



SACE

South African Council for Educators

Towards Excellence in Education

5 points per 2 hour session

Provider No. PR12890



VIA AFRIKA DIGITAL EDUCATION ACADEMY

Online and face-to-face training for Teachers



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

In partnership with the Department of Basic Education.



Our Teachers. Our Future.



Table of contents

Testimonials	
Introduction	1
What will I learn?	2
How will I learn?	2
How do I register for an online session?	2
What is online learning?	3
Why is online learning so popular?	3
Learn at your own pace	3
Feedback	3
Costs	3
A step-by-step guide to registering at VADEA and doing a session	4
Starting your training journey at the right place	6
Via Afrika and the Professional Development Framework for Digital Learning	6–7
Via Afrika Digital Education Academy required existing tablet skills	8–11
Android courses	12
Android: Course 1 Know and use your Android tablet device	13–15
Android: Course 2 Social media on Android tablet devices	16–18
Android: Course 3 Google and Google Apps on Android tablet devices	19–21
Android: Course 4 Digital learning in schools for Android users	22–24
Windows courses	25
Windows: Course 5 Know and use your Windows tablet device	26–28
Windows: Course 6 Social media on Windows tablet devices	29–31
Windows: Course 7 Microsoft for Windows tablet devices	32–34
Windows: Course 8 Digital learning in schools for Windows users	35–37
Course 9: Mindset Change for effective digital education	38–41
Level 1 – Facing Change	
Level 2 – Developing Change Facilitators	
Level 3 – Making Change Happen	
Via Afrika Digital Education Academy – Microlearning	42–45
How much does a two-hour training session cost?	46
Accredited presenters	47
Testimonials	47

TESTIMONIALS

"I felt the need to let you know that I have just completed the assessment tasks. It has been so captivating and I honestly learnt a lot. Thanks a million times over!"

– **Deputy Principal, Gontse Primary School**



Bendingenamdlala wokwenza ikhosi kodwa kwafuneka ndiye kuqeqesho kuba ndim owayethumele isimemo. Ndathi ndakuqala ndathabatheka, ndade ndongeza iiseshoni ezintathu kwezi bendizithengile. Bendingazi lukhulu nge-eLearning, kodwa ngoku ngenxa kaVia Afrika ndinolwazi. Iseshoni yesi-5 endiyenzileyo ingokuqulunqa inkqubo ye ICT nendlela yokuyilawula ezikolweni. Xa ndixhasa izikolo ndiyakucebisa ootitshala ukuba basebenzise izakhono ze-ICT kwinkqubo yabo yemihla ngemihla.

– **Koleka Sweetness Lwana, Senior Education Specialist, Eastern Cape**



"Ek en my vrou het vanoggend ingegaan vir die aanlyn-opleiding. Sy het sommer die hele sessie klaargemaak tot by die Badge Assessment en dit ook reggekry. Deur julle harde werk en my hulp kan sy ook nou praat van 'n rekenaarprogram wat sy gedoen het op die tablet. Nogmaals baie dankie!"

– **Russell Pitchers, Prinsipaal, Laerskool Warrenton**



Ingqeqesho yase-Via Afrika kwi-intanethi yimfundo esekelwe kwiwebhu (web-based learning). Ikunika ithuba lokujonga izinto ngendlela ongazange wayicingela. Uyakwazi ukuyenza ngexesha elikufaneleyo, ilula kwaye iyakuvumela ukuba ufumane ulwazi oluvela kwintuthuzelo yakho kwikhaya lakho kuyo nasiphi na isixhobo esisebenza ngombane okwazi ukufumana i-intanethi kuso. Ikunika ixesha elininzi lokuba uqhelane nomxholo owunikiweyo. Zininzi iikhosi umntu anokukhetha kuzo ezivumela ukuba utitshala, abacebisi ngokwezifundo kunye nabafundi bakwazi ukufunda nokuba baphi nanini na.

Olu qeqesho lunika ootitshala abasezidolophini nabasemaphandleni ithuba lokuthatha inxaxheba kangangoko benesixhobo esinxulumeneyo kwi-intanethi. Ndiyabulela ngethuba Via Afrika!

– **Patricia Nomfunda, eLearning Coordinator, Eastern Cape**



INTRODUCTION

Teachers have a huge responsibility that they take on as it is in their hands to develop the minds of our youth that will lead to prosperity for all in our country. And yet, the teaching landscape continually changes, making it harder and harder for teachers to continue offering the best education possible.

A significant change that is sweeping the South African education system is the move to digital education and elearning. But where are teachers expected to develop the knowledge, skills and values to take on this new challenge?

The Via Afrika Digital Education Academy, in partnership with the Department of Basic Education, aims to assist teachers to take control of their own education so that they can meet the new digital challenge face on, and be successful.

The Academy offers a course for the implementation of digital education in schools from a change management mindset. These nine two-hour sessions are typically combined into workshops offered to schools who have signed up for this course.

The Academy also offers 72 two-hour sessions of **Android** or **Windows** tablet-based training across eight courses. (You can find out more on pages 12 to 37.) The sessions are aimed at Beginner, Intermediate and Advanced tablet users so you are sure to find a session at your level that will start you on your way to digital education excellence. (You can find a handy Required Existing Tablet Skills guide to help you find your best first two-hour session on pages 8 to 11.)

What's more, Via Afrika is pleased to be associated with the South African Council for Educators (SACE). It is SACE's responsibility to enhance the status of the teaching profession through appropriate registration, management of Professional Development and inculcation of a Code of Ethics for all educators. We are proud to be able to assist in the area of Professional Development.

SACE manages the professional development of teachers by:

- **Approving quality and credible professional development providers**
- **Endorsing relevant and good professional development quality activities and programmes**
- **Allocating professional development (PD) points to such activities**
- **Crediting each teacher's CPTD account/record with the PD points they have earned.**

Teachers are required to engage in three types of SACE Endorsed Professional Development (PD) Activities or Programmes in order to achieve a minimum of 150 PD points on their PD points Account in every three year cycle.

The Via Afrika Digital Education Academy's two-hour sessions have been endorsed by SACE and allocated 5 PD points on successful completion of the session and its assessment. SACE Provider Number: PR12890.

With Via Afrika's Digital Education Academy's cost-effective sessions, teachers will find it easy to develop their skills and earn PD points at the same time.

COMING SOON: We will be adding **Microlearning** to our array of available training. See page 42 for further details.

In this brochure, you will read about the courses that are available, how the courses are offered, and how to register for them.

WHAT WILL I LEARN?

You have a choice of 36 two-hour sessions for Android devices and the same 36 two-hour training sessions for Windows devices. We also offer a course for schools that want to implement digital education entitled **Mindset Change for Effective Digital Education**.



Change Management Courses



Android Courses



Windows Courses

HOW WILL I LEARN?

There are two **delivery modes**:

Face-to-face training

Available for Courses 1–9



In this 2-hour training session, you will meet in a group of a minimum of **20 teachers** and the expert facilitator to complete the session. You will receive a set of session notes. You will be able to do the assessment after the session in your own time, and submit it by the due date.

These training sessions are held across the country when numbers allow. For groups of 20 teachers or more contact us to arrange a face-to-face training session. For more information call Maria at 021 406 3005 or 082 339 2687.

Please note: You need to bring your own fully charged tablet device. Participants should also bring their tablet's charger with an extension cord.

Online training session with videos, online activities and assessments

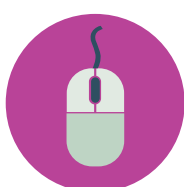
Available for Courses 1–8



HOW DO I REGISTER FOR AN ONLINE SESSION?



Simply go to our website.
www.viaafrika.com/academy



Register by clicking on the
REGISTER NOW button.

Registration is quick and easy – just follow the onscreen prompts.



Select and buy the session you want. Remember to make sure that you have the Required Existing Tablet Skills and that you choose a course based on the tablet (Android or Windows) you have. Online training is available at only R125 per two-hour session. Click on “Register” and follow the prompts to complete your registration.



Complete the training at your own pace, and at your own time.



If you want more info, turn the page!

1

WHAT IS ONLINE LEARNING?

Online learning is training that is done on a computer connected to the internet. You can use your laptop computer, your tablet device or even your smartphone to log in to the Via Afrika Digital Education Academy Online platform in your internet browser. (You probably already use Chrome internet browser or Edge to search the internet.)

Here you will watch videos, read notes and do activities that will develop your knowledge, skills and values in digital education. You can download notes to work with later, and finally print out your certificate when you have passed the assessment.

2

WHY IS ONLINE LEARNING SO POPULAR?

You choose where you want to study and when you want to study.

Because you are logging on to the internet, you can choose to do wherever you can connect to the internet.

Online learning gives you the flexibility to study when you want to.

You can choose what you want to study.

3

LEARN AT YOUR OWN PACE

With online learning you can pause, rewind and work through the course at your own pace.

There is a great variety of topics available.

It's easy to refresh your knowledge.

With online learning you can easily go back to the course and watch the video again – whenever you want to. A perfect way to revise.

4

FEEDBACK

Online learning gives you instant feedback to activities. There is no waiting for your final assessment results. Complete the Badge Assessment Task. Get more than 70% and then simply print your own certificate.

5

COSTS

It is a lot cheaper to do online learning that it is to do face-to-face training because there are no travel costs, no venue costs and no facilitator costs.

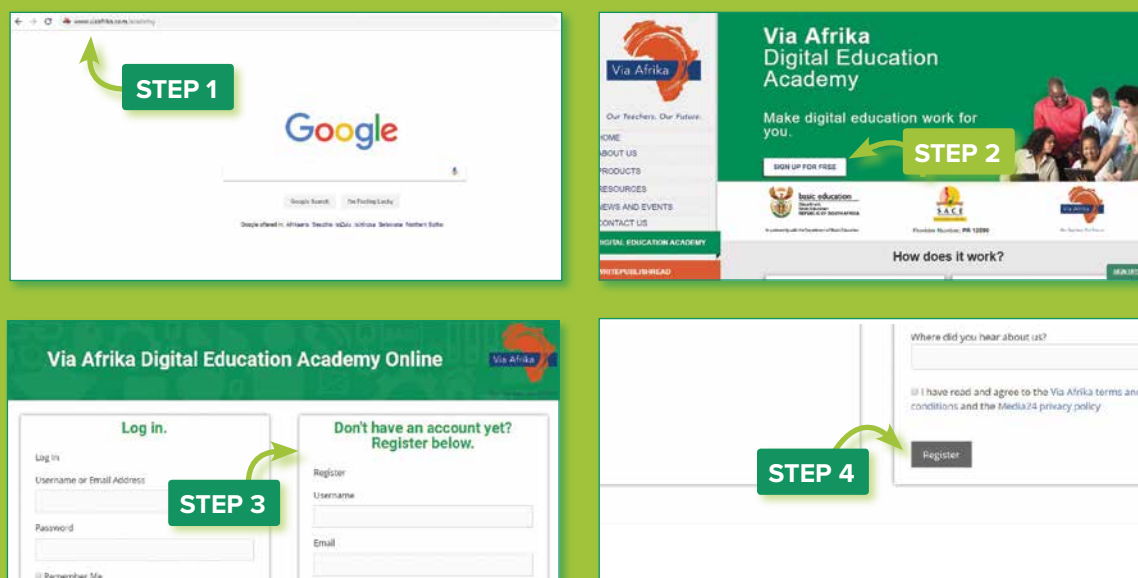
A STEP-BY-STEP GUIDE TO REGISTERING AT VADEA AND DOING A SESSION

You can follow these steps, or watch the video here: <http://bit.ly/VADEAhowto>

A

START WITH REGISTERING ON THE VADEA PLATFORM

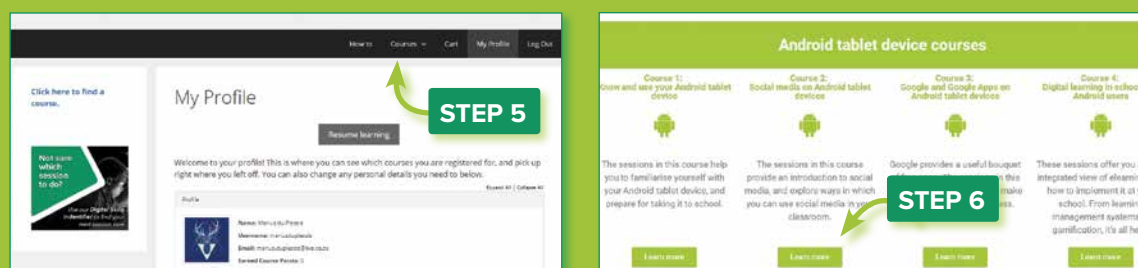
- **Step 1:** Go to the Via Afrika Digital Education Academy website: www.viaafrika.com/academy
- **Step 2:** Click on the green **SIGN UP/SIGN IN** button in the bottom right corner.
- **Step 3:** Complete the registration form on the right.
- **Step 4:** Click on the **REGISTER** button once the whole form has been completed.



