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# MGSLG ICT Integration Course

# Facilitators’ Guide

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Contents

[MGSLG ICT Integration Course 1](#_Toc485737259)

[Facilitators’ Guide 1](#_Toc485737260)

[A] Introduction 2](#_Toc485737261)

[Overview of the MGSLG Teachers’ ICT Integration Course 2](#_Toc485737262)

[Overview of the Facilitator’s Guide 4](#_Toc485737263)

[B] MGSLG Teachers ICT Integration Course Preparation 5](#_Toc485737264)

[Facilitator Characteristics 5](#_Toc485737265)

[Facilitators’ Rights, Responsibilities and Conduct 5](#_Toc485737266)

[MGSLG Teachers’ ICT Integration Course Facilitation Teams 6](#_Toc485737267)

[C] MGSLG Teachers’ ICT Integration Course Implementation 7](#_Toc485737268)

[Facilitator Online Communication 7](#_Toc485737269)

[Communication Protocol 7](#_Toc485737270)

[Participant Responsibilities and Attendance Requirements 8](#_Toc485737271)

[Tracking Participant Progress within a Unit 9](#_Toc485737272)

[Evaluation Criteria Used to Mark Portfolio Submissions 10](#_Toc485737273)

[Inserting Marks into the LMS 10](#_Toc485737274)

[Participant Plagiarism and Academic Honesty 10](#_Toc485737275)

[Participants Requiring Extensions for Portfolio Submissions 10](#_Toc485737276)

[Regular Facilitator Coordination Meetings 11](#_Toc485737277)

[Monthly Facilitation Reporting Requirements 11](#_Toc485737278)

[D] Finalising the Course 12](#_Toc485737279)



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## A] Introduction

### Overview of the MGSLG Teachers’ ICT Integration Course

The Matthew Goniwe School of Leadership and Governance (MGSLG) Teachers’ ICT Integration Course is a blended learning teacher’s professional development course. It is designed to provide teachers who have completed various face to face MGSLG ICT courses extension training in using ICT effectively in teaching and learning, school administration and ongoing professional learning. The competencies focused on are drawn from MGSLG own ICT framework but are also aligned with UNESCO ICT Competency Framework for Teachers (CFT). In its current configuration there are 80 notional hours of training. The design intentionally embraces learning through the use of a learning management system (LMS) and online interactions with peers and facilitators.

#### Rationale

In light of the increasing exposure of South African teachers and students to ICT at both school and social levels, including initiatives such as the Gauteng Teachers Laptop project, it is necessary to skill teachers to use technology effectively both in the classroom and also for improved productivity. Consequently, the MGSLG Teachers’ ICT Integration Course was designed to supplement and extend the existing MGSLG ICT training for teachers.

#### Principles

The course is not a beginner’s course and assumes participants have basic ICT skills. There is little software skills training and instead the ICT competencies require teachers to think of ways to apply ICT tools and resources to further educational aims and objectives.

The following principles have been adopted in the design and facilitation of the MGSLG Teachers’ ICT Integration Course. The course...;

* **Is competency-based**. Theory is used only to advance skills and know-how. This is reflected in the assessment strategy that calls on teachers to assemble a portfolio.
* **Is contextually relevant**. As ICT integration will be different from school to school based on available resources, access to devices and connectivity, as well as staff and student know how, teachers are tasked with identifying how best to deploy ICT at their school and in their lessons.
* **Is inquiry-based**. Teachers are encouraged to investigate how best to apply knowledge and skills and report back on their strategies.
* **Is activity-based**. The course has been designed to ensure opportunities for the participants to use the knowledge and skills they are taught on the course and demonstrate mastery.
* **Is a blended course**. The course uses both face to face and online modes of delivery. The online activities and interactions are mediated by a Moodle LMS[[1]](#footnote-1).
* **Is a facilitated course.** The MGSLG has a team of facilitators that support learning both during the face to face orientation workshop and when sessions are happening online. Participants, however, are expected to drive the learning process using the resources and tools available within the LMS. Facilitators are not expected to teach but rather support the learning process.
* **Has been created from OER.** The entire course has been constructed using Open Education Resources (OER). These are free, quality, openly licensed materials that invite adaptation to better suit new contexts. Great effort has gone into contextualising these international resources so that they are relevant to Gauteng. The MGSLG Teachers ICT Integration Course itself has been licensed as, Creative Commons[[2]](#footnote-2), Attribution- Share Alike (CC BY-SA).

