

Interactive Learning and Teaching Trainer's Guide



A school-based continuing professional development course for
primary level Community School teachers



Roger Federer Foundation

Acknowledgements

Saide: iAct Course and App design and development.

ROCS: Course iAct Course implementation coordination.

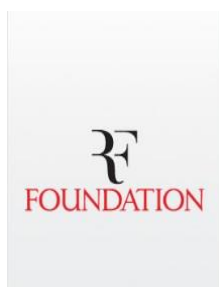
Local NGOs supporting the iAct Course implementation: DAPP, PAF, Diaconia and Caritas Mansa.

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Background to the iAct Course

Why this course in interactive learning and teaching?

Most of us teach in the way we were taught for all the years that we attended school. In the main, our teachers read from a textbook, asked a few questions and then wrote notes on the board for us to copy. Assessment consisted mainly of tests that were set to determine what we had remembered and learnt off by heart. That was then.

But the world is changing very fast and with it the educational context is also changing. In line with world trends, new ideas and approaches to education are being explored in Zambian schools. The focus is on making teaching more *learner-centred*, meaning learning that is more activity-based, experiential, problem-solving and to have real-life application related to the curriculum, rather than just presenting content to memorise.

This can be seen in the changes both to content and methodology that are being promoted in the 2013 Zambian School curriculum which advocates a learner-centred, interactive approach to teaching and learning.

These curriculum changes have signalled the need for teachers across Zambia to also change their approach and to make the shift from the old traditional ways of teaching to become interactive teachers.

Ultimately, as teachers, the challenge is to come to grips with this approach to learning and teaching and to help our learners succeed in their studies so that they are able to reach their full potential in their personal, community and professional lives.

The purpose of this course is therefore to help teachers in Community Schools to develop their skills and confidence to make this shift. This course however, has much wider application. Although this course is being launched in primary – level Community Schools, it is equally relevant to all primary schools in Zambia as well as more broadly in other countries in the region.

Why a school-based course?

This approach is in line with the Zambian Ministry of Education's policy of continuing professional development (CPD)¹. This interactive learning and teaching course, builds on the idea of the Teacher Group Meetings (TGMs). Teachers required will meet and discuss their teaching challenges and practical ways of dealing with these together in a group.

¹ Educating Our Future (1996) which encourages in-service education and training for teachers to be school – based.

There is an old Zambian proverb which states:

When you run alone you run fast but when you run together you run far.

We believe that studying together and working collaboratively will take you far!

A school-based CPD course is also easier as you will not need to travel and spend time away from home. But most importantly, this school-based interactive learning course is a practical, hands on course which requires teachers to plan and prepare learning activities together and to implement them in their own classes.

Finally, this school-based course also provides opportunities for teachers to get together and to discuss each other's lesson implementation in a professional manner, to share and to learn from one another what worked well and what might be done differently next time. This type of reflective practice is evidence of a truly professional attitude among teachers and it's is a key to building a quality education system.

The course team

The Roger Federer Foundation has led and funded the development and implementation of this Interactive Learning and Teaching Methods Course for school-based continuing professional development of primary level Community School teachers. This has been done in partnership with *Saide* and the Reformed Open Community Schools (ROCS) with *Saide* responsible for the development of the course and ROCS for managing and coordinating its implementation.

The strong support from the Ministry of General Education (MoGE) for the course implementation through its existing support structures at district level - the involvement of District Resource Centre Coordinators (DRCCs) District Education Standards Officers (DESOs) and Zonal In-service Coordinators (ZICs) is invaluable. The facilitation of the course will be undertaken by a team of professional trainers comprising DESOs, DRCCs and trainers from a range of NGOs (ROCS, DAPP, PAF and Diaconia) who in turn will train the ZICs to monitor and support the Community School teachers as they work through the iAct, Interactive Learning and Teaching Methods Course to become interactive teachers!

About this Guide

Welcome

Welcome to the Trainer’s Guide for the implementation of the Zambian Community Schools Interactive Learning and Teaching Course for primary school teachers (iAct).

Why is this course called iAct?

iAct, is an abbreviation for “*Interactive*”. But more importantly, it emphasises the value of individual teachers taking *active* responsibility for their own continuing professional development and for implementing new *interactive* methods in their classes.

iAct stands for teacher agency – teachers being pro-active!