B

TIME TO CHOOSE AN ONLINE TRAINING SESSION

- **Step 5:** Click on the **COURSES** button at the top of the screen.
- **Step 6:** Click on the **LEARN MORE** button under each course to find out more.



C

NOW GET YOUR FIRST SESSION FREE (AND LEARN HOW TO BUY MORE!)

- **Step 7:** Click on the **BUY NOW** button under the name of the session you have chosen.
- **Step 8:** Click on the **BUY SESSION** button.
- **Step 9:** Click on the **VIEW CART** button at the top of the screen.
- **Step 10:** Click on the word “Coupon” and type in the coupon code **FIRSTFREE**.
- **Step 11:** Click on the **APPLY COUPON** button.
- **Step 12:** Click on the **PROCEED TO CHECKOUT** button.
- **Step 13:** Fill out the missing detail on the left, then click the **PLACE ORDER** button.

The screenshots illustrate the purchasing process:

- Step 7:** A screenshot of the 'BEGINNER LEVEL' page showing three sessions. The 'BUY NOW' button is highlighted for 'Session 1: Why eLearning?'.
- Step 8:** A screenshot of the 'Course 4 Beginner Session 1: Why eLearning?' page. The 'BUY SESSION' button is highlighted.
- Step 9:** A screenshot of the course page showing the 'VIEW CART' button at the top right.
- Step 10:** A screenshot of the cart page showing the 'APPLY COUPON' button.
- Step 11:** A screenshot of the cart page showing the 'APPLY COUPON' button.
- Step 12:** A screenshot of the cart page showing the 'PROCEED TO CHECKOUT' button.
- Step 13:** A screenshot of the checkout page showing the 'PLACE ORDER' button.

D

TIME TO DO YOUR FIRST ONLINE TRAINING SESSION

- **Step 14:** Click on the word “here” to start the session.

Once you have bought your session (or used your coupon to get it for free) your session will be available on your profile. You can always come back to your profile by clicking the “My profile” button on the top menu. Your profile lists all the sessions you have bought. To start, click on its name. Get going with the free “Get started here” session because it explains how the Via Afrika Digital Education Academy online training works.

The screenshots illustrate the user's profile and order details:

- Left Screenshot:** Shows the 'Order received' page. The 'here' link is highlighted under the 'Order details' section.
- Right Screenshot:** Shows the 'My Profile' page. The 'Resume learning' button is highlighted.

STARTING YOUR TRAINING JOURNEY AT THE RIGHT PLACE

We believe that having the right mindset for digital education will ensure your success. We therefore suggest that you start your journey doing our Mindset Change for Digital Education Implementation Course. You can do this online by yourself, or you can get your whole school together and have the course done with a facilitator. See page 38 for more info.

When your mindset is right, it is time to choose the right session offered by the Via Afrika Digital Education Academy for your knowledge and skillset. To make the right choice, you will need to know that you already have the Required Existing Tablet Skills linked to the session.

Use the information on pages 8–11 to identify what your current Tablet Skills are and see what Courses and Sessions are best for you to start with.

If you are comfortable using the internet, the Via Afrika Digital Skills Identifier for Teachers helps you to identify what your current skill level is for using technology in your classroom. Once you've identified what your skill level is, we will recommend specific sessions from the Via Afrika Digital Education Academy for you to do. You can access the Via Afrika Digital Skills Identifier online here: www.viaafrika-dsi.com

The DBEs Professional Development Framework for Digital Learning

Another way to find out where you should start your learning journey is to use the DBE's Professional Development Framework for Digital Learning. The Framework provides a set of 13 Educator Digital Learning Competencies that you as a teacher should have, as well as a Learning Pathway that will allow you to understand where you are with regard to using digital technology successfully in the classroom.

You can do a self-assessment of your perceived digital learning competence using the online self-assessment tool at <https://dbe-tpd.org>. Below is a table that shows how Via Afrika's Digital Education Academy courses assist in developing the required competencies.

VIA AFRIKA and the Professional Development Framework for Digital Learning

Digital Learning Competency		Via Afrika Digital Education Academy Sessions that will help you develop the Digital Learning Competency
A. PROFESSIONAL GROWTH and KNOWLEDGE	1. Adopt the habit of an enquiring mind regarding the educational value of using digital tools and resources.	C1ILS2; C1ILS3; C1ALS1; C1ALS2; C1ALS3; C2BLS1; C2BLS2; C2BLS3; C2ILS1; C2ILS2; C2ILS3; C2ALS1; C2ALS2; C2ALS3; C3BLS1; C3BLS2; C3BLS3; C3ILS1; C3ILS2; C3ILS3; C3ALS1; C3ALS2; C3ALS3; C4BLS1; C4BLS2; C4BLS3; C4ILS1; C4ILS2; C4ILS3; C4ALS1; C4ALS2; C4ALS3 C5ILS2; C5ILS3; C5ALS1; C5ALS2; C5ALS3; C6BLS1; C6BLS2; C6BLS3; C6ILS1; C6ILS2; C6ILS3; C6ALS1; C6ALS2; C6ALS3; C8BLS1; C8BLS2; C8BLS3; C8ILS1; C8ILS2; C8ILS3; C8ALS1; C8ALS2; C8ALS3
	2. Be reflective about challenging current digital learning and teaching practice.	C1ILS3; C1ALS1; C1ALS2; C1ALS3; C2BLS1; C2BLS2; C2BLS3; C2ILS1; C2ILS2; C2ILS3; C2ALS1; C2ALS2; C2ALS3; C3BLS1; C3BLS2; C3BLS3; C3ILS1; C3ILS2; C3ILS3; C3ALS1; C3ALS2; C3ALS3; C4BLS1; C4BLS2; C4BLS3; C4ILS1; C4ILS2; C4ILS3; C4ALS2; C4ALS3 C5ILS3; C5ALS1; C5ALS2; C5ALS3; C6BLS1; C6BLS2; C6BLS3; C6ILS1; C6ILS2; C6ILS3; C6ALS1; C6ALS2; C6ALS3; C8BLS1; C8BLS2; C8BLS3; C8ILS1; C8ILS2; C8ILS3; C8ALS2; C8ALS3
	3. Understand the role of the teacher, the learner and the digital resources during digital learning.	C2ILS2; C2ILS3; C2ALS1; C2ALS2; C2ALS3; C3BLS2; C3BLS3; C3ILS1; C3ILS2; C3ILS3; C3ALS1; C3ALS2; C3ALS3; C4ILS1; C4ILS3; C4ALS2; C4ALS3 C6ILS1; C6ILS2; C6ILS3; C6ALS1; C6ALS2; C6ALS3; C8ILS1; C8ILS3; C8ALS2; C8ALS3

Digital Learning Competency		Via Afrika Digital Education Academy Sessions that will help you develop the Digital Learning Competency
A. Continued	4. Participate in local and global professional learning communities.	C2BLS3 C6BLS3
	5. Select appropriate digital tools and resources when fulfilling the roles of the educator.	C1ALS3; C2BLS3; C2ILS2; C2ILS3; C2ALS1; C2ALS2; C2ALS3; C3BLS1; C3BLS2; C3BLS3; C3ILS1; C3ILS2; C3ILS3; C3ALS1; C3ALS2; C4BLS1; C4BLS3; C4ILS1; C4ILS2; C4ILS3 C5ALS3; C6BLS1; C6BLS2; C6BLS3; C6ILS1; C6ILS2; C6ILS3; C6ALS1; C6ALS2; C6ALS3; C8BLS1; C8BLS3; C8ILS1; C8ILS2; C8ILS3; C6BLS3; C6ILS2; C6ILS3; C6ALS1; C6ALS2
B. CURRICULUM FOCUS	6. Integrate digital tools and resources to enhance learning objectives in various learning environments.	C1ALS3; C2BLS3; C2ILS2; C2ALS2; C2ALS3; C3ILS1; C3ILS2; C3ILS3; C3ALS1; C4BLS3; C4ILS3; C4ALS1; C4ALS3 C5ALS3; C6BLS3; C6ILS2; C6ILS1; C6ALS2; C6ALS3; C8BLS3; C8ILS3; C8ALS1; C8ALS3
	7. Develop learners' global awareness and understanding using digital communication and collaboration tools.	C2ILS2; C2ILS3; C2ALS2; C2ALS3; C3ILS1; C3ILS2; C3ALS1 C6ILS2; C6ILS3; C6ALS2; C6ALS3; C6ALS1
	8. Transform learning through the innovative use of digital tools and resources.	C1ALS3; C2BLS3; C2ILS2; C2ILS3; C2ALS1; C2ALS2; C2ALS3; C3BLS2; C3BLS3; C3ILS1; C3ILS2; C3ILS3; C3ALS1; C3ALS2; C3ALS3; C4BLS1; C4BLS3; C4ILS1; C4ILS3; C4ALS1; C4ALS2; C4ALS3 C5ALS3; C6BLS3; C6ILS1; C6ILS2; C6ILS3; C6ALS1; C6ALS2; C6ALS3; C8BLS1; C8BLS3; C8ILS1; C8ILS3; C8ALS1; C8ALS2; C8ALS3
	9. Enhance class management, assessment and feedback processes through the use of digital resources.	C3ILS1; C3ILS2; C4ILS3; C4ALS3 C6ILS1; C6ILS2; C8ILS3; C8ALS3
	10. Integrate learners' skills development in terms of digital literacies with curriculum-based learning.	C2BLS3; C3ILS3; C3ALS1 C6BLS3; C6ILS3; C6ALS1
C. LEADERSHIP	11. Demonstrate commitment to the vision for digital learning in the province, district and school.	
	12. Accept responsibility for planning and implementing digital learning at the school.	C4BLS3 C8BLS3
	13. Initiate peer support and collaborative, work-place learning.	

Note: BL = Beginner Level; IL = Intermediate Level; AL = Advanced Level; C = Course; L = Level; S = Session

Example: C3ALS2 = Course 3; Advanced Level; Session 2

VIA AFRIKA DIGITAL EDUCATION ACADEMY

REQUIRED EXISTING TABLET SKILLS

If you want to participate in one of the sessions offered by the Via Afrika Digital Education Academy, it is important to make sure that you make the right choice. To make the right choice, you will need to know that you already have the Required Existing Tablet Skills linked to the session.

HOW DO I KNOW WHAT THESE REQUIRED EXISTING TABLET SKILLS ARE?

To make your choice easier, we have an easy two-step process.

Step 1

Look at the five colour-coded “Required Existing Tablet Skills” tables. Each table describes a different level of skills in the use of tablets. Find the table that describes your existing tablet skills best, and remember the colour of the table.

Step 2

All sessions from Course 1 to Course 8 have been colour-coded according to the various skills levels (page 9). Using the colour you have identified in Step 1 that best describes your existing tablet skills, find the sessions most suitable for you by looking for the same colour.