#### Course Model

The MGSLG Teachers ICT Integration Course has the following structure. The selected participants partake in a two-day face to face orientation workshop held at MGSLG. The workshop is designed to ensure that the teachers are familiar with the LMS tools and the pedagogy and have an opportunity to mix with peers they will meet online. Unit 1 activities are modelled during the workshop. Units 2-14 are then conducted online in the following weeks supported by a team of online facilitators. A final theory examination takes place in week 15. The table below shows the structure of the course and the competencies covered during the 15 week course.

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| --- | --- | --- | --- |
|  | **Initiative** | **Notional Hours\*** | **Mode** |
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\* Notional hours: Total time a teacher spends on study and tasks

#### Outcomes, Objectives and Competencies

The principle outcome of the course is;

“To create a cache of educators who effectively use ICT to enhance teaching and learning, increase efficiencies in school administration and have the skills to support their own and colleagues’ ongoing professional learning.”

The table below identifies the specific objectives and competencies of each of the course initiatives and study units:

|  |  |
| --- | --- |
| **MGSLG Course Initiative** | **Objective or Competencies** |
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### Overview of the Facilitator’s Guide

This guide is designed to provide individuals appointed to provide online facilitation for the MGSLG Teachers ICT Integration Course a set of guidelines to ensure they provide a quality experience for the teachers enrolled in the course and a uniform approach to administrative duties. The guide covers;

* Facilitators’ Rights, Responsibilities and Conduct;
* Facilitation Teams;
* Facilitator Online Communication and Communication Protocols
* Participant Responsibilities and Attendance Requirements;
* How to Track Participant Progress within a Unit;
* Evaluation Criteria Used to Mark Portfolio Submissions;
* How to Insert Marks and feedback into the LMS;
* Participant Plagiarism and Academic Honesty;
* Participants Requiring Extensions for Portfolio Submissions;
* Monthly Facilitation Reporting Requirements.

## B] MGSLG Teachers ICT Integration Course Preparation

The following issues need to be understood or prepared by the facilitators prior to the commencement of the course.

### Facilitator Characteristics

#### Essential Characteristics: Candidate facilitators must have…

1. Computer proficiency in:
	1. MS Office applications (Word, Excel, PowerPoint)
	2. E-mail use
	3. Internet use;
	4. Skype & WhatsApp;
	5. FaceBook & Twitter.
2. Daily access to a computer (PC, Laptop, Tablet and/or Smart phone);
3. Daily access to connectivity;
4. A teaching qualification (particularly an understanding of teaching methodologies);
5. Three years’ teaching experience.

#### Recommended Characteristics: Ideal candidate facilitators would also have…

1. Experience studying online;
2. Familiarity with the Moodle platform;
3. Facilitated teacher professional development courses in the past;
4. Experience advocating student-centred teaching and learning methodologies.

### Facilitators’ Rights, Responsibilities and Conduct

Below are the rights and responsibilities of a MGSLG Teachers’ ICT Integration Course online facilitator.

#### Rights

MGSLG Teachers’ ICT Integration Course Online facilitators have the following rights. All facilitators will have;

1. Access to the LMS Course administrator who will respond to queries within 24 hours;
2. Access, and appropriate permissions assigned, to those units where they are tasked to facilitate;
3. A clear understanding of the units where they are to offer facilitation services for and the exact start and end dates for facilitation services within those units;
4. Exact dates when the participants are supposed to have submitted their assignments and when the facilitator should provide the reports.
5. A contract with the administering authority that includes financial compensation, including connectivity costs (if any);

#### Responsibilities

A MGSLG Teachers’ ICT Integration Course online facilitator will need to ensure that:

1. They have daily access to a digital device (tablet, PC or laptop);
2. They have daily access to internet connectivity (either Wi-Fi or Data);
3. They have logged in using their facilitator login;
4. Their Moodle profile biography is detailed and contains a clear head and shoulders photograph;
5. They have a thorough knowledge and understanding of the content of the unit they have been assigned to support;
6. They have a thorough knowledge and good skills of the LMS platform;
7. They have made an effort to get to know the teachers who are participating in the course;
8. They have interacted daily with MGSLG Teachers’ ICT Integration Course participants via forum, chat, messaging, announcements or e-mail, for a minimum of 1 hour (7 hours a week);
9. They have marked all assignments submitted by the unit participants within 4 days of the course’s completion;
10. All marks have been entered into the Moodle grade system and a spreadsheet of the results generated;
11. Within 5 days of the facilitation window closing, facilitator teams will have submitted a report to MGSLG Teachers’ ICT Integration Course administration showing;
	1. General facilitator’s report;
	2. Non-attendance levels (those individuals who did not access the unit);
	3. Assignment marks
	4. Challenges faced