Look out for the course application icon:



The Trainers

The Trainers comprise District Resource Centre Coordinators (DRRCs), District Education Standards Officers (DESOs), and officials from NGO partner organisations, ROCS, DAPP, PAF, Diaconia and Caritas Mansa.

The Workshop

The focus of the Trainer Training Workshop is on systematically working through this Guide together.

The Guide provides information on how to use the tablet and how to work through all the components of the course on the tablet.

The workshop also models interactive practice and will therefore include a lot of hands on activities and opportunities to practice and discuss various components of the facilitator

training. It is most important that each of you engage in all the activities as a way of really immersing yourselves in the approach that the iAct Interactive Learning Course promotes. It is also important that you have an overall understanding of the course content and finally the workshop will also help you to understand how to manage the administration functions on the tablet.

The Guide

This Guide is designed to model the approach and the content that you will use for the training of Zonal In-service Coordinators (ZICs) to facilitate and support the implementation of the iAct Interactive Learning and Teaching Course with Community School teachers.

The content of this Guide is the same content that the facilitators will receive. However, the Trainer's Guide also contains *Trainer's Notes* which provide information on how you should approach the facilitator training.

Structure of the Guide

The Training of Trainers and the Trainer Guide has been divided into seven sessions. The focus of each sessions is briefly summarised:

1. **Rational and overview of the iAct Course:** Why interactive learning and teaching is important; and on providing an overview of the course to help the facilitators to understand the why, the what and the how of the iAct Course:
2. **Getting started** How to start using the tablet and how to register as participant on the iACT course; completing the pre-course self-assessment and doing the Sample Unit to orientate the participants to using the tablet and the App.
3. **Engaging with the iAct Course content and the App functionality and modes of delivery:** Using the tablet and the printed Study Guides.
4. **iAct Course design principles and methods** – understanding how the course is intended to work
5. **Course management and administration:** Setting up school based study groups; managing tablets and participant data; and general facilitators roles and responsibilities.
6. **Getting practical:** Trainers role play and practice how they will implement the facilitator training workshops.
7. **The facilitator's and teacher's responsibilities on the iAct Course** – clarification of what is expected.

Structure of each session in the Guide

Each session follows a similar approach to training:

1. The **session focus** or objectives
2. The **resources** needed for the session are listed.
3. The **Trainer's Notes** are presented in a text box. Their purpose is to inform you of the content to be covered and to alert you to the important issues that you should be aware of as you implement the training of the given section. The Trainer's notes also include tips on how to facilitate the activities in particular section.
4. The Trainer's Notes are followed by a **description of the training process** in the particular session. This may include **new input** and **learning activities**.

Session One

iAct Course rationale and overview

1. The generic planning and preparation steps needed to run the training workshops for the facilitators - the Zonal In-service Coordinators (ZICs).
2. Facilitating a discussion of the facilitator's expectations.
3. Understanding the approach to be used in this training course.
4. Providing an overview of the course to help the facilitators to understand the why, the what and the how of the iAct Course:
 - What do the experts say about how people learn?
 - Why is interactive learning and teaching important?
 - The relevance of the iAct course to the needs and context of Community School teachers.

What you need to think about and do before each training session

Resources: The checklist list below.

Trainer's Notes

Purpose

This is a basic checklist to help you plan and prepare for your ZIC training sessions.

You will also have to remind the ZICS that they will also have to use a check list similar to this when the plan and prepare to train the Community Schools teachers.

What you will do:

Read through the checklist below quickly, just to familiarise yourself with the planning steps.

Once you start training the ZICs, you will reference this checklist as part of your planning and preparation process.

Training planning and preparation checklist

- The ZIC facilitators know the **training date, time and venue**, and know what is expected of them for the iAct course.
- I have my copy of my **training Guide** with my notes.
- Venue**
 - The venue is booked
 - The venue is organised for group work and discussions. (We want to facilitate interaction so we do not want people sitting in rows).
- Food and **refreshments** are arranged
- I have a copy of the official iAct **registration form** (attendance register).
- I have prepared the training **workshop programme** to be given to the facilitators at the training
- I have enough **tablets with the iAct Course and videos uploaded** for the facilitators to use and share during the training workshop.
 - The tablets are all charged
- I have sufficient copies of the **ZICS Facilitation Guide** – one per facilitator
- I have sufficient copies of the **printed iAct Study Guide** – one per facilitator
- I have sufficient copies of the **Teacher's Guidelines** – one per facilitator
- Training resources** available (like flip chart, marker pens, Bostik, or Press Stick etc.)
- Preparing for facilitation:**
 - Look at your programme for the day to check sequence of workshop activities
 - Read through your Guide and think about how you will implement the planned workshop activities.

