



Ikamva
Digital Teaching Project
Summary Report

November 2021

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1. Project Background

SchoolNet South Africa, in collaboration with Ikamva Youth provided seven one-day face to face teacher professional development workshops to create awareness and enhance teacher's roles to support teaching and learning using virtual and online environments as well as other digital technologies available to teachers. It was estimated that this initiative would reach 100 beneficiaries in Limpopo, Eastern Cape, Northern Cape and KwaZulu Natal.

2. Summary of the Training Workshops

All the training sessions were completed in a face to face setting with COVID-19 protocols being observed. Teachers attended a full day face to face workshop in the four selected provinces scheduled throughout October 2021. A total of seven workshops were planned, however six workshops were completed with one combined session. A total of 68 participants attended the workshops.

Due to the short face to face time with participants, the facilitators created instant messaging groups on Whatsapp to provide further support needed after the training and additionally served as a means to follow up on teacher progress with activities for their portfolios of evidence.

Training Statistics

Province	Town/area	Date of Session	Venue	Expected Attendance	Attendance
Eastern Cape	Peddie (Ngqushwa)	15 October 2021	Peddie Community Hall	28	9
KwaZulu Natal	Jozini & Mkhuze circuits	7 October 2021	Sinethezekile Combined School	39	18
Limpopo	Jane Furse	16 October 2021 20 October 2021	DBE GaSekhukhune	71	34
Northern Cape	De Aar (In town)	26-27 October 2021	DBE De Aar	24	7
Total				162	68

2.1. Sinethezekile Combined School - KwaZulu Natal

The training was hosted at Sinethezekile Combined School in Jozini, KwaZulu-Natal and was attended by 18 participants, 17 teachers from 4 schools and one participant from Ikamva Youth. The expectation was that 39 teachers would be attending the course and thus two trainers were deployed to the venue.

Despite the poor attendance, the facilitators were able to provide more individual attention during the day. Most of the participants were young teachers who had some digital navigation skills which allowed teachers to easily navigate Applications on their cell phones and Laptops to complete the activities.

The teachers were introduced to different assessment tools, including Flipgrid and Microsoft Forms. They discussed how they could use Flipgrid as an assessment tool before, during and after a lesson. The activity was enjoyed by all participants, and a high level of interest and enthusiasm about the workshop was displayed. The teachers found the Introduction to Digital Teaching course relevant to their needs as the disruptions caused by the COVID-19 pandemic required that teachers find alternate ways of teaching and connecting to learners as time in the classroom was limited.

Teachers were introduced to Microsoft Teams and were amazed to see a number of Applications already integrated within the platform. They enjoyed creating their own Teams, collaborating with colleagues in the workshop as well as creating and sharing activities for learners. They were excited to learn new ways of teaching and learning and seemingly enjoyed the activities focussed on creating digital assessments. Despite never having used Microsoft Teams and Digital Assessment tools, teachers felt confident that they could teach using Teams and could create digital assessments to gain summative data on learning progress.



The teachers felt that the workshop was informative and left feeling a little more confident to try it with their learners. Teachers shared concerns about the access to technology at their schools and at home, poor network coverage and data costs. Despite the challenges, teachers reported that the workshop expanded their understanding of Teams and gave them a good understanding of how digital tools and applications could be used in teaching and learning.

2.2. Ga-Sekhukhune Education Centre- Limpopo

Two sessions were hosted in Limpopo with the group consisting of 34 Mathematics and Science teachers. Teachers represented 15 schools with more than two teachers per school and had a combination of Beginner, Intermediate and Advanced digital literacy skills.

Teachers reported that they were very happy to be afforded the opportunity to participate in a workshop of this nature. They felt, however, that the timing of the workshop was poor as many



schools were planning and preparing their students for the final examinations. They mentioned that they would appreciate a follow-up workshop at a more suitable time, to ensure that they were able implement all their learnings at their respective schools. There was a network problem in the area, however teachers were willing to connect using their cell phones and their personal data.

Teachers fully support the initiative and the circuit manager was also present to support teachers participation.

2.3. Peddie-Durban Community Hall - Eastern Cape

Out of the nine teachers who attended, eight were well versed in the use of computers. As the facilitator demonstrated the use of Microsoft Teams for teaching, the teachers were able to apply and do most of the activities on their own.

These activities included creating a MS Team, adding their colleagues as members on their Teams. Most of the teachers experienced challenges with their laptops as they were seemingly old and could not use MS Teams without lags. Teachers suggested that they would use their phones instead and the facilitator was amazed at how easily they switched to their cell phone



devices and continued with their activities. The content was well received with easy understanding and application by the teachers. They applied their learning to the tasks and did not find much difficulty. Creating assessments with Microsoft Forms was completed without challenges. Some teachers created their assessments using Kahoots because they could not find the MS Forms app on their mobile play store.