#### Facilitator Code of Conduct

The MGSLG Teachers’ ICT Integration Course and coordinating team is committed to:

* High academic standards, intellectual rigor and a high quality education;
* Intellectual freedom and social responsibility;
* Recognition of the importance of ideas and the pursuit of critical and open inquiry;
* Tolerance, honesty and respect as the hallmarks of relationships throughout the course duration.
* High standards of ethical behaviour.

All participants, and especially the online facilitators, are required to be aware of and act consistently with these values.

### MGSLG Teachers’ ICT Integration Course Facilitation Teams

The MGSLG Teachers’ ICT Integration Course is a facilitated course. Facilitators not only support learning but also play an important administrative role. There are two types of facilitators.

#### Workshop Facilitation

A workshop facilitator will be appointed to coordinate the orientation workshop. Duties include working through all the activities that have been built into the LMS Orientation Workshop course[[3]](#footnote-3) and also facilitate Unit 1[[4]](#footnote-4) during the three day programme.

#### Online Facilitation

Online facilitators, who work completely remotely, are organised into monthly teams of no less than 2 facilitators, and each team will cover approximately 4 units in sequence over the course of a month: For example;

* Team 1 – Units 2-5 – over four weeks;
* Team 2 – Units 6-9 – over four weeks;
* Team 3 – Units 10-14 – over five weeks.

Each facilitator will spend a minimum of 10.5 hours a week, 1.5 hour a day, providing online support and require an additional 4 hours to help with the marking load for each unit. The intension is to insert monthly milestones into the course when teacher portfolio assignments in those units covered during the month need to be submitted for marking.

## C] MGSLG Teachers’ ICT Integration Course Implementation

A facilitator needs to be aware of the following issues during the running of the MGSLG Teachers’ ICT Integration Course;

### Facilitator Online Communication

Facilitation is very different from teaching. The following communication guide is designed to ensure facilitation services support a learner centred methodology:

1. Do not provide direct answers to assignment questions but rather provide guidance that will allow participants to find their own solutions. Do, however, give ideas and provide creative avenues for investigation;
2. Respond thoughtfully to posts made in the forums or chats, especially if one of the community is being hurtful or demeaning. Ensure the forum remains a place where all feel comfortable to communicate.
3. Value and encourage participant contributions even when they don’t seem to be following the direction you anticipated unless the new direction is obviously unproductive.
4. Don’t write long communications, instead try to be concise but also don’t provide very short answers to queries such as a single ‘yes’ or ‘no’.
5. Don’t comment strongly where a participant has made a mistake, or react emotionally or negatively if someone asks for information that has already been posted.

### Communication Protocol

There are numerous communication technologies available but the following protocol is designed to ensure correspondence does not go missing and enable the quickest response time:

#### A] Email

The following personnel are best approached using their e-mail.

***MGSLG Teachers’ ICT Integration Course Co-ordinator*** for strategic issues relating to the MGSLG course and its role as a teacher’s professional development option and teacher issues:

**Ms ??**, Title, MGSLG: e-mail

***MGSLG Teachers’ ICT Integration Course Administrator*** for Moodle permissions, changes of participant’s e-mail, broken links, missing documents in the course.

**MS ??**, Title: e-mail

***MGSLG Teachers’ ICT Integration Course Lead Facilitators*** for issues to do with teacher support, absenteeism, negative behaviour by participants, application for extensions etc.

**MS ??**, Title: e-mail

***MGSLG Teachers’ ICT Integration Course Moodle Support*** for issues relating to the platform such as rebooting the server and/or requests for additional online functionality etc.

**Mr Andrew Moore**, Neil Butcher and Associates, Johannesburg: andryn@iafrica.com

**B] Moodle**

Ideally all communication with MGSLG Teachers’ ICT Integration Course participants should happen within the Moodle platform. While the directives below should be followed there will be times, however, when alternative methods (telephone, direct e-mail etc.) should be used to find a speedy solution.

***Class Announcements***

For sending a single message to the entire class;

1. Access ‘Participants’ from the ‘Navigation’ box on the left hands side of a unit.
2. Scroll to the bottom of the participants list and select ‘Show all X’;
3. Then select ‘Select all’;
4. In the ‘With selected users…’ select ‘Send a Message’ from the drop down message.



