



**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**

ETDP Seta accreditation number: **ETDP011235**

APPEDT membership number: **MN2020/019**



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

In partnership with the Department of Basic Education.

PREPARING  
**YOU** FOR THE  
FOURTH INDUSTRIAL  
REVOLUTION!



Via Afrika

*Our Teachers. Our Future.*

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## WHAT PEOPLE SAY

“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

The Via Afrika Digital Education Academy (VADEA) was created with the mission of providing teachers with the knowledge, skills and values needed to prepare our learners to take their rightful place in the future as competent and confident citizens.

## HOW IT WORKS

VADEA is a set of training sessions that offer teachers the chance to take on the challenge of elearning and the 4IR confidently. This is achieved through a series of online and face-to-face training sessions that take the teacher from the start of the journey to confident and competent teachers in a changed classroom.

“Using technology as a teaching and learning tool in the classroom [brings about fear, anxiety and concern] to an even greater extent [than change] since it involves both changes classroom procedures and the use of often unfamiliar technologies.”

– BITNER AND BITNER (2002)

To address this issue, the Via Afrika Digital Education Academy offers the revolutionary **Mindset Change for effective Digital Education Course**. This three-day training identifies and creates the ideal mindset for a teacher who is working in the digital age. Find out more on page 10.

“Our learners are our future workers and we have to ensure they are well-equipped and prepared for the 4IR.”

– Mrs Angie Motshekga MP, Minister of Basic Education

(<https://www.itweb.co.za/content/G98YdqLxNeZqX2PD>)

We are well and truly in the **Fourth Industrial Revolution (4IR)** but what does that mean for teachers? Find out more on page 12.

VADEA has identified the key knowledge and skills teachers need to work effectively to prepare their learners for a successful life in the unpredictable future. Find out more on page 40.

Teachers now require different skills and knowledge to what they did even five years ago. VADEA has developed the training needed for a teacher to be able to take their place in a classroom in the 4IR with a full understanding of the technology and pedagogies needed to make learning and teaching a success in a **set of 8 courses using Windows and Android operating systems. In addition we offer a Teaching Online course.**

Read more about these courses from page 14.

“Teachers must move from being able to demonstrate technology skills to being able to integrate technology competently into the teaching and learning process with the appropriate pedagogical expertise. But teachers who are competent also need to be confident in their competence in order to perform well.”

– Christina Watson, CEO Via Afrika

## RECOMMENDED TRAINING JOURNEY



## COMPETENT AND CONFIDENT TEACHER





VADEA operates in partnership with the Department of Basic Education (DBE) and was developed from the work Via Afrika has been doing in rural schools in dedicated technology centres.

All of the training sessions in the courses have been approved by the South African Council for Educators (SACE) for 5 Continuous Professional Development Points (PD Points). Read more on page 44.

Certain of our courses are accredited by the ETDP Seta (where noted). Read more on page 45.

## THERE ARE THREE **DELIVERY MODES**:

### 1. **ASYNCHRONOUS TRAINING ON VADEA PLATFORM (online and no interaction with the trainer)**

There are videos, online activities and assessments on our VADEA website.

**Available for our 4IR, Android and Windows Courses as well as our Teaching Online course.**

#### **Features of our online learning**

- Available across devices (PC, laptop, tablet, mobile phone) for easy access when convenient.
- Offered in bite-size chunks of around 30 minutes allowing teachers to fit training into their schedule whenever time allows.
- Life-time access to allow you to revisit the sessions anytime to reinforce learning.

### 2. **SYNCHRONOUS TRAINING ONLINE (online and with interaction with the trainer in real time)**

This is live training with a trainer who will take you through the course and do the activities with you.

This is just like face-to-face training but takes place online. There is a data cost involved with this training.

These training sessions are not recorded. You will however have access to the asynchronous training version on our VADEA platform where it is available.

### 3. **FACE-TO-FACE TRAINING**

As per viable demand, please contact us for a quotation and software and data requirements.



Simply go to our website.  
[www.viaafrika.com/academy](http://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.  
Click on “Register” and  
follow the prompts to complete  
your registration.



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

# ABOUT ONLINE LEARNING

## 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 INVESTMENT

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





# VADEA AT A GLANCE



## MINDSET CHANGE FOR EFFECTIVE DIGITAL EDUCATION

- Session 1: Education is changing - so what?
- Session 2: The mindset change model for digital education implementation
- Session 3: Making myself adapt-able to change
- Session 4: The role of the change facilitation team
- Session 5: Working with the stakeholders
  - dealing with change
- Session 6: Working with the stakeholders
  - skills assessment and planning
- Session 7: Developing the implementation plan
- Session 8: Implementing the implementation plan
- Session 9: Making change stick



## TEACHING FOR THE FOURTH INDUSTRIAL REVOLUTION

- Session 1: Getting to the Fourth Industrial Revolution
- Session 2: Augmented Reality (AR)
- Session 3: Virtual Reality (VR)
- Session 4: Big Data
- Session 5: Artificial Intelligence (AI)
- Session 6: Coding
- Session 7: Robotics
- Session 8: Genready for the 4IR
- Session 9: Other 4IR Technologies and Applications



## ANDROID COURSES

### KNOW AND USE YOUR ANDROID TABLET DEVICE

- Session 1: All about Android tablet devices
- Session 2: Making contact with the world
- Session 3: My Android tablet device is mine!
- Session 4: There's an Android app for that
- Session 5: Finding it on the internet
- Session 6: Making the Android tablet device work for you - files
- Session 7: Making the Android tablet device work for you – calendars and data management
- Session 8: Making the Android tablet device work for you – eBooks and eReaders
- Session 9: Taking the Android tablet to school

### SOCIAL MEDIA ON ANDROID TABLET DEVICES

- Session 1: Introducing social media
- Session 2: Creating your social media accounts
- Session 3: Social media in the classroom
  - Useful or just fun?
- Session 4: Don't forget the other social media
- Session 5: Facebook in the classroom
- Session 6: Twitter in the classroom
- Session 7: A look at YouTube
- Session 8: YouTube in the classroom
- Session 9: Blogging in the classroom

### GOOGLE AND GOOGLE APPS ON ANDROID TABLET DEVICES

- Session 1: The Google Apps package and Google Drive
- Session 2: Google Docs
- Session 3: Google Calendar and Google Slides
- Session 4: Google Hangouts
- Session 5: Creating my own teaching and learning content
- Session 6: Google Apps that will open a new world to your learners
- Session 7: Streamline your class with Google Forms
- Session 8: Google Sheets
- Session 9: New course coming!