NOTES: Anything else?

Course overview: Helping facilitators understand the why, what and how of the iAct Course

Resources needed for this session

- Your own Training Guide
- Attendance register
- The training programme
- Sufficient copies of the ZIC's Facilitation Guide – one per facilitator
- Training resources: Flip chart / Marker pens / Press stick/ Any other resources that you need for the training session.

Trainer's Notes

Purpose

To give the facilitators a good understanding of the iAct Interactive Learning and Teaching Course in preparation for their role in supporting and monitoring its implementation with teachers in Community Schools.

Welcome and introductions

- All participants introduce themselves – can you think of creative way of doing this?
- Circulate the attendance register
- Briefly discuss the background to this course – see page 3 and 4 above

Check participant expectations:

- It's always a good idea to hear what the participants (the facilitators) understand and expect from the training so that one can align expectations and not disappoint or confuse people.
- Write the facilitators expectations down on the flip chart as part of the discussion process
- Check if any one has any further questions.

Outline of what will be covered in the training session

- Start off by briefly going through the Session Outcomes and provide a summary overview of what you plan to do in the training session.
- Also explain that this course tries to model as much activity-based learning as is possible. The Zonal In-service Coordinators (ZICs) who will facilitate this course with therefore be required to engage in various activities to give them first-hand experience and practice.

Point out that space has been provided in this guide for the facilitators to make their own notes related to each of the questions or activities.

Description of the training process

Welcome and introductions

- Who can think of a good icebreaker to facilitate the introduction?
- Circulate the attendance register.

Expectations

- Discuss expectations and align to course purpose and objectives

Outline of what will be covered

In this first session the emphasis will be on understanding the rationale for the course and for interactive learning. We will grapple with *why* it is important to make the shift from teacher centred classroom practice to learner-centred classroom practice and what it really means to become an interactive teacher.

This first session will also focus on the practicalities of the course. The *what* and the *how* of the course. What is covered in the course, how the course is structured and the course mode of delivery? This will entail a first look at the course on the tablet and an overview of the key features of the course and how to use the iAct App.

Session One outcomes

By the end of this session, the Zonal In-service Coordinators (ZICs) will have gained an overall understanding of:

- The purpose of this Interactive Learning and Teaching Course
- The shift in focus from teaching to learning
- The value of an interactive approach

Why a course is interactive learning and teaching?

Trainer's Notes:

Key Points

Ask the facilitators to do the three activities. Remind them to write their own notes in the space provided in their guides. **You will do the same as you work through this activity.**

Activity 1a. Highlight that there are a number of questions to consider – read the 7 questions. The facilitators should work in pairs to discuss and answer these questions.

Activity 1b: After completing the written activity 1a, it is important that the facilitators get the opportunity to share and discuss their ideas and views together in plenary.

- If there are people who have opposing views or feel there are disadvantages to interactive learning and teaching, it is important to air these views and to discuss them. If people do not value this approach, they need to be aware of their own attitudes and biases as these can filter down to the teachers. A good facilitator needs to acknowledge their own views, but be able to put them aside when engaging with the teachers.
- Write a summary of key points from the discussion on a flip chart

Activity 1c: Facilitate a discussion in plenary on shifting the emphasis from teaching to learning and the implications for classroom practice.

- What does this mean for the teachers?
- What will teachers need to do?
- What will learners need to do?

Activity 1a: Discuss and record your own thoughts on interactive learning and teaching

Time: 30 mins.

Learning organisation: ZICs will work in pairs

What you will do:

Brainstorm reasons why teachers should learn to implement interactive learning and teaching methods.

Use the questions in the text box below to guide your answers.

Write down your thoughts in the space provided below.

1. What does Zambian educational policy say about interactive learning and teaching methods?



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2. What do you think the benefits of interactive learning are for learners?

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3. Do you think there are any disadvantages for learners? If yes, state what these are

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4. Do you have any suggestions for dealing with these disadvantages for learners? Explain

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5. What do you think the benefits of interactive learning and teaching are for teachers?