ONCE YOU’VE SELECTED YOUR SESSION

Great! Two steps and you now know which sessions will suit you best to start with. Now you only need to do one more thing: go to our website at www.viaafrika.com/academy and sign up for that session or get a group of minimum 20 people together and call Maria on 021 406 3005 or 082 339 2687 to arrange for a face-to-face session. Alternatively, a group of at least 10 teachers can enquire about an online session on our website. We will then contact you to arrange for a face-to-face training session. Once you have completed all sessions at your existing tablet skills level, you will be ready for the next level.

STEP 1: IDENTIFY YOUR LEVEL

Read through the five tables on the next two pages. Each of the tables describe two things: on the left it describes your general computer skills, and on the right it describes your tablet-specific skills. Read through the criteria on the right side of each table, and if you can say “Yes, that’s me!” for most of the criteria, you have identified the level of your existing tablet skills.

	Entry Level – Novice
	Entry Level – Basic
	Entry Level – Standard
	Adoption Level
	Adaptation Level



REQUIRED EXISTING TABLET SKILLS: ENTRY LEVEL – NOVICE

Entry Level [Computers]	Entry Level – Novice [Tablets]
Department of Basic Education ICT Development Level	Required Existing Skills (Tablet-specific) Via Afrika Digital Education Academy
<p>At Entry Level on <u>computers</u>, the teacher is computer literate, able to use computers and teach learners to use computers.</p> <p>OR</p> <p>The teacher might not yet be at Entry Level on computers either and might be new to technology in general.</p>	Teacher's own use of tablet
	I have never used a tablet before and don't know how a tablet works.
	I cannot send or receive emails on a tablet.
	I cannot upload or download files (e.g. a PDF or images) on a tablet.
	I cannot download an app from the relevant online app store (e.g. Google Play Store).
	Teacher's use of tablet for teaching and learning
	I have never used a tablet for teaching and learning.

REQUIRED EXISTING TABLET SKILLS: ENTRY LEVEL – BASIC

Entry Level [Computers]	Entry Level – Basic [Tablets]
Department of Basic Education ICT Development Level	Required Existing Skills (Tablet-specific) Via Afrika Digital Education Academy
<p>At Entry Level on <u>computers</u>, the teacher is computer literate, able to use computers and teach learners to use computers.</p> <p>OR</p> <p>The teacher might not yet be quite up to Entry Level on computers either and might be a very basic user of technology in general.</p>	Teacher's own use of tablet
	I have used a tablet before, but I need assistance in most tasks.
	I can send and receive emails on a tablet.
	I cannot upload and download files (e.g. a PDF or images) on a tablet.
	I cannot download an app from the relevant online app store (e.g. Google Play Store).
	Teacher's use of tablet for teaching and learning
	I don't use a tablet for teaching and learning.

REQUIRED EXISTING TABLET SKILLS: ENTRY LEVEL – STANDARD

Entry Level [Computers]	Entry Level – Standard [Tablets]
Department of Basic Education ICT Development Level	Required Existing Skills (Tablet-specific) Via Afrika Digital Education Academy
<p>At Entry Level on <u>computers</u>, the teacher is computer literate, able to use computers and teach learners to use computers.</p>	Teacher's use of tablet for teaching and learning
	I use my tablet for teaching and learning.
	I show YouTube videos on a tablet as part of my lessons.
	I use tablets in class mainly for drill-and-practice exercises.
	I use eBooks on my tablet, while the learners use print books.
	I decide when and how we use technology in class.

REQUIRED EXISTING TABLET SKILLS: ADOPTION LEVEL

Adoption Level [Computers]	Adoption Level [Tablets]
Department of Basic Education ICT Development Level	Required Existing Skills (Tablet-specific) Via Afrika Digital Education Academy
At Adoption Level on <u>computers</u> , the teacher can use various technologies, including the computer, to support traditional management, administration, teaching and learning.	Teacher's use of tablet for teaching and learning
	I use my tablet for teaching and learning, and also for management and administration.
	I embrace the use of tablets for teaching and learning.
	I use blended learning techniques, such as eBooks, but I also use print books and paper.
	My learners and I use eBooks on our tablets in class and watch videos on our tablets related to the topics we learn about.
	I always use tablets for specific tasks, but not all the time.
	My learners have their own tablets OR our school has a shared set of tablets, that I use as often as I can.
	Although I decide how and when we use technology in class, I am gradually guiding my learners towards independent use of tablets.

REQUIRED EXISTING TABLET SKILLS: ADAPTATION LEVEL

Adaptation Level [Computers]	Adaptation Level [Tablets]
Department of Basic Education ICT Development Level	Required Existing Skills (Tablet-specific) Via Afrika Digital Education Academy
At Adaptation Level on <u>computers</u> , the teacher can use technology to enrich the curriculum and uses integrated systems for management and administration.	Teacher's use of tablet for teaching and learning
	I am used to technology and I use my tablet for teaching and learning, and also for management and administration.
	I have a cloud-based system such as Google Drive, or a learning management system, that is linked to my tablet when I teach.
	My learners and I use tablets in class and I push content to them using our learning management system.
	My learners use tablets in class, and this helps them develop future-oriented skills such as collaboration, creativity, communication and critical thinking.
	My learners come up with new ways of using tablets in their group work and individual learning.
	My learners are growing closer to the time when they'll be able to use their tablets independently.

STEP 2: MATCH YOUR LEVEL TO A SESSION

You would have noticed that each level has a different colour in Step 1. Now use these colours to easily find the sessions that match your Required Existing Tablet Skills Level in the next two tables.

Reminder of codes used				
Entry Level – Novice	Entry Level – Basic	Entry Level – Standard	Adoption Level	Adaptation Level
Course 1 (Android)	Course 2 (Android)	Course 3 (Android)	Course 4 (Android)	
All about Android tablet devices	Introducing social media	The Google Apps package and Google Drive	Why eLearning?	
Making contact with the world	Creating your social media accounts	Google Docs	Getting technical	
My Android tablet device is mine!	Social media in the classroom: useful or just fun?	Google Calendar and Google Slides	Management and usage of ICTs in schools	
There's an Android app for that	Don't forget the other social media	Google+	Content for tablet devices	
Finding it on the internet	Facebook in the classroom	Google Hangouts	Apps for teachers for demonstrations and content creation	
Making the Android tablet device work for you – files	Twitter in the classroom	Creating my own teaching and learning content	Online assessment tools	
Making the Android tablet device work for you – calendars and data management	A look at YouTube	Google Apps that will open a new world to your learners	Learning Management Systems	
Making the Android tablet device work for you – eBooks and eReaders	YouTube in the classroom	Streamline your class with Google Forms	Games teach too	
Taking the Android tablet to school	Blogging in the classroom	Google Sheets	The gamification of education	

Course 5 (Windows)	Course 6 (Windows)	Course 7 (Windows)	Course 8 (Windows)	
All about my Windows tablet device	Introducing social media	Introducing Microsoft Office 365 Education and OneDrive	Why eLearning?	
Making contact with the world with my Windows tablet device	Creating your social media accounts	Microsoft Word and Microsoft Outlook	Getting technical	
My Windows tablet device is mine!	Social media in the classroom: useful or just fun?	Microsoft PowerPoint	Management and usage of ICTs in schools	
There's a Windows app for that	Don't forget the other social media	Microsoft OneNote	Content for Windows tablet devices	
Finding it on the internet	Facebook in the classroom	Skype and Yammer	Apps for teachers for demonstrations and content creation	
Making the Windows tablet device work for you – files	Twitter in the classroom	Microsoft Forms and online assessment apps	Online assessment tools	
Making the Windows tablet device work for you – calendars and data management	A look at YouTube	Microsoft Mix and blended learning	Learning Management Systems	
Making the Windows tablet device work for you – eBooks and eReaders	YouTube in the classroom	Microsoft Excel	Games teach too	
Taking the Windows tablet device to school	Blogging in the classroom	Office Sway and the Microsoft Educator Community	The gamification of education	



COURSE 1

KNOW AND USE YOUR ANDROID TABLET DEVICE

BEGINNER LEVEL

SESSION 1: ALL ABOUT ANDROID TABLET DEVICES	5 PD Points
SESSION 2: MAKING CONTACT WITH THE WORLD	5 PD Points
SESSION 3: MY ANDROID TABLET DEVICE IS MINE!	5 PD Points

INTERMEDIATE LEVEL

SESSION 1: THERE'S AN ANDROID APP FOR THAT	5 PD Points
SESSION 2: FINDING IT ON THE INTERNET	5 PD Points
SESSION 3: MAKING THE ANDROID TABLET DEVICE WORK FOR YOU – FILES	5 PD Points

ADVANCED LEVEL

SESSION 1: MAKING THE ANDROID TABLET DEVICE WORK FOR YOU – CALENDARS AND DATA MANAGEMENT	5 PD Points
SESSION 2: MAKING THE ANDROID TABLET DEVICE WORK FOR YOU – eBooks AND eREADERS	5 PD Points
SESSION 3: TAKING THE ANDROID TABLET TO SCHOOL	5 PD Points

COURSE 2

SOCIAL MEDIA ON ANDROID TABLET DEVICES

BEGINNER LEVEL

SESSION 1: INTRODUCING SOCIAL MEDIA	5 PD Points
SESSION 2: CREATING YOUR SOCIAL MEDIA ACCOUNTS	5 PD Points
SESSION 3: SOCIAL MEDIA IN THE CLASSROOM: USEFUL OR JUST FUN?	5 PD Points

INTERMEDIATE LEVEL

SESSION 1: DON'T FORGET THE OTHER SOCIAL MEDIA	5 PD Points
SESSION 2: FACEBOOK IN THE CLASSROOM	5 PD Points
SESSION 3: TWITTER IN THE CLASSROOM	5 PD Points

ADVANCED LEVEL

SESSION 1: A LOOK AT YOUTUBE	5 PD Points
SESSION 2: YOUTUBE IN THE CLASSROOM	5 PD Points
SESSION 3: BLOGGING IN THE CLASSROOM	5 PD Points

To ensure you have the Required Existing Tablet Skills to enrol for a particular session see page 5.

COURSE 3

GOOGLE AND GOOGLE APPS ON ANDROID TABLET DEVICES

BEGINNER LEVEL

SESSION 1: THE GOOGLE APPS PACKAGE AND GOOGLE DRIVE	5 PD Points
SESSION 2: GOOGLE DOCS	5 PD Points
SESSION 3: GOOGLE CALENDAR AND GOOGLE SLIDES	5 PD Points

INTERMEDIATE LEVEL

SESSION 1: GOOGLE+	5 PD Points
SESSION 2: GOOGLE HANGOUTS	5 PD Points
SESSION 3: CREATING MY OWN TEACHING AND LEARNING CONTENT	5 PD Points

ADVANCED LEVEL

SESSION 1: GOOGLE APPS THAT WILL OPEN A NEW WORLD TO YOUR LEARNERS	5 PD Points
SESSION 2: STREAMLINE YOUR CLASS WITH GOOGLE FORMS	5 PD Points
SESSION 3: GOOGLE SHEETS	5 PD Points

COURSE 4

DIGITAL LEARNING IN SCHOOLS FOR ANDROID USERS

BEGINNER LEVEL

SESSION 1: WHY eLEARNING?	5 PD Points
SESSION 2: GETTING TECHNICAL	5 PD Points
SESSION 3: MANAGEMENT AND USAGE OF ICTs IN SCHOOLS	5 PD Points

INTERMEDIATE LEVEL

SESSION 1: CONTENT FOR TABLET DEVICES	5 PD Points
SESSION 2: APPS FOR TEACHERS FOR DEMONSTRATIONS AND CONTENT CREATION	5 PD Points
SESSION 3: ONLINE ASSESSMENT TOOLS	5 PD Points

ADVANCED LEVEL

SESSION 1: LEARNING MANAGEMENT SYSTEMS	5 PD Points
SESSION 2: GAMES TEACH TOO	5 PD Points
SESSION 3: THE GAMIFICATION OF EDUCATION	5 PD Points



COURSE 1

KNOW AND USE YOUR ANDROID TABLET DEVICE



BEGINNER LEVEL

SESSION 1: ALL ABOUT ANDROID TABLET DEVICES – 5 PD Points

1. Tablet types (operating systems; screen size; memory; RAM; speed; brands and quality)
2. Physical device (buttons; camera; audio player; pens)
3. Taking care of your device
4. The home screen, icons, pages and the app drawer: getting around (navigation, menus, pinch and zoom, screenshots, launching apps e.g. the camera and audio player apps)
5. Tablet orientation
6. Connectivity (WiFi; 3G; Bluetooth)
7. Data usage (what uses the most data; how to check usage; how to limit usage)
8. Battery life (what uses the most battery power; how to check usage; how to limit usage)

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills: ■ Entry Level – Novice



SESSION 2: MAKING CONTACT WITH THE WORLD – 5 PD Points

1. Setting up an account and an email address (Google)
2. Writing, reading and sending an email
3. Opening an email attachment (security; choosing the right app)
4. Sending an email attachment (size; choosing the best file format)
5. Creating an email contact
6. Sharing an email contact
7. Tablet device security (signing in and out, lock screen, find my tablet, credit card details)

Assessment Task

The participant creates and sends an email as per the presenter's instructions to a specified email address.