### DIGITAL LEARNING IN SCHOOLS FOR ANDROID USERS

- Session 1: Why eLearning?
- Session 2: Getting technical
- Session 3: Management and usage of ICTs in schools
- Session 4: Content for tablet devices
- Session 5: Apps for teachers for demonstrations and content creation
- Session 6: Online assessment tools
- Session 7: Learning management systems
- Session 8: Games teach too
- Session 9: The gamification of education







## WINDOWS COURSES

### KNOW AND USE YOUR WINDOWS TABLET DEVICE

- Session 1: All about Windows tablet devices
- Session 2: Making contact with the world with my Windows tablet device
- Session 3: My Windows tablet device is mine!
- Session 4: There's a Windows app for that
- Session 5: Finding it on the internet
- Session 6: Making the Windows tablet device work for you - files
- Session 7: Making the Windows tablet device work for you – calendars and data management
- Session 8: Making the Windows tablet device work for you – eBooks and eReaders
- Session 9: Taking the Windows tablet device to school

### SOCIAL MEDIA ON WINDOWS TABLET DEVICES

- Session 1: Introducing social media
- Session 2: Creating your social media accounts
- Session 3: Social media in the classroom – Useful or just fun?
- Session 4: Don't forget the other social media
- Session 5: Facebook in the classroom
- Session 6: Twitter in the classroom
- Session 7: A look at YouTube
- Session 8: YouTube in the classroom
- Session 9: Blogging in the classroom

### MICROSOFT FOR WINDOWS TABLET DEVICES

- Session 1: Introducing Microsoft Office 365 education and OneDrive
- Session 2: Microsoft Word and Microsoft Outlook
- Session 3: Microsoft Powerpoint
- Session 4: Microsoft OneNote
- Session 5: Skype and Yammer
- Session 6: Microsoft Forms and online assessment apps
- Session 7: Office mix and blended learning
- Session 8: Microsoft Excel
- Session 9: Office sway and the Microsoft educator community

### DIGITAL LEARNING IN SCHOOLS FOR WINDOWS USERS

- Session 1: Why eLearning?
- Session 2: Getting technical
- Session 3: Management and usage of ICTs in schools
- Session 4: Content for Windows tablet devices
- Session 5: Apps for teachers for demonstrations and content creation
- Session 6: Online assessment tools
- Session 7: Learning management systems
- Session 8: Games teach too
- Session 9: The gamification of education



## TEACHING ONLINE

### FOUNDATIONS OF ONLINE TEACHING

These sessions introduce the key concepts of learning and teaching online and explores the pedagogy and best practices of effective online teaching.

### TEACHING SYNCHRONOUSLY

These sessions introduce what you need to know and do to prepare for and teach online learning that happens in real time with real time interaction with learners using a variety of channels.

### TEACHING ASYNCHRONOUSLY

These sessions introduce what you need to know and do to prepare for and teach through online channels without real time interaction with your learners as you will not all be online at the same time.



# MINDSET CHANGE

## 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. In addition to this method, it is possible for a school to break the *Mindset Change for Digital Education* into two separate parts: Level One and then at a later stage Levels Two and Three. It is possible to complete only Level One. Levels Two and Three can only be completed if Level One has been completed.

### DAY 1:

#### 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

**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

**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

**Required existing tablet skills:** ■ Entry Level – Novice



### DAY 2:

#### SESSION 4: 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

**Required existing tablet skills:** ■ Adaptation Level



## SESSION 5: WORKING WITH THE STAKEHOLDERS – DEALING WITH CHANGE – 5PD 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

Required existing tablet skills:  Adaptation Level



## SESSION 6: 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

Required existing tablet skills:  Adaptation Level



## DAY 3:

### SESSION 7: 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

Required existing tablet skills:  Adaptation Level



### SESSION 8: 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

Required existing tablet skills:  Adaptation Level



### SESSION 9: 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

Required existing tablet skills:  Adaptation Level



## WHAT PEOPLE SAY

“Thank you for the opportunity to learn so much about ourselves and others. It really makes a difference in how we approach and handle others.”

– Course Participant



# 4IR FOURTH INDUSTRIAL REVOLUTION

## ARE YOU PREPARING YOUR LEARNERS TO LIVE SUCCESSFULLY IN THE FOURTH INDUSTRIAL REVOLUTION (4IR)?

A lot is being said about the **Fourth Industrial Revolution (4IR)** and the need to be ready for it. While there are lots of frightening statistics and scary stories, there is not a great deal of understanding of what the Fourth Industrial Revolution is exactly, and what we need to do to be active participants in it. Education is meant to be the way to facilitate a positive future for our youth; but, what does that mean for you the Educator? Via Afrika's online course, *Teaching for the Fourth Industrial Revolution*, has been written specifically for educators to help you prepare yourself, and your learners, for successful and effective lives as we continue deeper into the Fourth Industrial Revolution.

## TEACHING FOR THE FOURTH INDUSTRIAL REVOLUTION (4IR)

### SESSION 1: GETTING TO THE FOURTH INDUSTRIAL REVOLUTION (4IR) – 5 PD Points

1. Understand how the first three Industrial Revolutions laid a foundation for the latest innovations and emerging technologies
2. Be able to explain the difference between the Third and the Fourth Industrial Revolution
3. Have a basic understanding of a selection of Fourth Industrial Revolution (4IR) terminologies and technologies (big data, coding, the internet of things, augmented reality, virtual reality, and artificial intelligence, and robotics) within an educational context

**Required existing tablet skills:** ■ Entry Level – Basic



### SESSION 2: AUGMENTED REALITY (AR) – 5 PD POINTS

1. Be able to define AR and identify AR-related concepts and implementations
2. Have a clear understanding of the current and potential future use of AR within an educational context as well as in the world at large
3. Understand that specific skills will be involved in using AR, but that these skills are not necessarily technology-specific
4. Be able to assist learners and their parents in understanding the value of AR-related skills in terms of current and future work and life opportunities
5. Have experienced AR and/or AR-related activities within an educational context

**Required existing tablet skills:** ■ Entry Level – Basic



### SESSION 3: VIRTUAL REALITY (VR) – 5 PD POINTS

1. Be able to define VR and identify VR-related concepts and implementations
2. Have a clear understanding of the current and potential future use of VR within an educational context as well as in the world at large
3. Understand that specific skills will be involved in using VR, but that these skills are not necessarily technology-specific
4. Be able to assist learners and their parents in understanding the value of VR-related skills in terms of current and future work and life opportunities
5. Have experienced VR and/or VR-related activities within an educational context

**Required existing tablet skills:** ■ Entry Level – Basic



### SESSION 4: BIG DATA – 5 PD Points

1. Be able to define big data and identify big data-related concepts and implementations
2. Have a clear understanding of the current and potential future use of big data within an educational context as well as in the world at large
3. Understand that specific skills will be involved in using big data, but that these skills are not necessarily technology-specific
4. Be able to assist learners and their parents in understanding the value of big data-related skills in terms of current and future work and life opportunities
5. Have experienced big data-related activities within an educational context

**Required existing tablet skills:** ■ Entry Level – Basic



## ■ SESSION 5: ARTIFICIAL INTELLIGENCE (AI) – 5 PD POINTS

1. Be able to define AI and identify AI-related concepts and implementations
2. Have a clear understanding of the current and potential future use of AI within an educational context as well as in the world at large
3. Understand that specific skills will be involved in working with AI, but that these skills are not necessarily technology-specific
4. Be able to assist learners and their parents in understanding the value of AI-related skills in terms of current and future work and life opportunities
5. Have experienced AI-related activities within an educational context

**Required existing tablet skills:** ■ Entry Level – Basic



## ■ SESSION 6: CODING – 5 PD POINTS

1. Be able to define coding and identify coding-related concepts and implementations
2. Have a clear understanding of the current and potential future use of coding within an educational context as well as in the world at large
3. Understand that specific skills will be involved in coding, but that these skills are not necessarily technology-specific
4. Be able to assist learners and their parents in understanding the value of coding-related skills in terms of current and future work and life opportunities
5. Have experienced coding and/or coding-related activities within an educational context

**Required existing tablet skills:** ■ Entry Level – Basic



## ■ SESSION 7: ROBOTICS – 5 PD POINTS

1. Be able to define robotics and identify robotics-related concepts and implementations
2. Have a clear understanding of the current and potential future use of robotics within an educational context as well as in the world at large
3. Understand that specific skills will be involved in robotics, but that these skills are not necessarily technology-specific
4. Be able to assist learners and their parents in understanding the value of robotics-related skills in terms of current and future work and life opportunities
5. Have experienced robotics-related activities within an educational context