1. Create you message in the rich text editor box and press ‘Preview’ and finally ‘Send’.

***Individual Messages***

For sending messages to individual participants use the method described above but only select one individual instead of all class members.

***Community Conversations***

The course WhatsApp group will be used for broad announcements and social interactions. Statistics are hard to draw from WhatsApp so it will not be used for discussions we wish to track.

### Participant Responsibilities and Attendance Requirements

The MGSLG Teachers’ ICT Integration Course team has authority to specify the attendance requirements for units of the course and has the authority to specify the circumstances under which a participant who does not satisfy attendance requirements may be deemed not to have completed a unit of study.

The MGSLG Teachers’ ICT Integration Course team requires participant attendance of at least;

* 1 chat per unit (minimum 5 relevant entries);
* 1 discussion forum per unit (minimum 2 relevant entries);

MGSLG Teachers’ ICT Integration Course participants are also required to submit as evidence of completion

* 1 portfolio assignment per unit;

As the course is time flexible, allowing different rates of study, an audit of each participant’s contribution can only be done at the end of the course. However, it is good practice to alert teachers who are falling behind the recommended rate of progress of one-unit-per-week that the facilitation team is aware that they are building a time deficit making completion more difficult.

### Tracking Participant Progress within a Unit

Facilitators can track individual participant’s progress or see an overview of class progress by using the built in Moodle tools designed for this purpose.

#### Reports: Course Completion (Class View)

1. Login using your username and password, and access a unit where you have online facilitator permissions.
2. Look for the ‘Administration’ box on the left of the screen and select ‘Course Administration’.
3. Click on ‘Reports’;
4. Select ‘Course Completion’;



1. The grid that appears includes all the participants’ names running vertically and a set of unit activities that run across the top. A ticked box in the grid tells you if the student has accessed the resources or attempted an activity and in the case of the portfolio activity submitted a document, or not.

#### Reports: Logs (Individual View)

1. Login using your username and password, and access a unit where you have online facilitator permissions.
2. Look for the ‘Administration’ box on the left of the screen and select ‘Course Administration’.
3. Click on ‘Reports’;
4. Select ‘Logs’;



1. Make your selection using the drop down menus. For example, if you are interested in one individual you can change ‘All Participants’ to one of the registered users. You can also ask for ‘All Days’ or select a date based on the individuals logged activity.

### Evaluation Criteria Used to Mark Portfolio Submissions

To unify marking across different instances of the course and over time by different facilitators, use the document with marking rubric entitled, “Evaluation Criteria for Unit X Portfolio Assignment” that has been designed by each unit’s developer. This document is visible on the unit’s main page directly above the portfolio submission tool. It is visible to students who will use the document to complete their assignments.

### Inserting Marks into the LMS

Portfolio marks, and feedback, need to be loaded into the MGSLG Teachers’ ICT Integration Course Moodle system to ensure that they are preserved but also to build up the participant’s course grade. Insertion of marks also expedites the unit reporting process. Below is a step by step guide to inserting marks and feedback directly into the MGSLG Teachers’ ICT Integration Course LMS.

1. Access the portfolio submission tool from the unit’s main page.
2. A summary page is displayed that shows the number of submissions, number of scripts that need marking etc.;
3. Click on ‘View/Grade All Submissions’ link;
4. A grid appears that has a row per participant. Access the submitted document by clicking the link in the column entitled ‘File Submission’ and review their work.
5. When ready to insert a mark look for the 6th column, ‘Grades’, and select the icon of the pencil and box and then insert the grade. Also include some feedback and then click ‘Save and Show Next’.



1. The new screen shows the next participant, in alphabetical order, and offers access to their assignment and provides a place to insert the mark and feedback.

### Participant Plagiarism and Academic Honesty

The MGSLG Teachers’ ICT Integration Course team regards all plagiarism as a serious offence. Source material must be referenced. To fail to do so is fundamentally dishonest and may leave you open to charges of plagiarism. Depending on whether an incidence of plagiarism is deemed “negligent plagiarism” or “dishonest plagiarism”, assignments may lose marks or fail. In some cases the disciplinary powers may be invoked. As a facilitator you are expected to report any suspected plagiarism.