Required existing tablet skills: ■ Entry Level – Novice



SESSION 3: MY ANDROID TABLET DEVICE IS MINE! – 5 PD Points

1. Personalising the tablet device (wall papers, settings)
2. Organising the tablet device (home screen pages, folders)
3. Letting others use your tablet device (multiple user login, keeping data private)
4. A very brief introduction to social media (what it is, options, security, Facebook, LinkedIn, YouTube)

Assessment Task

The participant creates and shares an email, with specific evidences of how he/she personalised his/her tablet, with the presenter.

Required existing tablet skills: ■ Entry Level – Novice





SESSION 1: THERE'S AN ANDROID APP FOR THAT – 5 PD Points

1. What is an app?
2. App stores (with a focus on the Google Play Store)
3. Downloading, installing and deleting apps
4. Apps and widgets
5. Reading on a tablet device (choosing an eReader; what file types can be read; where to find a good book)
6. Taking short notes (which app?)

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills: Entry Level – Basic



SESSION 2: FINDING IT ON THE INTERNET – 5 PD Points

1. Selecting a browser (strengths and weaknesses of Google, Firefox, Opera)
2. Effective, basic internet searches
3. Bookmarks and favourites
4. Cookies (what they are, deleting them)
5. History (what it is, using it, deleting it)
6. Downloading content from the internet
7. Tabs and Windows
8. Advanced internet searches (using, for example, “ ” and +)

Assessment Task

The participant creates and shares an email, with specific evidences of how he/she navigated online, accessed and cleared his/her browsing history, with the presenter.

Required existing tablet skills: Entry Level – Basic



SESSION 3: MAKING THE ANDROID TABLET DEVICE WORK FOR YOU – FILES – 5 PD Points

1. Choosing the right app (strengths and weaknesses of Google Docs; WPS Office; MS Office)
2. Word-based documents (creation; editing; saving)
3. Spreadsheets (creation; editing; saving)
4. Slide shows (creation; editing; saving)
5. Document creation (choice of office suite, e.g. Google Docs, WPS Office, MS Office)

Assessment Task

The participant creates three different files (a word processing file, a spreadsheet file, and a presentation file) according to the instructions provided by the presenter, and then sends the files as email attachments to a specified email address.

Required existing tablet skills: Entry Level – Basic





SESSION 1: MAKING THE ANDROID TABLET DEVICE WORK FOR YOU – CALENDARS AND DATA MANAGEMENT – 5 PD Points

1. Calendar, using reminders
2. Advanced contacts
3. Backing up
4. Storage options (Dropbox, Google Drive, OneDrive)
5. Filing effectively (keeping personal data from school data)

Assessment Task

The participant creates and sends a calendar meeting request to a specified email address. The participant also shares a Dropbox folder with the presenter, downloads a file from a Dropbox folder, and emails it to a specified email address.

Required existing tablet skills: Entry Level – Standard



SESSION 2: MAKING THE ANDROID TABLET DEVICE WORK FOR YOU – eBOOKS AND eREADERS – 5 PD Points

1. eBooks types – PDF, ePub, HTML
2. eReaders on tablet devices (options, functionalities, copyright protection)
3. Definition and sources of Open Source content
4. Definition of Creative Commons content

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills: Entry Level – Standard



SESSION 3: TAKING THE ANDROID TABLET TO SCHOOL – 5 PD Points

1. Learning with a tablet (learning options using a tablet – as an eReader, a research device and as an additional resource generator (for example, YouTube and Facebook))
2. Recording and record keeping by using apps, Gmail and Drive
3. Internet safety and security

Assessment Task

The participant writes a lesson plan incorporating at least one of the digital options that he/she learned about during the session. The participant then presents this lesson to a class that he/she teaches, and emails both the lesson plan and his/her own reflection on how the class experienced this lesson, to a specified email address.

Required existing tablet skills: Entry Level – Standard



COURSE 2

SOCIAL MEDIA ON ANDROID TABLET DEVICES



BEGINNER LEVEL

SESSION 1: INTRODUCING SOCIAL MEDIA – 5 PD Points

1. What is social media?
2. Different types of social media (Facebook, Twitter, YouTube, Pinterest, Blogging [e.g. WordPress], LinkedIn, Google+ and WhatsApp)
3. Who most often uses each of the different social media and which one is for you?
4. What are the dangers associated with using social media?
5. Using social media responsibly (what not to post, how to remove posts)
6. Social media law and freedom of speech
7. Data usage

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills: Entry Level – Basic



SESSION 2: CREATING YOUR SOCIAL MEDIA ACCOUNTS – 5 PD Points

Facebook, Twitter, YouTube, Pinterest, Blogging, LinkedIn, WhatsApp, Google+

1. Account creation
2. Personalisation
3. Privacy settings
4. Posting, tweeting and pinning
5. Followers and your following

Assessment Task

The participant takes screenshots showing how all the specified social media accounts have been set up and sends these to a specified email address.

Required existing tablet skills: Entry Level – Basic



SESSION 3: SOCIAL MEDIA IN THE CLASSROOM: USEFUL OR JUST FUN? – 5 PD Points

1. Brief introduction to effective teaching using digital content based on TPACK (Technological, Pedagogical and Content Knowledge)
2. Brief introduction to effective teaching using digital content based on SAMR (Substitution, Augmentation, Modification and Redefinition)
3. Brief introduction to effective teaching using digital content based on Bloom's Revised Taxonomy
4. Using social media as a teaching tool
5. Issues in setting up classroom accounts (privacy settings, keeping your account separate from the class account, keeping safe online)

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills: Entry Level – Standard





SESSION 1: DON'T FORGET THE OTHER SOCIAL MEDIA – 5 PD Points

1. How to use Pinterest in the classroom
2. How to use WhatsApp in the classroom
3. How to use LinkedIn in the classroom
4. Constructing a lesson plan using Pinterest, WhatsApp and LinkedIn and checking it against TPACK, SAMR and Bloom's Revised Taxonomy

Assessment Task

The participant writes a series of lessons incorporating at least three of the social media discussed into his/her teaching, presents these lessons to his/her classes and emails the lesson plans as well as his/her learnings from the experience of teaching these to a specified email address.

Required existing tablet skills:  Entry Level – Standard



SESSION 2: FACEBOOK IN THE CLASSROOM – 5 PD Points

1. How to use Facebook in a classroom
2. Constructing a lesson plan using Facebook and checking it against TPACK, SAMR and Bloom's Revised Taxonomy

Assessment Task

The participant writes a series of lessons incorporating Facebook into his/her teaching, presents these lessons to his/her classes and emails the lesson plans as well as his/her learnings from the experience of teaching these to a specified email address.

Required existing tablet skills:  Adoption Level



SESSION 3: TWITTER IN THE CLASSROOM – 5 PD Points

1. How to use Twitter in a classroom
2. Constructing a lesson plan using Twitter and checking it against TPACK, SAMR and Bloom's Revised Taxonomy

Assessment Task

The participant writes a series of lessons incorporating Twitter into his/her teaching, presents these lessons to his/her classes and emails the lesson plans as well as his/her learnings from the experience of teaching these to a specified email address.

Required existing tablet skills:  Adoption Level





SESSION 1: A LOOK AT YOUTUBE – 5 PD Points

1. Set up account
2. Functionality
3. How to search
4. The power of your history
5. Uploading content
6. Can I make money on YouTube?

Assessment Task

The participant records a short video, uploads the video to YouTube, shares the link on his/her various profiles, and emails the link to a specified email address.

Required existing tablet skills: ■ Adoption Level



SESSION 2: YOUTUBE IN THE CLASSROOM – 5 PD Points

1. How to use YouTube in a classroom
2. Constructing a lesson plan using YouTube and checking it against TPACK, SAMR and Bloom's Revised Taxonomy

Assessment Task

The participant writes a series of lessons incorporating YouTube into his/her teaching, presents these lessons to his/her classes and emails the lesson plans as well as his/her learnings from the experience of teaching these to a specified email address.

Required existing tablet skills: ■ Adoption Level



SESSION 3: BLOGGING IN THE CLASSROOM – 5 PD Points

1. How to use blogs in a classroom
2. Choosing a blogging platform: WordPress, Blogger.com, Kidblog, Glogster and Edublogs
3. Constructing a lesson plan using a blog on a chosen platform and checking it against TPACK, SAMR and Bloom's Revised Taxonomy

Assessment Task

The participant writes a series of lessons incorporating blogging into his/her teaching, presents these lessons to his/her classes and emails the lesson plans as well as his/her learnings from the experience of teaching these to a specified email address.

Required existing tablet skills: ■ Adoption Level



COURSE 3

GOOGLE AND GOOGLE APPS ON ANDROID TABLET DEVICES



BEGINNER LEVEL

SESSION 1: THE GOOGLE APPS PACKAGE AND GOOGLE DRIVE – 5 PD Points

1. Introduction to the Google Apps package (Mail, Calendar, Docs, Sheets, Slides, Drive, Sites)
2. Google Drive (what it is, how to set it up, what to do with it)

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills: ■ Entry Level – Basic



SESSION 2: GOOGLE DOCS – 5 PD Points

1. Google Docs (create, edit, save, collaborate, share)

Assessment Task

The participant responds to an invitation to edit a shared Google Doc file according to the given instructions.

Required existing tablet skills: ■ Entry Level – Standard



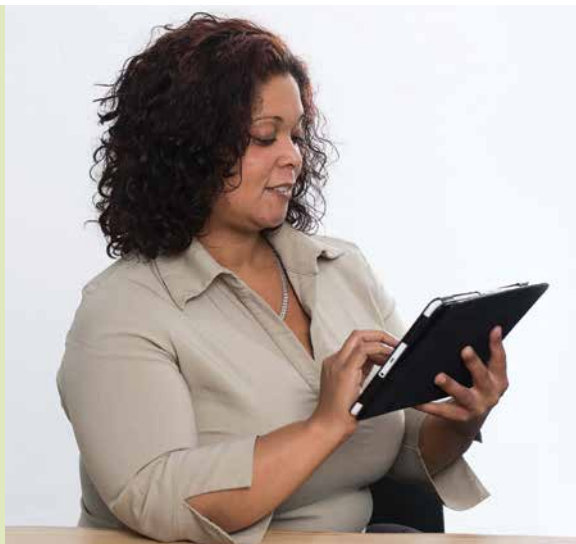
SESSION 3: GOOGLE CALENDAR AND GOOGLE SLIDES – 5 PD Points

1. Calendar (create and share an event)
2. Slides (create, edit, collaborate, share a presentation)

Assessment Task

The participant creates and shares a Calendar event, and creates and shares a Google Slides presentation according to the given instructions.