**Required existing tablet skills:** ■ Entry Level – Basic



## ■ SESSION 8: GENREADY FOR THE 4IR – 5 PD POINTS

1. Have a clear understanding of what it means to be GenReady for the 4IR
2. Be able to define and identify the general trends and skills related to the 4IR and how this can be applied within an educational context
3. Be able to appreciate and evaluate 4IR-related teaching and learning strategies, and personal and professional development concepts needed to bring 4IR into the classroom

**Required existing tablet skills:** ■ Entry Level – Basic



## ■ SESSION 9: OTHER 4IR TECHNOLOGIES AND APPLICATIONS – 5 PD POINTS

1. Be able to define and identify concepts and implementations related to chosen other 4IR technologies
2. Have a clear understanding of the current and potential future use of these 4IR technologies within an educational context as well as in the world at large
3. Understand that specific skills will be involved in using these 4IR technologies, but that these skills are not necessarily technology-specific
4. Be able to assist learners and their parents in understanding the value of skills related to these 4IR technologies in terms of current and future work and life opportunities
5. Have experienced selected activities related to these 4IR technologies and applications within an educational context

**Required existing tablet skills:** ■ Entry Level – Basic







# ANDROID COURSES

## KNOW AND USE YOUR ANDROID TABLET DEVICE

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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
Session 4: There's an Android app for that	5 PD Points
Session 5: Finding it on the internet	5 PD Points
Session 6: Making the Android tablet device work for you – file	5 PD Points
Session 7: Making the Android tablet device work for you – calendars and data management	5 PD Points
Session 8: Making the android tablet device work for you – eBooks and eReaders	5 PD Points
Session 9: Taking the Android tablet to school	5 PD Points

## SOCIAL MEDIA ON ANDROID TABLET DEVICES

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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
SESSION 4: Don't forget the other social media	5 PD Points
SESSION 5: Facebook in the classroom	5 PD Points
SESSION 6: Twitter in the classroom	5 PD Points
SESSION 7: A look at YouTube	5 PD Points
SESSION 8: YouTube in the classroom	5 PD Points
SESSION 9: Blogging in the classroom	5 PD Points

## GOOGLE AND GOOGLE APPS ON ANDROID TABLET DEVICES

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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
Session 4: Google Hangouts	5 PD Points
Session 5: Creating my own teaching and learning content	5 PD Points
Session 6: Google Apps that will open a new world to your learners	5 PD Points
Session 7: Streamline your class with Google Forms	5 PD Points
Session 8: Google Sheets	5 PD Points
Session 9: New session coming!	5 PD Points

## DIGITAL LEARNING IN SCHOOLS FOR ANDROID USERS

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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
Session 4: Content for tablet devices	5 PD Points
Session 5: Apps for teachers for demonstrations and content creation	5 PD Points
Session 6: Online assessment tools	5 PD Points
Session 7: Learning Management Systems	5 PD Points
Session 8: Games teach too	5 PD Points
Session 9: The gamification of education	5 PD Points

**To ensure you have the Required Skills to enrol for a particular session see page 40**





# ANDROID

## KNOW AND USE YOUR ANDROID TABLET DEVICE

When schools implement digital teaching and learning, tablet devices are often selected as the device of choice because of their ease of use and their mobility. However, teachers are often more familiar with laptops or desktop computers. The various sessions of this course introduce the teacher to the tablet device and its features, as well as apps useful to a teaching and learning environment. For this course, tablet devices using an Android operating system are explored.

### 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)

**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)

**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)

**Required existing tablet skills:** ■ Entry Level – Novice



### SESSION 4: 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?)

**Required existing tablet skills:** ■ Entry Level – Basic



## ■ SESSION 5: 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 +)

**Required existing tablet skills:** ■ Entry Level – Basic



## ■ SESSION 6: 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)

**Required existing tablet skills:** ■ Entry Level – Basic



## ■ SESSION 7: 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)

**Required existing tablet skills:** ■ Entry Level – Standard



## ■ SESSION 8: 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

**Required existing tablet skills:** ■ Entry Level – Standard



## ■ SESSION 9: 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

**Required existing tablet skills:** ■ Entry Level – Standard



## WHAT PEOPLE SAY

“Nothing difficult at all because everything was in the notes and all I had to do was to read them.”

– Course Participant





# ANDROID

## SOCIAL MEDIA ON ANDROID TABLET DEVICES

Communication and collaboration are important skills for the modern learner and teacher alike. Social media such as Facebook, Twitter, YouTube and others, are familiar and user-friendly platforms that can easily be set up as effective teaching and learning environments. Teachers are briefly introduced to the various social media platforms but the focus of each session is how the specific social media app can be used in a classroom by teachers and learners using Android tablet devices.

### 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

**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

**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)

**Required existing tablet skills:** ■ Entry Level – Standard



### SESSION 4: 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

**Required existing tablet skills:** ■ Entry Level – Standard





## SESSION 5: 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

**Required existing tablet skills:** ■ Adoption Level



## SESSION 6: 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

**Required existing tablet skills:** ■ Adoption Level



## SESSION 7: 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?

**Required existing tablet skills:** ■ Adoption Level



## SESSION 8: 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

**Required existing tablet skills:** ■ Adoption Level



## SESSION 9: 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

**Required existing tablet skills:** ■ Adoption Level



## WHAT PEOPLE SAY

"It was interesting and helped you to think out of the box regarding technology and being learner centred."

– Course Participant





# ANDROID

## GOOGLE AND GOOGLE APPS ON ANDROID TABLET DEVICES

A critical skill during the Fourth Industrial Revolution, and beyond, is the ability to work and collaborate seamlessly in an online environment. Google has created a powerful set of apps that can be used across devices, both offline and online, for easy and effective real-time collaboration by a number of users on a shared file. During this course, teachers are introduced to the various Google Apps. Strategies for using Google Apps in a teaching and learning context using Android tablet devices are considered.

### 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)

**Required existing tablet skills:**  Entry Level – Basic



### SESSION 2: GOOGLE DOCS – 5 PD POINTS

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

**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)

**Required existing tablet skills:**  Entry Level – Standard



### SESSION 4: 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

**Required existing tablet skills:**  Entry Level – Standard



## WHAT PEOPLE SAY

“I like that the learning material was set out very neatly and easy to become.”

– Course Participant

## SESSION 5: 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

**Required existing tablet skills:** ■ Adoption Level



## SESSION 6: 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

**Required existing tablet skills:** ■ Adoption Level



## SESSION 7: 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

**Required existing tablet skills:** ■ Adoption Level



## SESSION 8: 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

**Required existing tablet skills:** ■ Adoption Level



## SESSION 9: NEW SESSION COMING!



### WHAT PEOPLE SAY

“I loved the apps and their tutorials.”

– Course Participant





## DIGITAL LEARNING IN SCHOOLS FOR ANDROID USERS

Understanding and implementing effective digital learning has become a critical skill for the modern teacher. This course starts with helping teachers gain an understanding of why and how to set up digital learning and teaching on Android tablets for their schools, and progresses through modern digital teaching and learning practices, all the way to the gamification of education.

### SESSION 1: WHY eLEARNING? – 5 PD POINTS

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

**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

**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: 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

**Required existing tablet skills:** ■ Entry Level – Basic



### SESSION 4: 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

**Required existing tablet skills:** ■ Entry Level – Standard



## SESSION 5: 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)

**Required existing tablet skills:**  Entry Level – Standard



## SESSION 6: ONLINE ASSESSMENT TOOLS – 5 PD POINTS

1. Description of 21<sup>st</sup>-Century learners (also called Generation Z)
2. Assessment in the 21<sup>st</sup>-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

**Required existing tablet skills:**  Adoption Level



## SESSION 7: 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

**Required existing tablet skills:**  Adoption Level



## SESSION 8: 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

**Required existing tablet skills:**  Adaptation Level



## SESSION 9: 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

**Required existing tablet skills:**  Adaptation Level



## WHAT PEOPLE SAY

“Courses were very informative and the classnotes were also very helpful.”