2.4. De Aar Education Centre - Northern Cape

Seven teachers from Veritas and Monwabisi High Schools attended the workshop which was scheduled for two afternoon sessions. The teachers had basic ICT skills and they were optimistic and open to learning new skills. The teachers felt that it was time they explored digital teaching and resources because educational needs have changed. They reported that adapting to change was needed to improve professionally and to present better learning opportunities for their students. They expressed the importance of involving senior management on such courses because change starts with management. Some of them exclaimed that they believed that Microsoft Teams and MS Forms will help ease administration at their schools.



The training sparked interest in teachers to have their schools register as Microsoft domains for them to have School Office 365 accounts for both teachers and learners. The teachers also indicated that they would love a follow up workshop in the beginning of the year.

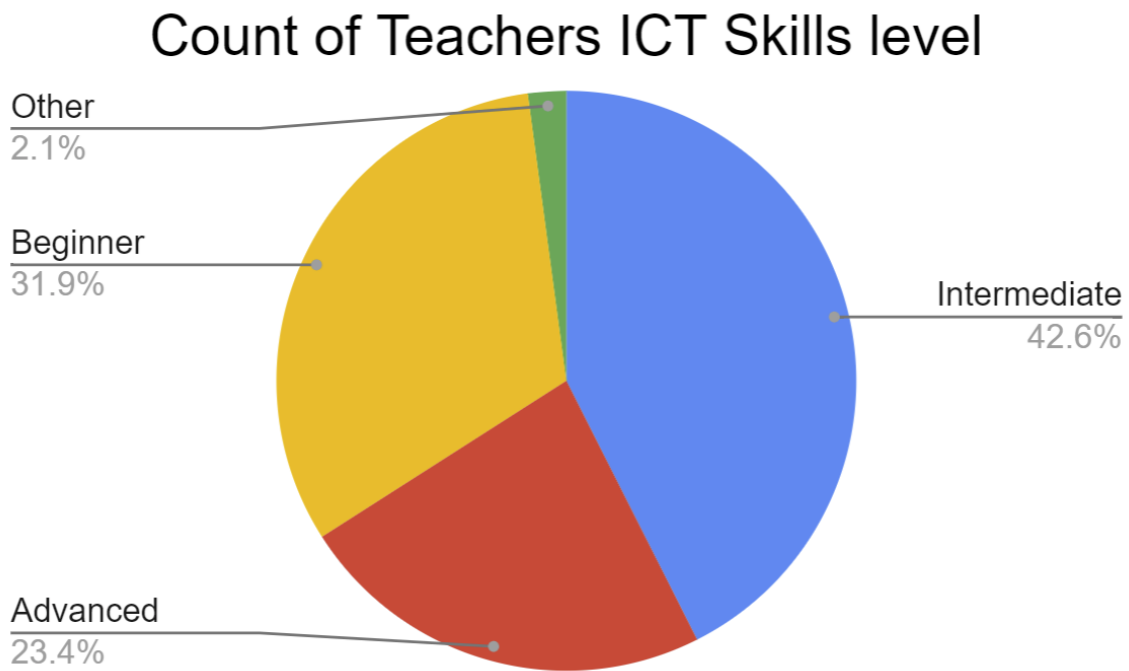
3. Monitoring, Support and Evaluation

WhatsApp groups for teachers were created to provide support and mentoring opportunities, particularly in completing activities for their portfolio of evidence for SACE CPTD points. These WhatsApp groups provide additional development and a supportive peer network.