Required existing tablet skills: ■ Entry Level – Standard





SESSION 1: GOOGLE+ – 5 PD Points

1. Google+ (what it is, how to set it up, what to do with it)
2. Constructing a lesson plan using Google+ and checking it against TPACK, Bloom's Revised Taxonomy and SAMR

Assessment Task

The participant writes a series of lessons incorporating Google+ into his/her teaching, presents these lessons to his/her classes and emails the lesson plans as well as his/her learnings from the experience of teaching these to a specified email address.

Required existing tablet skills: Entry Level – Standard



SESSION 2: GOOGLE HANGOUTS – 5 PD Points

1. Google Hangouts (what it is, how to set it up, what to do with it)
2. Using Google Hangouts in the classroom
3. Constructing a lesson plan using Google Hangouts and checking it against TPACK, Bloom's Revised Taxonomy and SAMR

Assessment Task

The participant develops a lesson plan incorporating Google Hangouts into his/her teaching, presents this lesson to his/her class and emails the lesson plans as well as his/her learnings from the experience of teaching this lesson to a specified email address.

Required existing tablet skills: Entry Level – Standard



SESSION 3: CREATING MY OWN TEACHING AND LEARNING CONTENT – 5 PD Points

1. What is copyright?
2. What is Open Source?
3. What is Creative Commons?
4. How to use Creative Commons effectively as a resource for creating teaching and learning content
5. Tips and tricks when creating content using Google Apps
6. Constructing a lesson plan using Open Source technology and Creative Commons materials and checking it against TPACK, Bloom's Revised Taxonomy and SAMR

Assessment Task

The participant creates a set of notes for his/her learners using various open source and Creative Commons materials, according to the given instructions, and emails these notes to a given email address.

Required existing tablet skills: Adoption Level





SESSION 1: GOOGLE APPS THAT WILL OPEN A NEW WORLD TO YOUR LEARNERS – 5 PD Points

1. Creating lesson plans with Google Maps – for all subjects
2. Creating lesson plans with Google Earth – for all subjects
3. Checking lesson plans against TPACK, Bloom's Revised Taxonomy and SAMR

Assessment Task

The participant answers various questions via email or online.

Required existing tablet skills:  Adoption Level



SESSION 2: STREAMLINE YOUR CLASS WITH GOOGLE FORMS – 5 PD Points

1. Google Forms (what it is, how to set it up, different options available)
2. Where best to use Google Forms
3. Creating Google Forms

Assessment Task

The participant creates a Google Docs assignment and shares this with his/her learners.

The participant creates a Google Form to monitor the submission of the assignment by the learners, and shares this Google Drive folder with the presenter.

Required existing tablet skills:  Adoption Level



SESSION 3: GOOGLE SHEETS – 5 PD Points

1. What Google Sheets is, how to create and open a Sheet
2. How to edit and save in Google Sheets
3. How to collaborate and share in Google Sheets

Assessment Task

The participant accepts an invitation to a shared Google Sheet, and edits this shared Google Sheet according to the given instructions.

Required existing tablet skills:  Adoption Level



COURSE 4

DIGITAL LEARNING IN SCHOOLS FOR ANDROID USERS



BEGINNER LEVEL

SESSION 1: WHY eLEARNING? – 5 PD Points

1. Learners in the 21st Century
2. Teachers in the 21st Century
3. Schools in the 21st Century
4. Understanding the theory behind eLearning and how to put it to practice (Blended Learning, Multimedia, TPACK, SAMR, RAT)

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills: Entry Level – Basic



SESSION 2: GETTING TECHNICAL – 5 PD Points

1. Devices (choosing tablet devices – specifications with a focus on storage, RAM, screen resolution, strength of screen, CPU)
2. Operating systems

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills: Entry Level – Basic



SESSION 3: MANAGEMENT AND USAGE OF ICTs IN PUBLIC SCHOOLS – 5 PD Points

1. Definition of ICT in school environment
2. The importance of managing ICT: access control; communication control; hardware safety; cyber safety; cost control; relevance of resources
3. Stakeholders in ICT at school
4. Writing school ICT management policies to enhance learning
5. Drafting an ICT implementation plan (guidelines for users)
6. Drafting an ICT Acceptable Use Policy; considerations include: content; data usage; social media; safety and security

Assessment Task

The participant develops an ICT Acceptable Use Policy and an ICT Implementation Plan for his/her school.

Required existing tablet skills: Entry Level – Basic





SESSION 1: CONTENT FOR THE TABLET DEVICES – 5 PD Points

1. eBooks – ePDFs, HTML5, ePub, reflowable text, fixed layout
2. Developing your own ebooks
3. Choosing apps for your learners' needs

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills: Entry Level – Standard



SESSION 2: APPS FOR TEACHERS FOR DEMONSTRATIONS AND CONTENT CREATION – 5 PD Points

1. Apps for demonstrations
2. Apps for content creation
3. Incorporation of apps in lesson plans
4. Integrated use of apps in the classroom (including TPACK, Bloom's Revised Taxonomy and SAMR)
5. Google Play Books and Kindle (including TPACK, Bloom's Revised Taxonomy and SAMR)
6. Interactive whiteboards, including Explain Everything
7. Note-taking apps (OneNote, Evernote, Papyrus)
8. Book Creator (including TPACK, Bloom's Revised Taxonomy and SAMR)

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills: Entry Level – Standard



SESSION 3: ONLINE ASSESSMENT TOOLS – 5 PD Points

1. Description of 21st-Century learners (also called Generation Z)
2. Assessment in the 21st-Century classroom using technological devices
3. Online assessment: description, advantages, benefits, challenges, examples
4. Kahoot! – description, simulated activity, disadvantages
5. Socrative – description, simulated activity, disadvantages
6. Class Dojo – description, advantages, challenges

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills: Adoption Level





SESSION 1: LEARNING MANAGEMENT SYSTEMS – 5 PD Points

1. What a Learning Management System can be used for
2. How to select a Learning Management System
3. Managing a Learning Management System in your school
4. Examples of Learning Management Systems (Blackboard, Edmodo, Google Classroom, EDU365, MIB Technology, Moodle, IT School Innovation)

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills:  Adoption Level



SESSION 2: GAMES TEACH TOO – 5 PD Points

1. A brief introduction to using games in education
2. Useful resources and ideas
 - QR Code Treasure Hunt Generator
 - Geocaching
 - Scavenger Hunts

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills:  Adaptation Level



SESSION 3: THE GAMIFICATION OF EDUCATION – 5 PD Points

1. What is the gamification buzz about?
2. Rewards of gamification: learner engagement; higher learner marks; personal success
3. Theory of gamification, including terminology (quest, mission, challenge, task, points, leaderboard, time)
4. Impact of gamification on learning
5. User experience of Classcraft

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills:  Adaptation Level





COURSE 5

KNOW AND USE YOUR WINDOWS TABLET DEVICE

BEGINNER LEVEL

SESSION 1: ALL ABOUT MY WINDOWS TABLET DEVICE	5 PD Points
SESSION 2: MAKING CONTACT WITH THE WORLD WITH MY WINDOWS TABLET DEVICE	5 PD Points
SESSION 3: MY WINDOWS TABLET DEVICE IS MINE!	5 PD Points

INTERMEDIATE LEVEL

SESSION 1: THERE'S A WINDOWS APP FOR THAT	5 PD Points
SESSION 2: FINDING IT ON THE INTERNET	5 PD Points
SESSION 3: MAKING THE WINDOWS TABLET DEVICE WORK FOR YOU – FILES	5 PD Points

ADVANCED LEVEL

SESSION 1: MAKING THE WINDOWS TABLET DEVICE WORK FOR YOU – CALENDARS AND DATA MANAGEMENT	5 PD Points
SESSION 2: MAKING THE WINDOWS TABLET DEVICE WORK FOR YOU – eBooks AND eREADERS	5 PD Points
SESSION 3: TAKING THE WINDOWS TABLET DEVICE TO SCHOOL	5 PD Points

COURSE 6

SOCIAL MEDIA ON WINDOWS TABLET DEVICES

BEGINNER LEVEL

SESSION 1: INTRODUCING SOCIAL MEDIA	5 PD Points
SESSION 2: CREATING YOUR SOCIAL MEDIA ACCOUNTS	5 PD Points
SESSION 3: SOCIAL MEDIA IN THE CLASSROOM: USEFUL OR JUST FUN?	5 PD Points

INTERMEDIATE LEVEL

SESSION 1: DON'T FORGET THE OTHER SOCIAL MEDIA	5 PD Points
SESSION 2: FACEBOOK IN THE CLASSROOM	5 PD Points
SESSION 3: TWITTER IN THE CLASSROOM	5 PD Points

ADVANCED LEVEL

SESSION 1: A LOOK AT YOUTUBE	5 PD Points
SESSION 2: YOUTUBE IN THE CLASSROOM	5 PD Points
SESSION 3: BLOGGING IN THE CLASSROOM	5 PD Points

To ensure you have the Required Existing Tablet Skills to enrol for a particular session see page 5.

COURSE 7

MICROSOFT FOR WINDOWS TABLET DEVICES

BEGINNER LEVEL

SESSION 1: INTRODUCING MICROSOFT OFFICE 365 EDUCATION AND ONEDRIVE	5 PD Points
SESSION 2: MICROSOFT WORD AND MICROSOFT OUTLOOK	5 PD Points
SESSION 3: MICROSOFT POWERPOINT	5 PD Points

INTERMEDIATE LEVEL

SESSION 1: MICROSOFT ONENOTE	5 PD Points
SESSION 2: SKYPE AND YAMMER	5 PD Points
SESSION 3: MICROSOFT FORMS AND ONLINE ASSESSMENT APPS	5 PD Points

ADVANCED LEVEL

SESSION 1: OFFICE MIX AND BLENDED LEARNING	5 PD Points
SESSION 2: MICROSOFT EXCEL	5 PD Points
SESSION 3: OFFICE SWAY AND THE MICROSOFT EDUCATOR COMMUNITY	5 PD Points

COURSE 8

DIGITAL LEARNING IN SCHOOLS FOR WINDOWS USERS

BEGINNER LEVEL

SESSION 1: WHY eLEARNING?	5 PD Points
SESSION 2: GETTING TECHNICAL	5 PD Points
SESSION 3: MANAGEMENT AND USAGE OF ICTs IN SCHOOLS	5 PD Points

INTERMEDIATE LEVEL

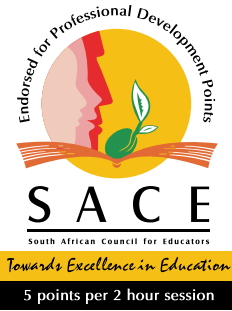
SESSION 1: CONTENT FOR WINDOWS TABLET DEVICES	5 PD Points
SESSION 2: APPS FOR TEACHERS FOR DEMONSTRATIONS AND CONTENT CREATION	5 PD Points
SESSION 3: ONLINE ASSESSMENT TOOLS	5 PD Points

ADVANCED LEVEL

SESSION 1: LEARNING MANAGEMENT SYSTEMS	5 PD Points
SESSION 2: GAMES TEACH TOO	5 PD Points
SESSION 3: THE GAMIFICATION OF EDUCATION	5 PD Points



COURSE 5



KNOW AND USE YOUR WINDOWS TABLET DEVICE

BEGINNER LEVEL

SESSION 1: ALL ABOUT MY WINDOWS TABLET DEVICE – 5 PD Points

1. Tablet types (operating systems; screen size; memory; RAM; speed; brands and quality)
2. Physical device (buttons; camera; audio player; pens)
3. Taking care of your device
4. The home screen, icons, pages and the app drawer: getting around (navigation, menus, pinch and zoom, screenshots, launching apps e.g. the camera and audio player apps)
5. Tablet orientation
6. Connectivity (WiFi; 3G; Bluetooth)
7. Data usage (what uses the most data; how to check usage; how to limit usage)
8. Battery life (what uses the most battery power; how to check usage; how to limit usage)

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills: ■ Entry Level – Novice



SESSION 2: MAKING CONTACT WITH THE WORLD WITH MY WINDOWS TABLET DEVICE – 5 PD Points

1. Setting up an account and an email address (Outlook)
2. Writing, reading and sending an email
3. Opening an email attachment (security; choosing the right app)
4. Sending an email attachment (size; choosing the best file format)
5. Creating an email contact
6. Sharing an email contact
7. Tablet device security (signing in and out, lock screen, "Find my Device tablet", sharing personal or banking credit card details)

Assessment Task

The participant creates and sends an email as per the presenter's instructions to a specified email address.