– Course Participant







## KNOW AND USE YOUR WINDOWS TABLET DEVICE

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Session 1: All about Windows tablet devices	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
Session 4: There's a Windows app for that	5 PD Points
Session 5: Finding it on the internet	5 PD Points
Session 6: Making the Windows tablet device work for you – files	5 PD Points
Session 7: Making the Windows tablet device work for you – Calendars and data management	5 PD Points
Session 8: Making the Windows tablet device work for you – eBooks And eReaders	5 PD Points
Session 9: Taking the Windows tablet device to school	5 PD Points

## SOCIAL MEDIA ON WINDOWS TABLET DEVICES

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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
Session 4: Don't forget the other social media	5 PD Points
Session 5: Facebook in the classroom	5 PD Points
Session 6: Twitter in the classroom	5 PD Points
Session 7: A look at YouTube	5 PD Points
Session 8: YouTube in the classroom	5 PD Points
Session 9: Blogging in the classroom	5 PD Points

## MICROSOFT FOR WINDOWS TABLET DEVICES

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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
Session 4: Microsoft OneNote	5 PD Points
Session 5: Skype and Yammer	5 PD Points
Session 6: Microsoft Forms and online assessment apps	5 PD Points
Session 7: Office mix and blended learning	5 PD Points
Session 8: Microsoft Excel	5 PD Points
Session 9: Office sway and the Microsoft educator community	5 PD Points

## DIGITAL LEARNING IN SCHOOLS FOR WINDOWS USERS

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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
Session 4: Content for Windows tablet devices	5 PD Points
Session 5: Apps for teachers for demonstrations and content creation	5 PD Points
Session 6: Online assessment tools	5 PD Points
Session 7: Learning Management Systems	5 PD Points
Session 8: Games teach too	5 PD Points
Session 9: The gamification of education	5 PD Points

**To ensure you have the Required Skills to enrol for a particular session see page 40**





## KNOW AND USE YOUR WINDOWS TABLET DEVICE

When schools implement digital teaching and learning, tablet devices are often selected as the device of choice because of their ease of use and their mobility. However, teachers are often more familiar with laptops or desktop computers. The various sessions of this course introduce the teacher to the tablet device and its features, as well as apps useful to a teaching and learning environment. For this course, tablet devices using a Windows operating system are explored.

### ■ SESSION 1: ALL ABOUT WINDOWS 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)

**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)

**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)

**Required existing tablet skills:** ■ Entry Level – Novice



### ■ SESSION 4: 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

**Required existing tablet skills:** ■ Entry Level – Basic



## SESSION 5: 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

**Required existing tablet skills:** ■ Entry Level – Basic



## SESSION 6: 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

**Required existing tablet skills:** ■ Entry Level – Basic



## SESSION 7: 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)

**Required existing tablet skills:** ■ Entry Level – Standard



## SESSION 8: 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

**Required existing tablet skills:** ■ Entry Level – Standard



## SESSION 9: TAKING THE WINDOWS 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 email folders
3. Internet safety and security

**Required existing tablet skills:** ■ Entry Level – Standard



## WHAT PEOPLE SAY

“I like your lesson plan and combination of notes and videos.”

– Course Participant





## SOCIAL MEDIA ON WINDOWS TABLET DEVICES

Communication and collaboration are important skills for the modern learner and teacher alike. Social media such as Facebook, Twitter, YouTube and others, are familiar and user-friendly platforms that can easily be set up as effective teaching and learning environments. Teachers are briefly introduced to the various social media platforms but the focus of each session is how the specific social media app can be used in a classroom by teachers and learners using tablet devices with a Windows operating system.

### ■ 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

**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

**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)

**Required existing tablet skills:** ■ Entry Level – Standard



### ■ SESSION 4: 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

**Required existing tablet skills:** ■ Entry Level – Standard





## SESSION 5: 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

**Required existing tablet skills:** ■ Adoption Level



## SESSION 6: 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

**Required existing tablet skills:** ■ Adoption Level



## SESSION 7: 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?

**Required existing tablet skills:** ■ Adoption Level



## SESSION 8: 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

**Required existing tablet skills:** ■ Adoption Level



## SESSION 9: 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

**Required existing tablet skills:** ■ Adoption Level



## WHAT PEOPLE SAY

“It works very well to watch the videos and then do a task. Videos explain well. It is confusing sometimes if the version on my tablet is not the version in the training. But then I just paused the video until I found the correct button to click. The layout and the notes of the course is very good, so is the structure of the course. Thank you.”

– Course Participant





## MICROSOFT FOR WINDOWS TABLET DEVICES

A critical skill during the Fourth Industrial Revolution, and beyond, is the ability to work and collaborate seamlessly in an online environment. Microsoft has created a powerful set of apps that can be used across devices, both offline and online, for easy and effective real-time collaboration by a number of users on a shared file. During this course, teachers are introduced to the various Microsoft Apps. Strategies for using Microsoft Apps in a teaching and learning context using Windows tablet devices are considered.

### 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)

**Required existing tablet skills:** ■ Entry Level – Basic



### 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)

**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)

**Required existing tablet skills:** ■ Entry Level – Standard



### SESSION 4: 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

**Required existing tablet skills:** ■ Adoption Level



### SESSION 5: 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

**Required existing tablet skills:** ■ Adoption Level



### SESSION 6: 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)

**Required existing tablet skills:** ■ Adoption Level



### SESSION 7: 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)

**Required existing tablet skills:** ■ Adaptation Level



### SESSION 8: 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)

**Required existing tablet skills:** ■ Adaptation Level



### SESSION 9: 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)

**Required existing tablet skills:** ■ Adaptation Level



## WHAT PEOPLE SAY

“Since it was the first course of this nature I have ever done, the whole experience was good. It was challenging to work on a tablet only, but in the process I learnt a lot about navigating between different screens and using a stylus to enter information.”

– Course Participant





## DIGITAL LEARNING IN SCHOOLS FOR WINDOWS USERS

Understanding and implementing effective digital learning has become a critical skill for the modern teacher. This course starts with helping teachers gain an understanding of why and how to set up digital learning and teaching on Windows tablets for their schools, and progresses through modern digital teaching and learning practices, all the way to the gamification of education.

### SESSION 1: WHY eLEARNING? – 5 PD POINTS

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

**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

**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
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

**Required existing tablet skills:** ■ Entry Level – Basic



### SESSION 4: 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

**Required existing tablet skills:** ■ Entry Level – Standard



## SESSION 5: 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

**Required existing tablet skills:**  Entry Level – Standard



## SESSION 6: ONLINE ASSESSMENT TOOLS – 5 PD POINTS

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

**Required existing tablet skills:**  Adoption Level



## SESSION 7: LEARNING MANAGEMENT SYSTEMS – 5 PD POINTS

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

**Required existing tablet skills:**  Adoption Level



## SESSION 8: 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

**Required existing tablet skills:**  Adaptation Level



## SESSION 9: 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

**Required existing tablet skills:**  Adaptation Level



## WHAT PEOPLE SAY

"This was very exciting. I would really like to take the course further and to use technology every time in my classroom. Thank you for the opportunity."

– Course Participant





# TEACHING ONLINE

The COVID-19 pandemic and the lockdown taught us that learning and teaching can keep going if we move online. However, if online learning and teaching is to be effective, teachers and lecturers need the knowledge, skills, and values to do online learning well.