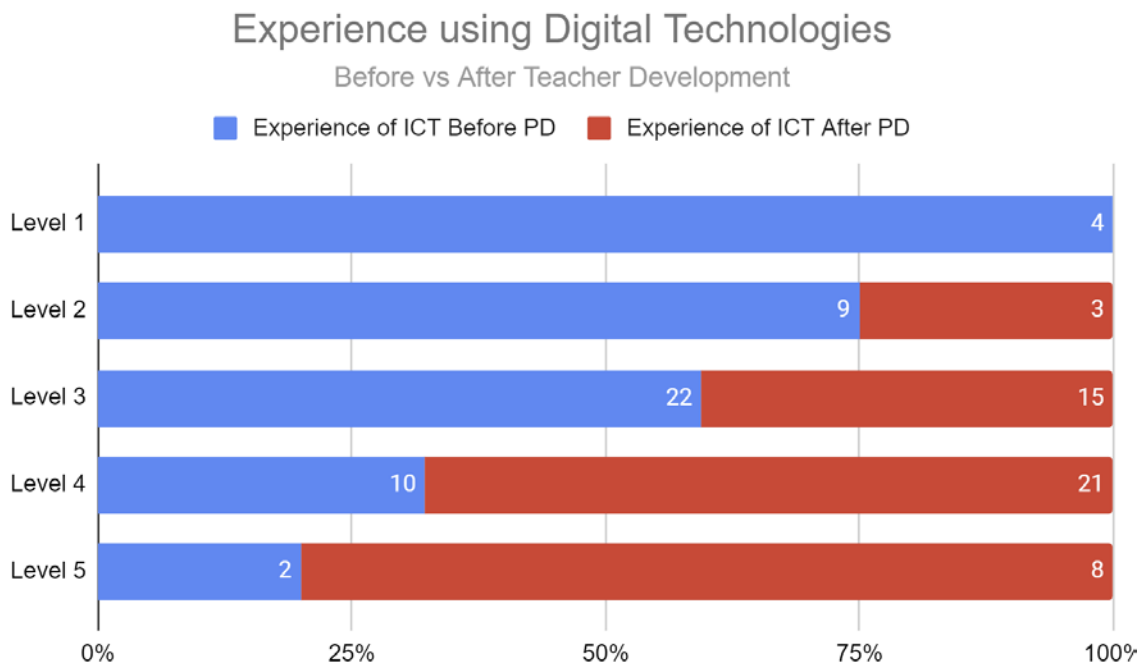
3.1. Results and Analysis

ICT Skills Level

The graph below is the self-reported ICT skill level for all teachers before the course. As indicated by the graph 32% of teachers indicated they were beginners to Digital Literacy, 43% of teachers positioned themselves at a level 3 which is an indicator of being at an intermediate level and a further 23% of teachers indicated they were at an advanced level of skills in the use of learning technologies. This graph is an indicator that teachers are learning new digital skills and there is appetite for change. Of note though is that $\frac{1}{3}$ of the teachers indicated that they are beginners, which depicts that teachers are still in need of basic training.



The graph below is a comparison of teachers reporting on their Experience of Digital Technologies *before* and *after* the course. Before the course there were 13 teachers at Beginner levels (Level 1 & 2) and 12 teachers at Level 4 and 5. After the course, there were 3 teachers at Level 2 (0 teachers on Level 1) and 29 teachers on Level 4 and 5. The number of teachers in the low level of experience using Digital Technologies reduced from 28 % to 6% and the number of teachers improving their experience grew from 26% to 61% after the training. This is a strong indicator that the training was successful.



3.2. Teacher Course Evaluation

Teachers evaluated the course and had the following to say

"I like the fact that i am now able to create Digital lesson and also i can easily assess using digital technology"
"That we can make lessons more interesting and be creative by using technology ,this may help learners engage more which has a positive impact on teaching and learning ."
"Learned how to create a learner centred lesson where learners can be comfortable"
"We were free to comment and ask questions and our learning needs were catered for"
"Learning how to digitally help with lessons in classroom"
"It gave me new skills and knowledge about digital teaching."
"Accessing Teams teaching and resource materials"
"It was learning about the different functions of Microsoft Teams"
"New teaching skills"
"It will make learning and teaching easy and fast"
"It exposed me more on using technology, which will improve teaching and learning"
"Being able to create a Quiz for my learners"
"Knowing that with technology I can do lot of things e.g lesson planning, creating meetings etc"
"I acquired the skills of using Digital technology in teaching and learning that i thought are impossible"

4. Certification

Teachers were advised that certification would be possible if teachers submitted activities that demonstrated their learnt skills. After an extension to the submission of portfolios, 53 of the 68 Teachers (80% teachers) who attended the workshop submitted activities for assessment and were deemed to have successfully completed the course. These teachers were awarded certificates with 10 SACE Continuing Professional Teacher Development points (CPTD).

Copies of certificates are available via the link: <https://tinyurl.com/37mcw395> and a link to the teacher portfolios is available here: <https://tinyurl.com/39rw578p>

# Province	# Participants	# Portfolios	#Certificates
KwaZulu Natal	18	14	14

Eastern Cape	9	9	9
Limpopo 1	17	12	12
Limpopo 2	17	12	12
Northern Cape	7	6	6
Total	68	53	53

5. Recommendations

- Poor attendance - Communication to the schools about training was not timeous which resulted in many teachers not being aware of the training and therefore not attending. The short notice also prevented teachers who had already committed to different activities from attending the training. Training dates must be forwarded in time to prevent poor attendance.
- Internet connectivity is a challenge in many schools due to data costs and poor network coverage in other areas. Other teachers indicated that they only have access to internet connections in public internet cafes in their communities. It is important therefore that USBs of content be provided so that teachers have access to materials even without connection.
- Access to technologies - there were insufficient number of devices at training venues, some teachers did not bring their devices due to late communication about the workshop requirements.
- Follow up training is highly recommended because some of the teachers have indicated that as much as they have learnt new skills they would like to have more sessions as one day training was not sufficient.
- Teachers recommended that senior management should also be required to attend sessions as change begins with them as leaders of the schools.
- High expectations must be set for teachers who attend training programmes as this is crucial to the success of any ICT in Education initiative.

6. Conclusion

The scope of the project was to create awareness and enhance the teacher's role to support teaching and learning using virtual and online environments as well as digital assessments. SchoolNet was tasked with facilitating seven one-day face to face teacher professional development workshops for 100 teachers in four provinces namely, Limpopo, Eastern Cape,

Northern Cape and KwaZulu Natal. We are proud to indicate that the Digital Teaching and Learning professional development has been successful in its implementation despite the reported challenges. SchoolNet was able to facilitate six workshops with one combined session reaching a total of 68 teachers. This initiative provided teachers with a *just in time* opportunity to acquire new pedagogical knowledge and relevant skills as they adapt to digital teaching and learning. The learnings from this initiative will provide sustainable growth to all teachers and their learners.

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