Required existing tablet skills: ■ Entry Level – Novice



SESSION 3: MY WINDOWS TABLET DEVICE IS MINE! – 5 PD Points

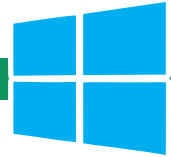
1. Personalising the tablet device
2. Organising the tablet device
3. Tablet security and letting others use your tablet device
4. A very brief introduction to social media (what it is, options, security, Facebook, LinkedIn, YouTube)

Assessment Task

The participant creates and shares an email, with specific evidences of how he/she personalised his/her tablet, with the presenter.

Required existing tablet skills: ■ Entry Level – Novice





SESSION 1: THERE'S A WINDOWS APP FOR THAT – 5 PD Points

1. What is an app?
2. App stores (with a focus on the Windows Store)
3. Downloading, installing and deleting apps
4. Apps and widgets
5. Reading on a tablet device
6. Selection of an app useful for teaching and learning

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills: ■ Entry Level – Basic



SESSION 2: FINDING IT ON THE INTERNET – 5 PD Points

1. Features and functions of a browser (including the URL, tabs, windows)
2. Effective internet searches
3. Downloading content from the internet
4. Microsoft Edge (Favourites, Reading list, History, Find on page, Make a web note)
5. Bing in the Classroom
6. Bing has Answers

Assessment Task

The participant creates and shares an email, with specific evidences of how he/she navigated online, accessed and cleared his/her browsing history, with the presenter.

Required existing tablet skills: ■ Entry Level – Basic



SESSION 3: MAKING THE WINDOWS TABLET DEVICE WORK FOR YOU – FILES – 5 PD Points

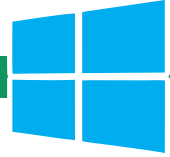
1. Choosing the right app (strengths and weaknesses of Google Docs; WPS Office; MS Office)
2. Word-based documents (creation; editing; saving)
3. Spreadsheets (creation; editing; saving)
4. Slide shows (creation; editing; saving)
5. Document creation

Assessment Task

The participant creates three different files (a word processing file, a spreadsheet file, and a presentation file) according to the instructions provided by the presenter, and then sends the files as email attachments to a specified email address.

Required existing tablet skills: ■ Entry Level – Basic





SESSION 1: MAKING THE WINDOWS TABLET DEVICE WORK FOR YOU – CALENDARS AND DATA MANAGEMENT – 5 PD Points

1. Calendar, using reminders
2. Advanced features of the People app
3. Backing up
4. Storage options (Dropbox, Google Drive, OneDrive)
5. Filing effectively (keeping personal data from school data)

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills:  Entry Level – Standard



SESSION 2: MAKING THE WINDOWS TABLET DEVICE WORK FOR YOU – eBOOKS AND eREADERS – 5 PD Points

1. eBooks types – PDF, ePub, HTML
2. eReaders on tablet devices (options, functionalities, copyright protection)
3. Definition and sources of Open Source content
4. Definition of Creative Commons content

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills:  Entry Level – Standard



SESSION 3: TAKING THE WINDOWS TABLET DEVICE TO SCHOOL – 5 PD Points

1. Learning with a tablet (learning options using a tablet – as an eReader, a research device and as an additional resource generator (for example, YouTube and Facebook))
2. Recording and record keeping by using email folders
3. Internet safety and security

Assessment Task

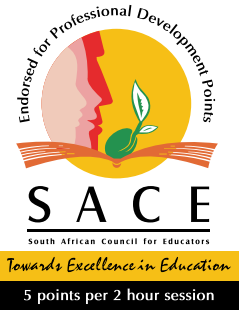
The participant writes a lesson plan incorporating at least one of the digital options that he/she learned about during the session. The participant then presents this lesson to a class that he/she teaches, and emails both the lesson plan and his/her own reflection on how the class experienced this lesson, to a specified email address.

Required existing tablet skills:  Entry Level – Standard



COURSE 6

SOCIAL MEDIA ON WINDOWS TABLET DEVICES



BEGINNER LEVEL

SESSION 1: INTRODUCING SOCIAL MEDIA – 5 PD Points

1. What is social media?
2. Different types of social media
3. Who most often uses each of the different social media and which one is for you?
4. What are the dangers associated with using social media?
5. Using social media responsibly (what not to post, how to remove posts)
6. Social media law and freedom of speech
7. Data usage

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills: Entry Level – Basic



SESSION 2: CREATING YOUR SOCIAL MEDIA ACCOUNTS – 5 PD Points

Facebook, Twitter, YouTube, Pinterest, Blogging, LinkedIn, WeChat

1. Account creation
2. Personalisation
3. Privacy settings
4. Posting, tweeting and pinning
5. Followers and your following

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills: Entry Level – Basic



SESSION 3: SOCIAL MEDIA IN THE CLASSROOM: USEFUL OR JUST FUN? – 5 PD Points

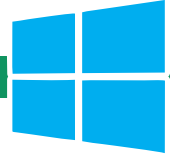
1. Brief introduction to effective teaching using digital content based on TPACK
2. Brief introduction to effective teaching using digital content based on SAMR
3. Brief introduction to effective teaching using digital content based on Bloom's Revised Taxonomy
4. Using social media as a teaching tool
5. Issues in setting up classroom accounts (privacy settings, keeping your account separate from the class account, keeping safe online)

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills: Entry Level – Standard





SESSION 1: DON'T FORGET THE OTHER SOCIAL MEDIA – 5 PD Points

1. How to use Pinterest in the classroom
2. How to use WeChat in the classroom
3. How to use LinkedIn in the classroom
4. Constructing a lesson plan using Pinterest, WeChat and LinkedIn and checking it against TPACK, SAMR and Bloom's Revised Taxonomy

Assessment Task

The participant writes a series of lessons incorporating at least three of the social media discussed into his/her teaching, presents these lessons to his/her classes and emails the lesson plans as well as his/her learnings from the experience of teaching these to a specified email address.

Required existing tablet skills:  Entry Level – Standard



SESSION 2: FACEBOOK IN THE CLASSROOM – 5 PD Points

1. How to use Facebook in a classroom
2. Constructing a lesson plan using Facebook and checking it against TPACK, SAMR and Bloom's Revised Taxonomy

Assessment Task

The participant writes a series of lessons incorporating Facebook into his/her teaching, presents these lessons to his/her classes and emails the lesson plans as well as his/her learnings from the experience of teaching these to a specified email address.

Required existing tablet skills:  Adoption Level



SESSION 3: TWITTER IN THE CLASSROOM – 5 PD Points

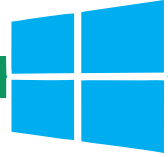
1. How to use Twitter in a classroom
2. Constructing a lesson plan using Twitter and checking it against TPACK, SAMR and Bloom's Revised Taxonomy

Assessment Task

The participant writes a series of lessons incorporating Twitter into his/her teaching, presents these lessons to his/her classes and emails the lesson plans as well as his/her learnings from the experience of teaching these to a specified email address.

Required existing tablet skills:  Adoption Level





SESSION 1: A LOOK AT YOUTUBE – 5 PD Points

1. Setup account
2. Functionality
3. How to search
4. The power of your history
5. Uploading content
6. Can I make money on YouTube?

Assessment Task

The participant records a short video, uploads the video to YouTube, shares the link on his/her various profiles, and emails the link to a specified email address.

Required existing tablet skills: ■ Adoption Level



SESSION 2: YOUTUBE IN THE CLASSROOM – 5 PD Points

1. How to use YouTube in a classroom
2. Constructing a lesson plan using YouTube and checking it against TPACK, SAMR and Bloom's Revised Taxonomy

Assessment Task

The participant writes a series of lessons incorporating YouTube into his/her teaching, presents these lessons to his/her classes and emails the lesson plans as well as his/her learnings from the experience of teaching these to a specified email address.

Required existing tablet skills: ■ Adoption Level



SESSION 3: BLOGGING IN THE CLASSROOM – 5 PD Points

1. How to use blogs in a classroom
2. Choosing a blogging platform: WordPress, Blogger.com, Kidblog, Glogster and Edublogs.
3. Constructing a lesson plan using a blog on a chosen platform and checking it against TPACK, SAMR and Bloom's Revised Taxonomy

Assessment Task

The participant writes a series of lessons incorporating blogging into his/her teaching, presents these lessons to his/her classes and emails the lesson plans as well as his/her learnings from the experience of teaching these to a specified email address.

Required existing tablet skills: ■ Adoption Level



COURSE 7

MICROSOFT FOR WINDOWS TABLET DEVICES



BEGINNER LEVEL

SESSION 1: INTRODUCING MICROSOFT OFFICE 365 EDUCATION AND ONEDRIVE – 5 PD Points

1. Introduction to Microsoft Office 365 (Word, Excel, PowerPoint, Outlook)
2. OneDrive (what it is, how to set it up, what to do with it)

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills: Entry Level – Standard



SESSION 2: MICROSOFT WORD AND MICROSOFT OUTLOOK – 5 PD Points

1. Microsoft Word online (create, edit, save, co-author, share)
2. Microsoft Office 365 Outlook (email, Calendar, People and Tasks)

Assessment Task

The participant creates and shares a Microsoft Word online document and a calendar event.

Required existing tablet skills: Entry Level – Standard



SESSION 3: MICROSOFT POWERPOINT – 5 PD Points

1. Principles of effective Microsoft PowerPoint presentations
2. Microsoft PowerPoint online (create, edit, work with animations and transitions, and collaborate on a presentation)

Assessment Task

The participant creates and shares a PowerPoint presentation.

Required existing tablet skills: Entry Level – Standard





SESSION 1: MICROSOFT ONENOTE – 5 PD Points

1. ONeNote (including Notebooks, Sections, Pages, tags and various features)
2. Overview of ONeNote Class Notebook and Staff Notebook
3. Copyright, Creative Commons and free open content as resources for teaching and learning

Assessment Task

The participant creates a notebook and page in ONeNote and shares these.

Required existing tablet skills:  Adoption Level



SESSION 2: SKYPE AND YAMMER – 5 PD Points

1. Skype (including using Skype to make calls and work collaboratively)
2. Yammer (various features useful for teaching and learning)
3. Applying TPACK, Bloom's Revised Taxonomy and SAMR

Assessment Task

The participant matches columns and answers a question.

Required existing tablet skills:  Adoption Level



SESSION 3: MICROSOFT FORMS AND ONLINE ASSESSMENT APPS – 5 PD Points

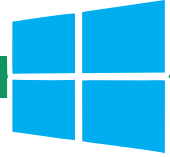
1. Microsoft Forms (including app features, creating a quiz, and analysing results)
2. Online assessment apps (Windows-compatible)

Assessment Task

The participant uses Microsoft Forms or an online assessment app of their choice to create and share a quiz related to their subject area.