This course is made up of three components:

## **FOUNDATIONS OF ONLINE TEACHING**

These sessions introduce the key concepts of learning and teaching online and explores the pedagogy and best practices of effective online teaching.

## **TEACHING SYNCHRONOUSLY**

These sessions introduce what you need to know and do to prepare for and teach online learning that happens in real time with real time interaction with learners using a variety of channels. Here the teacher and learners are all online at the same time, all engaging with one another.

## **TEACHING ASYNCHRONOUSLY**

These sessions introduce what you need to know and do to prepare for and teach through online channels without real time interaction with your learners as you will not all be online at the same time. The teacher and learners do not engage with each other online as everyone is online individually in their own time.

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It is recommended that you complete the first component before completing the teaching synchronously and/or the teaching asynchronously component.

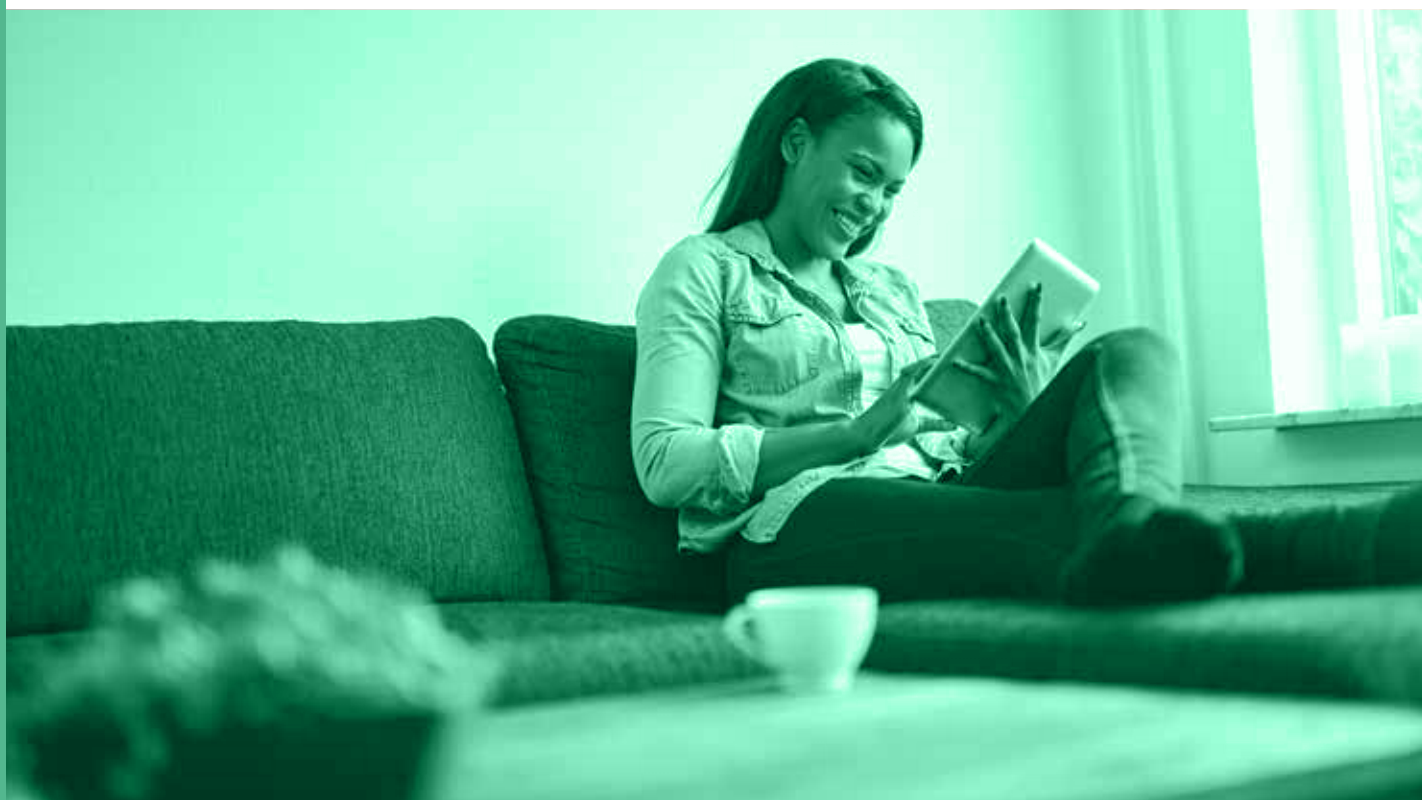
## **Delivery**

These courses are offered in one of two formats:

1. A synchronous webinar format using Zoom as the main channel with some use of the Via Afrika Digital Education Academy platform for asynchronous elements.
2. An asynchronous learning environment using the Via Afrika Digital Education Academy platform.

## **Requirements**

1. A PC or tablet device
2. Internet connectivity and sufficient data
3. Zoom app downloaded for synchronous webinar format





## SESSION 1: FOUNDATIONS OF ONLINE TEACHING

This component develops a theoretical understanding of online teaching and provides a sound base for teaching and learning online whether synchronously or asynchronously. It has been designed as an introduction to the other two components in this course but can stand alone as a broad introduction to the field.

### Content overview

- Introduction to the possibilities of online teaching
- A theoretical framework for online teaching

This component consists of 2 hours of asynchronous online training or 4 hours of synchronous online training.



## SESSION 2: TEACHING SYNCHRONOUSLY

This component was designed to help a teacher prepare to present classes online synchronously. It covers issues of content preparation, online platform selection and the actual how-to of teaching online. Assessment and feedback are covered to ensure a full teaching and learning cycle. It is aimed at anyone new to the online teaching and learning environment and whose institution does not currently have an online learning platform.

### Content overview

- Overview of the requirements of teaching synchronously online: what is needed, clarifying outcomes, and profiling target audience
- Available online platforms: brief introduction to each, the pros and cons of each, how to make the final choice
- Matching pedagogy and content to the selected platform
- Live presentations: preparation, running a session, assessment

This component consists of 6 hours of asynchronous online training or 10 hours of synchronous online training.



## SESSION 3: TEACHING ASYNCHRONOUSLY

This component was designed to help a teacher create videos using a smartphone and/or computer to teach asynchronously. It is aimed at anyone new to the online teaching and learning environment, or anyone new to making videos at home using (mostly) a smartphone.

### Content overview

- Overview of the requirements of teaching asynchronously online: what is needed, clarifying outcomes, and profiling target audience
- Teaching with video: scripting and planning a video, recording spaces, camera and sound
- Distributing the videos: transfer, upload, and sharing videos
- Creating a shared online learning space for video distribution

This component can be done either as 6 hours of asynchronous online training; or as 10 hours of blended synchronous training. In the blended synchronous training you will attend real-time live online sessions and also do work on your own on the VADEA platform in your own time.



## WHAT PEOPLE SAY

“What I liked most about the training was that it was done on line.”