### Participants Requiring Extensions for Portfolio Submissions

Unlike a regular class the online nature of the MGSLG Teachers’ ICT Integration Course allows timings for units to be flexible. This allows the teachers to determine when they have time to study and how much they can achieve in that time. Some teachers will move ahead of the mandated one-unit-per-week while others will fall behind but catch up later. This does make facilitation more difficult and requires you to be flexible too. While you are not obligated to facilitate outside the one-week facilitation window identified for each unit it might be necessary to go back to complete the marking of assignments at the end of the course.

However, all study needs to be completed, and all portfolio assignments submitted, by the final course date. Extensions are not given automatically, and participants must apply to the facilitator if they are going to be late in completing the course requirements. As a facilitator first ascertain why there is a problem submitting portfolio assignments on time and if you feel the reasons are justified you can offer a one-week extension. It is not possible to offer a longer extension. If an extension has been granted the lead facilitator needs to be notified of the individual(s) involved.

At the end of each unit’s facilitation window, when preparing the unit report, the facilitator should identify who has not accessed the unit and what strategy the facilitator has followed to encourage compliance.

### Regular Facilitator Coordination Meetings

Facilitators might also be called on to attend bi-weekly coordination meetings by the course coordinator. These meetings would be held in person at a venue in Nairobi. If physical attendance is not feasible because of distance, then the facilitator should be ready to attend virtually using tools such as Skype or Google Hangouts.

### Monthly Facilitation Reporting Requirements

Each facilitation team is required to submit a report at the end of the allocated month. To unify unit reporting the following template is provided:

#### Monthly Facilitation Monthly Report Template:

|  |  |  |
| --- | --- | --- |
| 1 | Units | *Units 2-5* |
| 2 | Facilitator(s) | *Team X: Andrew Moore (Lead) Joe Sutcliffe (Support)* |
| 3 | Date(s) | *February 16th- March 12th 2016* |
| 4 | Facilitator’s Report | *The course ran unremarkably during the first few days and attendance was good. Activity in the forums in units 2 and 3 too attracted a good turnout and the discussion was lively and threw up some interesting ideas. However, it can be reported that all 4 chats were poorly attended. Reasons for this are unknown although 4 participants claimed poor connectivity.* *There was an issue with the Sectional Paper 36, however, as not all participants could access the document. Investigation seems to point to the fact that it is in a PDF format and some of the smart phones cannot open that format. I suspect, but am not sure, that it is with iOS phones.**While the early part of the unit was well attended, attendance trailed off in the last few days, partly because it was the weekend but also a contingent of the class mentioned they were being sent to another district to run a workshop.* |
| 5 | Non-Attendance | *The following participants did not access the unit during the facilitation period:*1. *Joe Blogs (units 2-5)*
2. *Sarah Jane (units 2-5)*
3. *Jack Beanstalk (units 4-5)*
4. *Jackie Chan (unit 5)*

*e-Mail communication was sent to each of the above but no reply has been received from any of them.* |
| 6 | Unit 2: Pass and Fail (< 50%) | *Passes: 47* |
| *No Submission:*1. *Joe Blogs*
2. *Sarah Jane*
 |
| *Fails:*1. *Livia Seymour*
 |
| Unit 3: Pass and Fail (< 50%) | *Passes:*  |
| *No Submission:* |
| *Fails:* |
| Unit 4: Pass and Fail (< 50%) | *Passes:* |
| *No Submission:* |
| *Fails:* |
| Unit 5: Pass and Fail (< 50%) | *Pass:* |
| *No Submissions:* |
| *Fails:* |
| 7 | **Technology Issues** | *The following technology problems were reported during the reporting period.**A] Device problems**B] Connectivity issues**C] Platform (Moodle) problems* |

## D] Finalising the Course

Facilitator input could be required to finalise the course at the request of the MGSLG Teachers’ ICT Integration Course administrator who is in charge of producing statistics. Where there are queries the facilitators will be asked to comment on the number and quality of contributions made by individual participants.

1. See the *MGSLG Teachers ICT Integration Course* online platform at <http://mg.nbatesting.co.za> [↑](#footnote-ref-1)
2. See Creative Commons Licensing conditions at <http://creativecommons.org/licenses/> [↑](#footnote-ref-2)
3. Access the Orientation Workshop course at <http://mg.nbatesting.co.za/course/view.php?id=44> [↑](#footnote-ref-3)
4. Access Unit 1 at <http://mg.nbatesting.co.za/course/view.php?id=2> [↑](#footnote-ref-4)