Required existing tablet skills:  Adoption Level





SESSION 1: OFFICE MIX AND BLENDED LEARNING – 5 PD Points

1. Office Mix (including features and use of Mix in a classroom context)
2. Blended learning (understanding and application of the concept)

Assessment Task

The participant creates a lesson plan in which they use Office Mix to create a blended learning experience.

Required existing tablet skills: ■ Adaptation Level



SESSION 2: MICROSOFT EXCEL – 5 PD Points

1. Excel (basic features and uses, e.g. create, open, edit and save a spreadsheet)
2. Excel formulas (basic formulas for teachers)
3. Excel (advanced features, e.g. share and collaborate with Excel)

Assessment Task

The participant must create an Excel sheet as per the instructions provided in the Badge Assessment Task.

Required existing tablet skills: ■ Adaptation Level



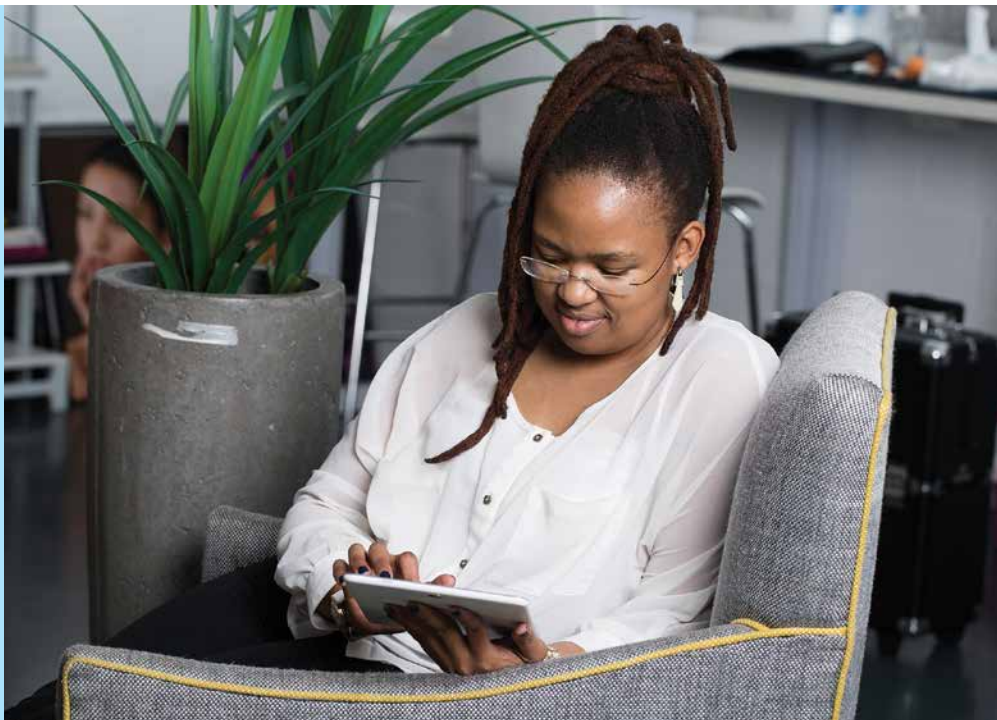
SESSION 3: OFFICE SWAY AND THE MICROSOFT EDUCATOR COMMUNITY – 5 PD Points

1. Office Sway (create, add content, work with cards, designs and displays, add content to a Sway and share a completed Sway)
2. Microsoft Educator Community (access and use of the resources)

Assessment Task

The participants must create a Sway as per the instructions provided in the Badge Assessment Task.

Required existing tablet skills: ■ Adaptation Level



COURSE 8

DIGITAL LEARNING IN SCHOOLS FOR WINDOWS USERS



BEGINNER LEVEL

SESSION 1: WHY eLEARNING? – 5 PD Points

1. Learners in the 21st Century
2. Teachers in the 21st Century
3. Schools in the 21st Century
4. Understanding the theory behind eLearning and how to put it to practice (blended learning, TPACK, SAMR, RAT)

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills: ■ Entry Level – Basic



SESSION 2: GETTING TECHNICAL – 5 PD Points

1. Devices (choosing tablet devices – specifications with a focus on storage, RAM, screen resolution, strength of screen, CPU)
2. Operating systems

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills: ■ Entry Level – Basic



SESSION 3: MANAGEMENT AND USAGE OF ICTs IN SCHOOLS – 5 PD Points

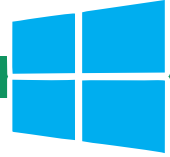
1. Definition of ICT in school environment
2. The importance of managing ICT
3. Stakeholders in ICT at school
4. Writing school ICT management policies to enhance learning
5. Drafting an ICT Implementation Plan
6. Drafting an ICT Acceptable Use Policy

Assessment Task

The participant completes and finalises the ICT Implementation Plan and the ICT Acceptable Use Policy that they drafted during the session. This is sent to the presenter for assessment.

Required existing tablet skills: ■ Entry Level – Basic





SESSION 1: CONTENT FOR WINDOWS TABLET DEVICES – 5 PD Points

1. eBooks – ePDFs, HTML5, ePub
2. Reflowable text, fixed layout
3. Developing your own ebooks
4. Choosing apps for your learners' needs

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills:  Entry Level – Standard



SESSION 2: APPS FOR TEACHERS FOR DEMONSTRATIONS AND CONTENT CREATION – 5 PD Points

1. Apps for demonstrations
2. Apps for content creation
3. Incorporation of apps in lesson plans
4. Integrated use of apps in the classroom (including TPACK, Bloom's Revised Taxonomy and SAMR)
5. eReader apps
6. Note-taking apps
7. Content creation apps

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills:  Entry Level – Standard



SESSION 3: ONLINE ASSESSMENT TOOLS – 5 PD Points

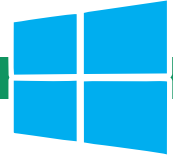
1. 21st Century learners and 21st Century assessment
2. Game-based apps for assessment
3. Web-based online assessment apps
4. Classroom management and communication apps

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills:  Adoption Level





SESSION 1: LEARNING MANAGEMENT SYSTEMS – 5 PD Points

1. Learning Management Systems (use and selection)
2. Examples of various Learning Management Systems

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills:  Adoption Level



SESSION 2: GAMES TEACH TOO – 5 PD Points

1. A brief introduction to using games in education
2. Scavenger hunts and treasure hunts
3. QR codes (create and use)
4. Geocaching apps and games
5. Designing your own game

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills:  Adaptation Level



SESSION 3: THE GAMIFICATION OF EDUCATION – 5 PD Points

1. Understanding the concept and theory of gamification
2. Gamification (theory, concept, terminology)
3. Impact of gamification on learning
4. User experience of gamification via online apps and a classroom-based role-playing game

Assessment Task

The participant answers multiple-choice questions via email or online.

Required existing tablet skills:  Adaptation Level



MINDSET CHANGE



COURSE 9

MINDSET CHANGE FOR EFFECTIVE DIGITAL EDUCATION

Digital education often fails because teachers and learners do not have the ideal mindset for making the changes needed. This course offers schools a holistic approach to implementing digital education. The school principal and all teachers are involved in Level One (one day) which focusses on personal mindset change. Levels Two and Three (two days) develop the skills of a Change Facilitation Team who will be selected from participants at the end of Level 1. This team works through managing change in individuals and developing and implementing a successful project plan for the implementation of digital education in their school.

LEVEL 1 – FACING CHANGE

SESSION 1: EDUCATION IS CHANGING – SO WHAT?	5 PD Points
SESSION 2: THE MINDSET CHANGE MODEL FOR DIGITAL EDUCATION IMPLEMENTATION	5 PD Points
SESSION 3: MAKING MYSELF ADAPT-ABLE TO CHANGE	5 PD Points

LEVEL 2 – DEVELOPING CHANGE FACILITATORS

SESSION 1: THE ROLE OF THE CHANGE FACILITATION TEAM	5 PD Points
SESSION 2: WORKING WITH THE STAKEHOLDERS – DEALING WITH CHANGE	5 PD Points
SESSION 3: WORKING WITH THE STAKEHOLDERS – SKILLS ASSESSMENT AND PLANNING	5 PD Points

LEVEL 3 – MAKING CHANGE HAPPEN

SESSION 1: DEVELOPING THE IMPLEMENTATION PLAN	5 PD Points
SESSION 2: IMPLEMENTING THE IMPLEMENTATION PLAN	5 PD Points
SESSION 3: MAKING CHANGE STICK	5 PD Points

PRESENTATION NOTES

1. This course is offered at a school for the staff at that school.
2. All members of staff attend the sessions in Level 1.
3. Only the staff who are identified as the Change Facilitation Team go on to complete Levels 2 and 3.

*It's OK if you feel
overwhelmed at first.*

*You can change your
mind though.*



COURSE 9

MINDSET CHANGE FOR EFFECTIVE DIGITAL EDUCATION



LEVEL 1 – FACING CHANGE

SESSION 1: EDUCATION IS CHANGING – SO WHAT? – 5 PD Points

1. Digital education defined
2. Benefits and challenges of digital education
3. Change surrounds us
4. How we respond to change and why
5. What happens when we introduce digital education into schools?
6. A framework for dealing effectively with the change caused by digital education

Assessment Task

The participant answers multiple choice questions online.

Required existing tablet skills: ■ Entry Level – Novice



SESSION 2: THE MINDSET CHANGE MODEL FOR DIGITAL EDUCATION IMPLEMENTATION – 5 PD Points

1. Brief overview of theories of change and how they do and do not fit with education in SA
2. The Mindset Change Model overview
3. Steps to implementing the Mindset Change Model
4. Selecting the right Change Facilitator and Change Facilitation team

Assessment Task

The participant answers multiple choice questions online.

Required existing tablet skills: ■ Entry Level – Novice



SESSION 3: MAKING MYSELF ADAPT-ABLE TO CHANGE – 5 PD Points

1. A Personal Change Model
2. Our brains and change
3. Becoming adapt-able to change
4. Taking adaptability with us

Assessment Task

The participant writes about a time of change in his or her life and then answers a series of reflective questions. The written piece is not submitted.

Required existing tablet skills: ■ Entry Level – Novice





SESSION 1: THE ROLE OF THE CHANGE FACILITATION TEAM – 5 PD POINTS

1. Roles of an effective Change Facilitator
2. Qualities of an effective Change Facilitator
3. Knowledge & Skills of an effective Change Facilitator

Assessment Task

The participant answers a series of short and long answer questions online.

Required existing tablet skills:  Adaptation Level



SESSION 2: WORKING WITH THE STAKEHOLDERS – DEALING WITH CHANGE – 5 PD Points

1. Understanding how change effects people
2. A deeper look at the Personal Change Model
3. Preparing to work with the needs of the different stakeholders

Assessment Task

The participant answers a series of short and long answer questions online.

Required existing tablet skills:  Adaptation Level



SESSION 3: WORKING WITH THE STAKEHOLDERS – SKILLS ASSESSMENT AND PLANNING – 5 PD Points

1. Identifying the skills needs of different stakeholders
2. Assessing Pedagogical knowledge and skills – Teachers
3. Assessing ICT skills (levels of concern and levels of use) – Teachers and learners
4. Assessing Digital Fluency – Teachers and learners

Assessment Task

The participant answers a series of short and long answer questions online.

Required existing tablet skills:  Adaptation Level





SESSION 1: DEVELOPING THE IMPLEMENTATION PLAN – 5 PD Points

1. Introduction to Project Management
2. Project life cycle
3. Project Scope Management
4. Project Time Management
5. Components of an effective implementation plan
6. Developing your own implementation plan

Assessment Task

The participant answers a series of short and long answer questions online and develops a draft implementation plan for evaluation.