– Course Participant

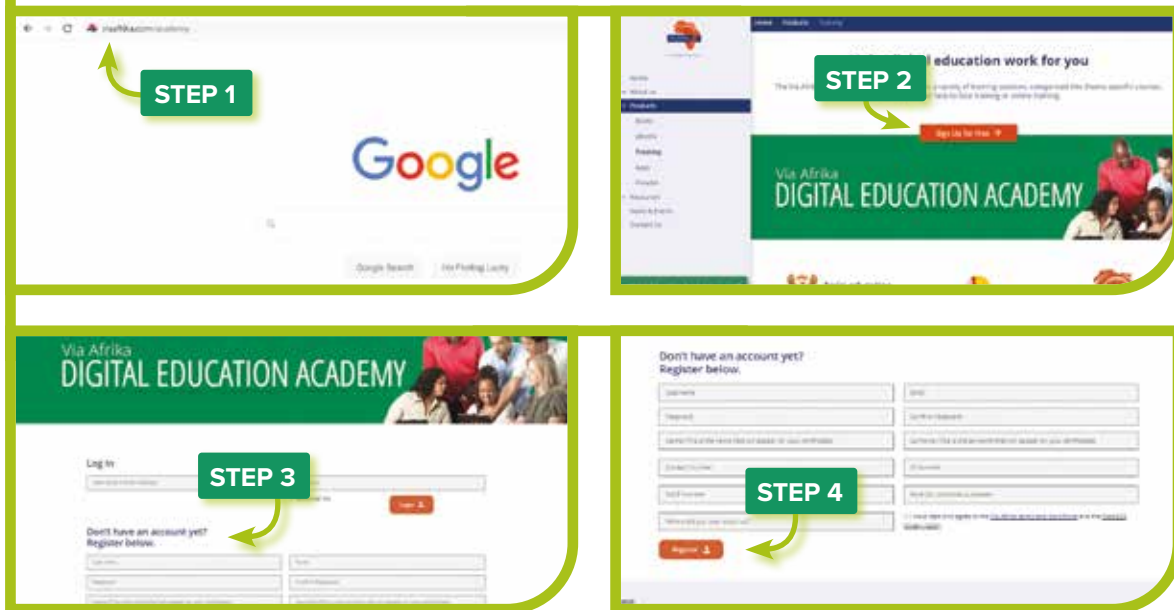


# REGISTERING FOR AN ONLINE COURSE

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](http://www.viaafrika.com/academy)
- Step 2:** Click on the orange **SIGN UP FOR FREE** button in the center of your screen.
- Step 3:** Complete the registration form at the bottom of the screen.
- 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 next to 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 SESSION** button under the name of the session you have chosen.
- Step 8:** Click on the blue **VIEW CART** button under the name of the session you have chosen.
- Step 9:** Click on the word “Coupon” and type in the coupon code **FIRSTFREE**.
- Step 10:** Click on the **APPLY COUPON** button.
- Step 11:** Click on the **PROCEED TO CHECKOUT** button.
- Step 12:** Fill out the missing detail on the left, then click the **PLACE ORDER** button.
- Step 13:** Click on the word “here” to start the session.

**STEP 7**

**STEP 8**

**STEP 9**

**STEP 10**

**STEP 11**

**STEP 12**

**STEP 13**

## D

## TIME TO DO YOUR FIRST ONLINE TRAINING 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.

You're logged in as Via Afrika

Welcome to your profile page.

This is where you can see which courses you are registered for, and pick up right where you left off. You can also change any personal details you need to follow.

Resume learning Find a course now

My Certificates

You have certificates for successfully completed courses. You can download your certificates as proof of your achievements, development and learning.

My achievements:

User Achievements:

I learn online

Not sure which SESSION TO DO?

VISIT OUR DIGITAL SKILLS IDENTIFIER FOR TEACHERS

www.viaafrika.academy

# STARTING YOUR TRAINING JOURNEY AT THE RIGHT PLACE

## 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. See pages 12-13, 14-15, 24-25 and 34-35 for details about the session references in the table below.

## 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.	C1S5; C1S6; C1S7; C1S8; C1S9; C2S1; C2S2; C2S3; C2S4; C2S5; C2S6; C2S7; C2S8; C2S9; C3S1; C3S2; C3S3; C3S4; C3S5; C3S6; C3S7; C3S8; C3S9; C4S1; C4S2; C4S3; C4S4; C4S5; C4S6; C4S7; C4S8; C4S9  C5S5; C5S6; C5S7; C5S8; C5S9; C6S1; C6S2; C6S3; C6S4; C6S5; C6S6; C6S7; C6S8; C6S9; C8S1; C8S2; C8S3; C8S4; C8S5; C8S6; C8S7; C8S8; C8S9  C10S1; C10S2; C10S3; C10S4; C10S5; C10S6; C10S7; C10S8; C10S9  C11S1; C11S2; C11S3
	2. Be reflective about challenging current digital learning and teaching practice.	C1S6; C1S7; C1S8; C1S9; C2S1; C2S2; C2S3; C2S4; C2S5; C2S6; C2S7; C2S8; C2S9; C3S1; C3S2; C3S3; C3S4; C3S5; C3S6; C3S7; C3S8; C3S9; C4S1; C4S2; C4S3; C4S4; C4S5; C4S6; C4S8; C4S9  C5S6; C5S7; C5S8; C5S9; C6S1; C6S2; C6S3; C6S4; C6S5; C6S6; C6S7; C6S8; C6S9; C8S1; C8S2; C8S3; C8S4; C8S5; C8S6; C8S8; C8S9  C10S1; C10S2; C10S3; C10S4; C10S5; C10S6; C10S7; C10S8; C10S9  C11S1; C11S2; C11S3
	3. Understand the role of the teacher, the learner and the digital resources during digital learning.	C2S5; C2S6; C2S7; C2S8; C2S9; C3S2; C3S3; C3S4; C3S5; C3S6; C3S7; C3S8; C4S4; C4S6; C4S8; C4S9  C6S4; C6S5; C6S6; C6S7; C6S8; C6S9; C8S4; C8S6; C8S8; C8S9  C10S1; C10S2; C10S3; C10S4; C10S5; C10S6; C10S7; C10S8; C10S9  C11S1; C11S2; C11S3
	4. Participate in local and global professional learning communities.	C2S3  C6S3

### NOTE:

Course 1: Know and use your Android tablet device  
 Course 2: Social media on Android tablet devices  
 Course 3: Google and Google apps on Android tablet devices  
 Course 4: Digital learning in schools for Android users  
 Course 5: Know and use your Windows tablet device  
 Course 6: Social media on Windows tablet devices  
 Course 7: Microsoft for Windows tablet devices  
 Course 8: Digital learning in schools for Windows users  
 Course 10: Teaching for the 4th industrial revolution  
 Course 11: Teaching online

