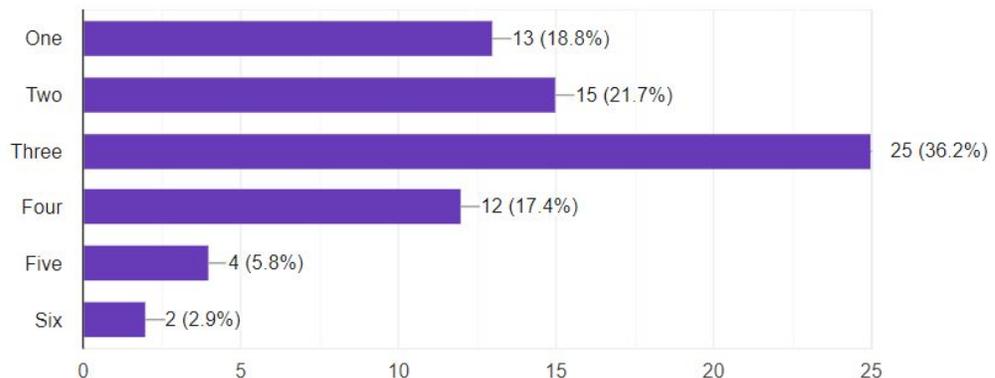
The fourth session saw the lowest attendance with only 34 participants joining in session, despite weekly e-mail and WhatsApp reminders. Whilst we had met the minimum target of 25 participants, we were disappointed with the attendance and sought to ensure that as many Protec tutors as possible would benefit from this programme.

A survey was conducted to understand why the 127 tutors and project coordinators were not able to join the sessions. Of the 127 tutors and coordinators, only 69 (54%) of the participants completed the survey. Of the 69 people who responded, 43 participants or 62% attended more than 3 workshops. Only 2 participants attended all 6 sessions, these participants are Conny Khoza and Phatheka Jijana. This meant that 38% of participants attended two or less sessions.

How many training sessions have you attended



69 responses



The following reasons were reported as reasons for not being able to join the online sessions:

Data: Respondents indicated that data was expensive and that keeping up with a series of lessons required a lot of financial sacrifice for them. Although some indicated that the investment was worth it because they managed to learn skills required for digital teaching.

Connectivity: It was indicated by some respondents that stable connectivity was an issue for them which means they spend a lot of time trying to connect whilst the session is going on.

Time: Others indicated that the times selected by most participants were not convenient for them and in some instances training times clashed with standing meetings.

Basic literacy skills: Participants reported that they felt that the sessions were too advanced for them because they were still struggling with basic computer skills. -Some respondents struggled with logging in and following steps whilst training was taking place.

Lack of devices: When connecting with the participants for one on one sessions it was discovered that some of the tutors could not actively participate in the program because they did not have access to laptops. Despite this, eagerness was displayed as they joined the sessions using their phones however practice of skills became a great challenge to them.

It should be noted that technical support was provided during and after all training sessions and where required one on one sessions were set up in order to make sure that all participants were accommodated. Recordings of the training sessions were shared with all participants as this would assist those who did not manage to attend the live sessions and would serve as a resource to remind them of how to complete activities..

What participants had to say about the workshops

Positive feedback was received from participants who managed to join in and follow through training sessions and below is a snapshot of the comments received after training sessions:

“Using teams to do activities in Wow (FlipGrid), Maths (One Note).....I must say using One Note is amazing.”

“Online assessment tools are great, the apps are very helpful and useful in preparing for the possibility of teaching solely online because of the pandemic.”

“Learning how to create a Microsoft team and to participate in meetings in an easiest way. As long as one follows instructions technology will be easier in years to come and communication will be simple.”

“Being able to create a Team add members and also learn to create an assessment and understanding the pros and cons of online test and written and how effective is the online 365 teaching and learning how to put together different files.?”

“The most favorite was learning about the apps that we can use to give assessments to learners online and I especially like the fact that they do the analysis for you based on the responses. “

“They know their product and make everything look easier and they try to explain everything in a simplest and understandable way.”

“They have impacted me positively and have made my interaction with learners way easy. I came to realise that online learning and teaching is possible and very easy. “

“The experience is more enjoyable and being able to use different apps to make the lessons interactive “

“Today's session reflected a lot on my Technics of Assigning work and follow up on Student work. In a positive way as we must be well equipped for the 4IR”

“Giving learners an assessment where you do not have to mark script by script of learners but learners work is marked electronically and they are able to see their performance instantly.”

SchoolNet measures success of its workshops in a number of ways, which include attendance, display of skills and a change in practice. Whilst all three elements are important, it is the change in practice that we strive to achieve. Sixteen Protec tutors were able to showcase this change. We are proud to announce the following Tutors as being capable and ready to engage in digital learning:

Elsie Radebe	Viwe Xuba	Onica Mufamadi	Ramatsha Mphake
Asanda Matshisi	Conny Khosa	Tichaona Zebedia	Pearl Mokonyama
Webster Dohnwe	Slindile Mthethwa	Tumelo Lesufi	Lucky Zinyawu
Katlego Phalatse	Yvonne Mcebe	Lentle Mataboge	Shonani Mhlanga

Below are also two best practice examples of the portfolio of evidence that was aggregated from tutors:

Webster Donhwe:

Webster shared his classroom and mentioned that he would be setting up all his classes on teams for sharing lessons and videos for learners to watch from home. He also mentioned that it would take some time for him to get used to teaching online but he was willing to use MS teams often. <https://tinyurl.com/y6g9ahmw>

Tichaona Zebediah:

Zebediah shared his class and took us through how to add applications and tools in his classroom. During this session he also demonstrated creating assessments using MS forms. It was evident that Mr Zebediah invested a lot of time using the platform and practicing his learnings after every training session and even went ahead by inviting his learners to his classroom. <https://bit.ly/30Fx1H9>

4. Conclusion

The sessions were seen as practical and timely and this is documented through the positive comments from participants. All workshops achieved more than the expected number of participants. All participants were actively engaged during sessions and support was provided to individuals where this was needed.

It should be noted that it would be important for Protec to consider opportunities for all its tutors/coordinators to have access to a desktop or laptop as this would make practice, mastery and change more likely. It is suggested that Protec consider their digital strategy and include professional development of tutors to develop and facilitate more regular online teaching sessions as this will be most needed in the short term as we try to mitigate the consequences of the COVID 19 pandemic.

We would like to thank Protec for the opportunity to support its staff on their digital learning journey.

www.schoolnet.org.za

July 2020