Required existing tablet skills:  Adaptation Level



SESSION 2: IMPLEMENTING THE IMPLEMENTATION PLAN – 5 PD Points

1. Project Cost Management
2. Project Quality Management
3. Project Risk Management
4. Project Procurement Management
5. Steps to implementing your plan

Assessment Task

The participant answers a series of short and long answer questions online and further develops their draft implementation plan for evaluation.

Required existing tablet skills:  Adaptation Level



SESSION 3: MAKING CHANGE STICK – 5 PD Points

1. Why do digital education projects fail?
2. Monitoring implementation
3. Evaluation of the implementation
4. How to make the change sustainable

Assessment Task

The participant submits their final implementation plan for evaluation.

Required existing tablet skills:  Adaptation Level



VIA AFRIKA DIGITAL EDUCATION ACADEMY MICROLEARNING

HAVE YOU EVER ...

- needed a quick 'How to' to instantly solve a digital education problem?
- wanted to learn how to do something specific with the software you're using?
- thought, 'Surely there's an app for this?' but when you searched, found too many and didn't know which one to choose?

If you have, then the Via Afrika Digital Education Academy's **Microlearning** sessions are exactly what you need!

But wait ... what exactly is microlearning? Let's find out more!

WHAT IS MICROLEARNING?

Microlearning is focused on the user. It gives the user content in short, 'bite-sized' learning sessions.

Each of these 'bites' or microlearning sessions, meets one specific outcome – maybe to learn how to use a simple app, or to show you how to do one thing well with the software you're already using, or to learn more about an education-related concept.

These microlearning sessions are short, easy to follow and available online as either small videos of step-by-step presentations, or as screencasts (which is a video of what you would see happening on the computer screen if someone went through the steps with you).

Microlearning is sometimes called 'Just-in-Time Learning' because it gives you exactly what you need, exactly when you need it.

WHY DOES VIA AFRIKA PROVIDE THIS OPTION?

For what purpose did Via Afrika decide to add the Microlearning sessions to the Via Afrika Digital Education Academy? We wanted to support you, our teachers, by providing the latest information about current trends in digital education, introducing you to new or useful apps, sharing tips and tricks that will save you time and making your life as easy as we can while you use technology in your classes ... frankly, we just wanted to find a way to tell you about the cool stuff we find.

However, we respect the time constraints that our teachers experience and have therefore packaged this content into easily accessible 'bite-sized' chunks – making it possible for you to update your knowledge or skills, while saving you the time you would have spent finding this out online yourself.

The Microlearning sessions are short and cheap.

- An 8 to 10 minute session will cost you R18,00 (VAT inclusive) each.
- A 15 to 20 minute session will cost R35,00 (VAT inclusive) each.

Just about the price of a good cappuccino!

WHAT ARE THE TYPES OF VIA AFRIKA DIGITAL EDUCATION ACADEMY MICROLEARNING SESSIONS?

There are three types of Microlearning sessions: **Useful Apps**, **Tips and Tricks** and **More About**. Let's learn more about each type of session and look at some examples.








USEFUL APPS

These days there are apps for just about everything you need to do – and usually you have a choice of many apps offering to do the same thing. The secret is knowing that an app is out there, and once you start finding different apps offering the same solution, to make the right choice.

This is where our sessions will come in handy. We've already done the work for you – and we'd like to share our discoveries with you. Our focus will be on apps that you and your learners can use in class, or apps that will help you organise your administration or classroom management.

Where possible, we prefer to show you online apps that you can access through your browser, because you can use these on a PC, laptop or mobile device. When one of our Microlearning sessions deal with a downloadable app or a mobile app (e.g. for your tablet or smartphone), we'll let you know in the app description.

SOME EXAMPLES OF 'APPS' SESSIONS







App name	App description	Why would I use it?
TodaysMeet 	Online chatroom	A private online chatroom that you can set up instantly for a specific class or group. The chatroom can be saved for later use, you can get a printable transcript of the entire chat, and you can moderate the chat as it happens.
AnswerGarden 	Live 'word cloud'	A simple tool that provides a visual representation of the most used word or phrase in a quiz. As a specific word is repeated, it increases in font size. Quick and easy to use.
Voki 	Customisable, animated character ('avatar')	Learners can create their own online talking character. Useful for digital book reports. Learners can choose a pre-created character, or customise one using their own images as backgrounds and recordings of their own voices. Great for shy learners!
Bit.do 	URL shortener	Three simple steps to create your own QR code or to shorten that long web address into your own, customised web address. We'll also show you a great QR code reader app.
Jing 	Screencasting app	Take a picture or a short video of anything on your computer screen. Mark up the picture before saving it by using different coloured arrows, blocks, and textboxes. Super-easy to use.
Plickers 	Assessment tool	This is ideal for classes with limited devices. Learners get printed cards which are simple QR codes and can be turned in one of four ways to answer multiple choice questions. The teacher uses the class computer and projector, as well as a smartphone or tablet to scan the codes as learners hold cards in the air. Responses are immediately shown on-screen. Great for quick assessments or surveys.
CmapTools 	Concept mapping software	Downloadable computer software that can be used to create conceptual maps. Great for brainstorming sessions or for learners to plan the various components of an essay or a project.

TIPS AND TRICKS

Whereas the **Useful Apps** type of session deals with small apps that do one thing only, in the **Tips and Tricks** type of session, we'll focus on specific tasks and features that you commonly need in larger software applications such as Microsoft Office and Google Apps.

We'll go into detail in terms of doing one specific task using this software, or highlighting one useful feature. We don't teach you how the software package works – we're answering one question per session on software you already use, such as: 'How do I make graphs from my tables?'

SOME EXAMPLES OF 'TIPS AND TRICKS' SESSIONS

Showcasing:	Why would I use it?
<p>Google Forms and Flubaroo</p>  	<p>Set up the Flubaroo online app to mark your Google Forms quizzes automatically. Provide instant feedback to learners with email addresses.</p>
<p>Microsoft Excel drop-down lists</p> 	<p>Learn how to create drop-down lists in a Microsoft Excel sheet. Saves time when you have to choose from the same options repeatedly.</p>
<p>Microsoft Excel data filter</p> 	<p>Learn how to activate and use the Excel data filter. You won't have to manually count how many times an item appears on a spreadsheet again.</p>
<p>Microsoft Excel graphs</p> 	<p>Show information in your Excel tables as easy-to-understand graphs. Understand how to choose between different types of graphs.</p>
<p>Buying eBooks on Amazon</p> 	<p>Sign up with Amazon and set up your account so that you can buy eBooks online. If you set this up, you can download free eBooks with invaluable information about your subject area, or teaching in general.</p>

MORE ABOUT

The **More About** sessions are focused on general pedagogical, digital, or teaching and learning concepts. Some of our future sessions will also include **More About** the general or 'soft' skills, such as managing larger classes effectively.

These sessions will help you understand more about the content of a specific concept, and will also help you apply this knowledge in your classroom. Many of these sessions will give you an overview of a concept that you often hear in educational circles, but that you don't really understand, or you're not sure how to apply in your day-to-day teaching and learning.

SOME EXAMPLES OF 'MORE ABOUT' SESSIONS

A simple overview of ...	Why would I use it?
Bloom's Revised Taxonomy	Understanding Bloom's Revised Taxonomy will give you a clear understanding of the various levels of human cognition. Apply these levels to class activities and assessments to ensure integration of various levels, or focus on a specific level.
The SAMR model	Understanding SAMR (Substitution, Augmentation, Modification, Redefinition) will help you integrate technology with your daily teaching and learning. Gives you a better understanding of the true meaning of eLearning.
The TPACK framework	Understand the set of knowledges that teachers need to be great 21 st Century teachers. TPACK (Technological, Pedagogical, and Content Knowledge) brings together all these key elements.
The RAT model	RAT (Replacement, Amplification, Transformation) provides you with a simple evaluative framework for assessing and mapping your path towards true eLearning.
The Via Afrika ICT checklist	Use the downloadable Via Afrika ICT Checklist (with detailed hardware, software, and technical specifications) to make informed decisions about present or potential eLearning at your school. Look at various self-funded options available, for big or small budgets. Even includes offline digital options available to schools.
ePortfolios	Understand what an ePortfolio is: the types of ePortfolios, components of a typical ePortfolio and the value of ePortfolios. Also included is a list of programs that could be used in the creation of ePortfolios.

We are looking forward to sharing these Microlearning sessions with you. They'll gradually be added to our online platform, so be sure to bookmark the Via Afrika Digital Education Academy and check in regularly.

Alternatively, you can join our email list which you'll find on our Via Afrika Digital Education Academy platform and we will send you an email with more information about our Via Afrika Digital Education Academy sessions and new Microlearning sessions when needed.

Visit <http://vadta.viaafrika.com/academy-log-in/> to register.

HOW MUCH DOES A TWO-HOUR TRAINING SESSION COST?

Delivery Mode

Price **

 Face-to-Face (Courses 1 to 8) (minimum of 20 participants at a venue)	R570.00
 Online training sessions with videos, online activities and assessments (Courses 1 to 8)	R125.00
 Face-to-Face (Course 9) For Schools 1. Schools with up to 25 staff members 2. Per teacher over and above 25	R34 200.00 R1 140.00

** All prices are 15 % VAT-inclusive. **Note:** Prices given are our special offer for teachers only. No venue fee or refreshments are included in these prices. The Course 9 rate excludes the Facilitator's travel and accommodations costs.

SACE Provider Number: PR12890

HOW DO I REGISTER?

Visit our website, www.viaafrika.com/academy to find out more and to register.

HOW DO I PAY?

You will be able to pay with a credit card on our secure payment gateway on our website.

WHAT DO I NEED?

For the face-to-face training, you will need to travel to the venue at your own cost. At the venue, you will need to bring a fully-charged tablet device with you. Participants should also bring their tablet's charger with an extension cord.

For the online training sessions with videos, online activities and assessments, you will need access to an internet connection as well as a tablet device. You will also need a computer to view the training on while you work with your tablet. You can view the training on any internet-connected computer, anywhere.

See page 5 for Required Existing Tablet Skills required in order to do each of the 81 two-hour training sessions.

WHAT CERTIFICATION WILL I GET?

All training sessions are endorsed by the South African Council for Educators (SACE), with five Professional Development (PD) points per two-hour session. You will receive a certificate issued by Via Afrika, as well as a digital badge for inclusion in your online profiles to show others just how you are developing your digital knowledge and skills.



I HAVE MORE QUESTIONS, WHO CAN I ASK?

Please email us on VATraining@viaafrika.com or phone Maria at 021 406 3005 or 082 339 2687.
www.viaafrika.com

ACCREDITED PRESENTERS

Via Afrika has trained and approved only the best presenters to offer these courses. All accredited presenters are issued with a Via Afrika issued identification card, indicating which sessions they were accredited to offer. Please ask to view their identification cards.



FRONT



BACK

“Education is the most powerful weapon we can use to change the world.”

– NELSON MANDELA

TESTIMONIALS

I am from Sohlazane Primary School in Mpumalanga where we have a Digital Education Centre. I was chosen to be in Via Afrika’s “I Support Education” crowdfunding initiative, that raises funds for selected teachers to do some of Via Afrika’s online training sessions. It was the first time I had ever studied online using a tablet! I was so scared, but eventually, when I went through the notes for Session One, I started to enjoy it. Then I went on to the questions and I answered what I had just read about. In 5 to 10 minutes time my results were sent back to me through email. I have now experienced more about technology – especially with regards to smartphones, tablets and iPads – which are used by most people nowadays.

I want to thank Via Afrika for uplifting my knowledge in the study of technology.

– **Thokozile Margareth Zwane**

“I found the online training to be very well designed in terms of the quality of the content and delivery. It was an amazing learning experience. I now prefer taking other courses online rather than face-to-face like I did before. I just applied to take Master’s degree through an online programme because of the wonderful experience I had.”

– **Bonolo Sedupane**

“The online training was highly practical and relevant, enhances learning and retention with expert support and one can track progress.”

– **Sanele Ian Thusi**





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