Digital Learning Competency		Via Afrika Digital Education Academy Sessions that will help you develop the Digital Learning Competency
A. Continued	5. Select appropriate digital tools and resources when fulfilling the roles of the educator.	<p>C1S9; C2S3; C2S5; C2S6; C2S7; C2S8; C2S9; C3S1; C3S2; C3S3; C3S4; C3S5; C3S6; C3S7; C4S1; C4S3; C4S4; C4S5; C4S6</p> <p>C5S9; C6S1; C6S2; C6S3; C6S4; C6S5; C6S6; C6S7; C6S8; C6S9; C8S1; C8S3; C8S4; C8S5; C8S6</p> <p>C10S1; C10S2; C10S3; C10S4; C10S5; C10S6; C10S7; C10S8; C10S9</p> <p>C11S1; C11S2; C11S3</p>
	6. Integrate digital tools and resources to enhance learning objectives in various learning environments.	<p>C1S9; C2S3; C2S5; C2S8; C2S9; C3S4; C3S5; C3S6; C4S3; C4S6; C4S7; C4S9</p> <p>C5S9; C6S3; C6S4; C6S5; C6S8; C6S9; C8S3; C8S6; C8S7; C8S9</p> <p>C10S1; C10S2; C10S3; C10S4; C10S5; C10S6; C10S7; C10S8; C10S9</p> <p>C11S1; C11S2; C11S3</p>
B. CURRICULUM FOCUS	7. Develop learners' global awareness and understanding using digital communication and collaboration tools.	<p>C2S5; C2S6; C2S8; C2S9; C3S4; C3S6</p> <p>C6S5; C6S6; C6S7; C6S8; C6S9</p> <p>C10S1; C10S2; C10S3; C10S4; C10S5; C10S6; C10S7; C10S8</p> <p>C11S1; C11S2; C11S3</p>
	8. Transform learning through the innovative use of digital tools and resources.	<p>C1S9; C2S3; C2S5; C2S6; C2S7; C2S8; C2S9; C3S2; C3S3; C3S4; C3S5; C3S6; C3S7; C3S8; C4S1; C4S3; C4S4; C4S6; C4S7; C4S8; C4S9</p> <p>C5S9; C6S3; C6S4; C6S5; C6S6; C6S7; C6S8; C6S9; C8S1; C8S3; C8S4; C8S6; C8S7; C8S8; C8S9</p> <p>C10S1; C10S2; C10S3; C10S4; C10S5; C10S6; C10S7; C10S8; C10S9</p> <p>C11S1; C11S2; C11S3</p>
	9. Enhance class management, assessment and feedback processes through the use of digital resources.	<p>C3S4; C4S6; C4S9</p> <p>C6S4; C6S5; C8S6; C8S9</p>
	10. Integrate learners' skills development in terms of digital literacies with curriculum-based learning.	<p>C2S3; C3S5; C3S6</p> <p>C6S3; C6S6; C6S7</p>
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.	<p>C4S3</p> <p>C8S3</p> <p>C10S8</p> <p>C11S1; C11S2; C11S3</p>
	13. Initiate peer support and collaborative, work-place learning.	<p>C10S1; C10S2; C10S3; C10S4; C10S5; C10S6; C10S7; C10S8; C10S9</p> <p>C11S1; C11S2; C11S3</p>

# REQUIRED EXISTING TABLET SKILLS

## 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 10 have been colour-coded according to the various skills levels (page). 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](http://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]
<b>Department of Basic Education ICT Development Level</b>	<b>Via Afrika Digital Education Academy Required Existing Skills (Tablet-specific)</b>
<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>	<b>Teacher's own use of tablet</b>
	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).
	<b>Teacher's use of tablet for teaching and learning</b>
	I have never used a tablet for teaching and learning.

REQUIRED EXISTING TABLET SKILLS: ENTRY LEVEL – BASIC	
Entry Level [Computers]	Entry Level – Basic [Tablets]
<b>Department of Basic Education ICT Development Level</b>	<b>Via Afrika Digital Education Academy Required Existing Skills (Tablet-specific)</b>
<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>	<b>Teacher's own use of tablet</b>
	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).
	<b>Teacher's use of tablet for teaching and learning</b>
	I don't use a tablet for teaching and learning.

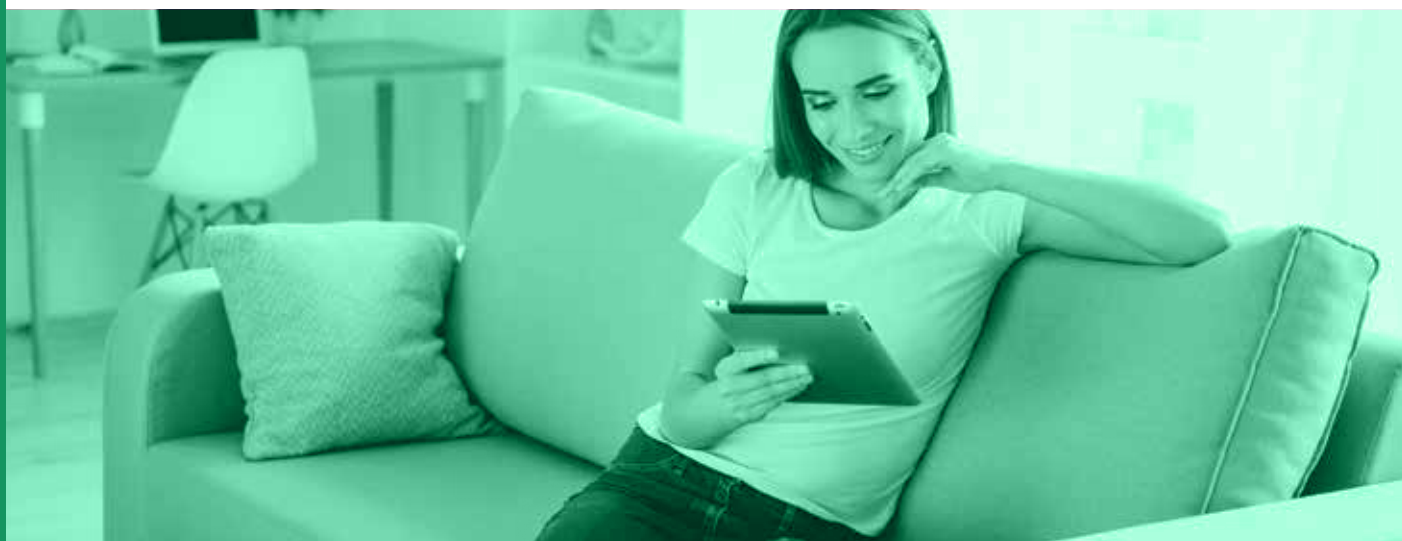
REQUIRED EXISTING TABLET SKILLS: ENTRY LEVEL – STANDARD	
Entry Level [Computers]	Entry Level – Standard [Tablets]
<b>Department of Basic Education ICT Development Level</b>	<b>Via Afrika Digital Education Academy Required Existing Skills (Tablet-specific)</b>
<p>At Entry Level on <u>computers</u>, the teacher is computer literate, able to use computers and teach learners to use computers.</p>	<b>Teacher's use of tablet for teaching and learning</b>
	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]
<b>Department of Basic Education ICT Development Level</b>	<b>Via Afrika Digital Education Academy Required Existing Skills (Tablet-specific)</b>
At Adoption Level on <u>computers</u> , the teacher can use various technologies, including the computer, to support traditional management, administration, teaching and learning.	<b>Teacher's use of tablet for teaching and learning</b>
	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]
<b>Department of Basic Education ICT Development Level</b>	<b>Via Afrika Digital Education Academy Required Existing Skills (Tablet-specific)</b>
At Adaptation Level on <u>computers</u> , the teacher can use technology to enrich the curriculum and uses integrated systems for management and administration.	<b>Teacher's use of tablet for teaching and learning</b>
	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
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	
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	

# SACE ENDORSEMENT

**NUMBER: PR12890**

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.



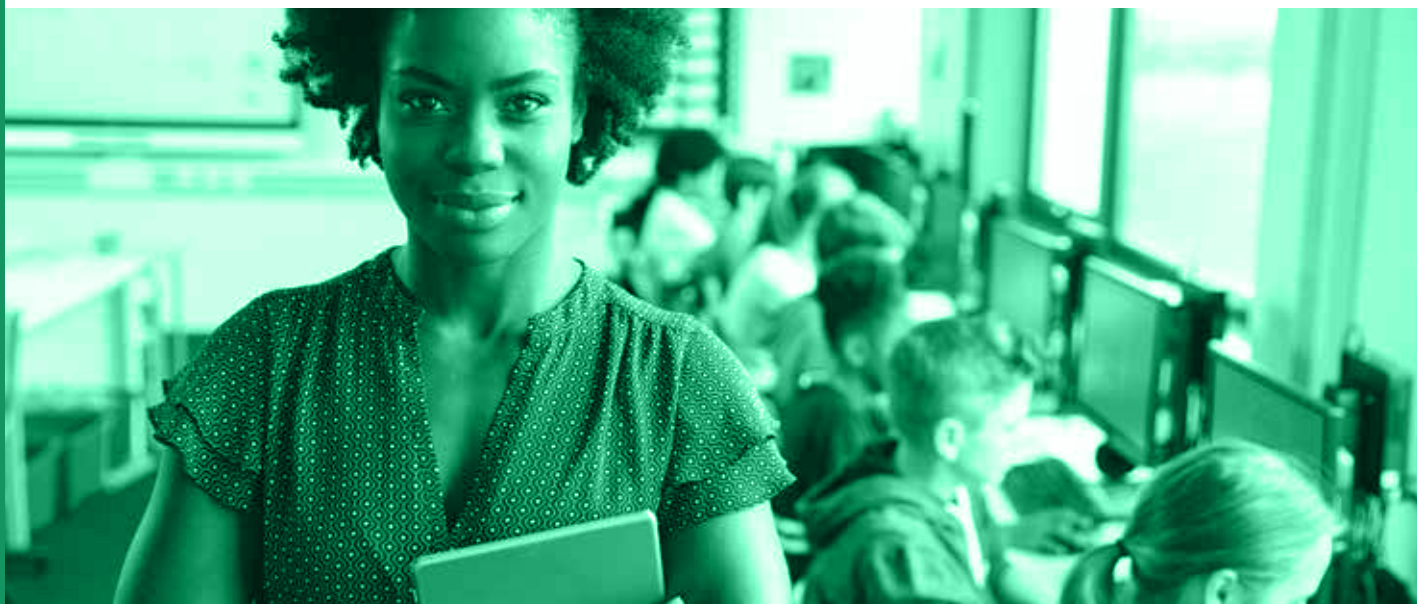
## SACE MANAGES THE PROFESSIONAL DEVELOPMENT OF TEACHERS BY:

- 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.

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



# ETDP SETA ACCREDITATION

NUMBER: ETDP011235

Via Afrika course	Course name	Unit standards	Credits and Portfolios of Evidence (POE)
Courses 1 or 5	Know and use your tablet device	See Unit standards table rows 1 - 6	<ul style="list-style-type: none"> <li>You can complete <b>any one</b> of our Android <b>or</b> Windows courses to get either 32 or 59 credits.</li> <li><b>To get 32 credits:</b> You need to successfully complete <b>any</b> of the Android or Windows courses, that course's assessments and also successfully submit a Portfolio of Evidence (POE) on completion of the course. This POE is aligned with the outcomes of Unit standards 1 to 4 in the table below.</li> <li><b>To get 59 credits</b> You need to successfully complete <b>any</b> of the Android or Windows courses, that course's assessments <b>and also</b> successfully submit the POE mentioned above. In addition, you need to successfully submit a <b>second</b> POE. This second POE is aligned with the outcomes of <a href="#">Unit standards 5 and 6</a> below.</li> <li>When you complete Android course Google and Google Apps on Android tablet devices or Windows course Microsoft for Windows tablet devices successfully, you will also get an additional 4 credits from Unit standard 3 below. You do not need to submit an additional POE to get these 4 credits.</li> </ul>
Courses 2 or 6	Social media and tablet devices		
Courses 3 or 7	Google or Microsoft apps for tablet devices		
Courses 4 or 8	Digital learning in schools		
Course 9 (NQF Level 6)	Mindset change for effective digital education	See <a href="#">Unit standard table row 7</a>	<ul style="list-style-type: none"> <li>You can get 20 credits when you successfully complete all three days of our Mindset Change for effective Digital Education course.</li> <li>To get these credits, you only need to successfully complete all course assessments.</li> <li>These 20 credits count towards the Advanced Certificate in Education (ACE) qualification as core credits on NQF Level 6 (The ACE qualification comprises a total of 120 credits on NQF Level 6.)</li> </ul>

## Unit standards\*

	Unit standard number	Unit standard title	NQF level	Credits	Total credits
1	252494	Develop and use assistive devices for learners experiencing barriers to learning and development (SAQA level)	5	10	32
2	10231	Plan a learning event	4	8	
3	115433	Demonstrate basic computer literacy in school management	3	4	
4	117870	Conduct targeted training and development using given methodologies	4	10	
5	<a href="#">119274</a>	<a href="#">Select learning support materials and assistive technology for inclusive settings</a>	<a href="#">4</a>	<a href="#">12</a>	<a href="#">27</a>
6	<a href="#">252493</a>	<a href="#">Implement an inclusive learning programme using differentiated techniques</a>	<a href="#">5</a>	<a href="#">15</a>	
7	<a href="#">115439</a>	<a href="#">Manage policy, planning, school development and governance</a>	<a href="#">6</a>	<a href="#">20</a>	<a href="#">20</a>

## PLEASE NOTE:

- With these courses now being Seta Accredited, employers of teachers working for private companies can claim the training fee if included in their workplace skills plan and training report.
- Once you have successfully submitted your Portfolio of Evidence to Via Afrika, we submit it to the ETDP Seta who will issue you with a Statement of Results indicating the relevant credits.

# WHAT IT COSTS

Course	Delivery mode	Notes	Price
Mindset Change: Day 1 only	Synchronous online webinars	Per school with a staff of a maximum of 25 members. Per person after 25	R15 100 R1 140
Mindset Change: All three days	Synchronous online webinars	Per school with a staff of a maximum of 25 members. Per person after 25	R34 200 R1 140
Mindset Change: Days 2 and 3 (if Day 1 completed previously)	Per school with a staff of a maximum of 25 members. Per person rate above 25	Per school with a staff of a maximum of 25 members. Per person rate above 25	R22 800 R1 140
4IR Android Windows	Asynchronous sessions on VADEA platform	Per 2-hour session per participant	R125
	Synchronous online webinar	Per participant with a minimum of 10 participants registered at one time	R200
Teaching online: Foundations of online teaching	Synchronous online webinar	4 hours of training per participant with a minimum of 5 participants registered at one time	R400
	Asynchronous training on VADEA platform	2 hours of training per participant	R125
Teaching online: Teaching synchronously (with a presenter live online with you)	Synchronous online webinar	10 hours of training per participant with a minimum of 5 participants registered at one time	R1 000
	Asynchronous sessions on VADEA platform	6 hours of training per participant	R375
Teaching online: Teaching asynchronously (a recording of the presenter)	Synchronous online webinar	10 hours of training per participant with a minimum of 5 participants registered at one time	R1 000
	Asynchronous sessions on VADEA platform	6 hours of training per participant	R375

**\*\* 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 Facilitator's travel and accommodation costs for any face-to-face training are not included in the prices above and will be provided per event-specific quotation.

If you are a TVET or tertiary lecturer, please ask for our Lecturer's Course Guide at [vatraining@viaafrika.com](mailto:vatraining@viaafrika.com).

## HOW DO I REGISTER?

Visit our website, [www.viaafrika.com/academy](http://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 online training sessions with videos, online activities and assessments, you will need access to an internet connection as well as a tablet device or a smartphone. You will also need a computer to view the training on while you work with your tablet or smartphone. You can view the training on any internet-connected computer, anywhere. See page 40 for Required Existing Tablet Skills required in order to do each of the 90 two-hour training sessions.

## I HAVE MORE QUESTIONS, WHO CAN I ASK?

Please email us on [VATraining@viaafrika.com](mailto:VATraining@viaafrika.com) or phone Maria at 021 406 3005 or 082 339 2687.  
[www.viaafrika.com](http://www.viaafrika.com)



# ACCREDITED PRESENTERS

## 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



## WHAT PEOPLE SAY

“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 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**



# WHAT ELSE WE DO

## CAPS approved printed books



**Also available in digital formats with exciting enhancements like videos and interactive assets for PC and tablet devices.**