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6. Do you think there are any disadvantages for teachers? If yes, state what these are

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7. Do you have any suggestions for dealing with these disadvantages? Explain

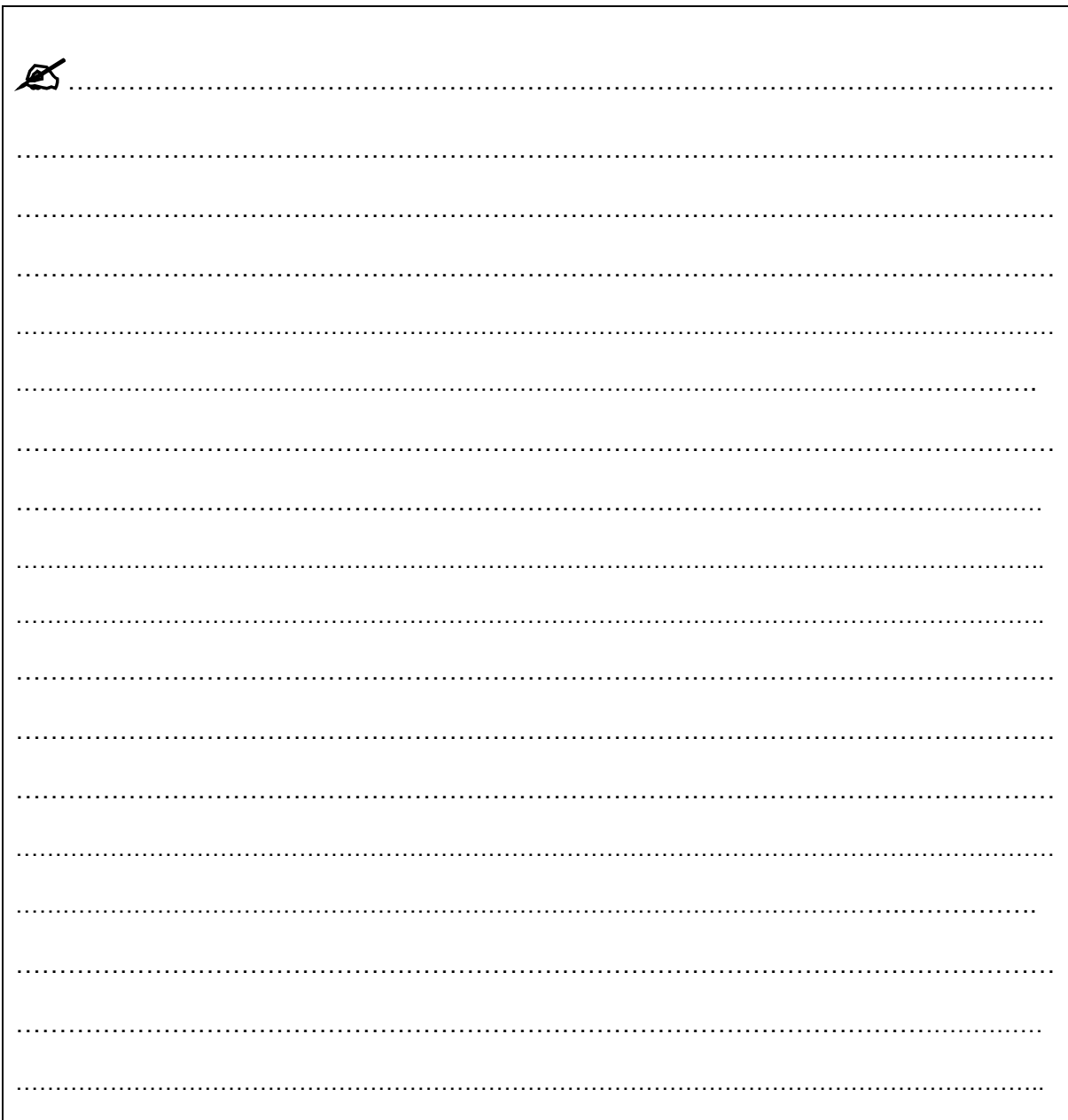
Activity 1b: Share and discuss what you have written

Time: 30 mins.

Learning organisation: Plenary session.

What you will do:

- Discuss and share ideas
- Discuss how you will deal with any disadvantages of interactive learning and teaching that come up in discussion with the ZICs or later with the Community School Teachers.
- Write down summary of ideas



A large rectangular box with a solid black border. In the top-left corner, there is a small icon of a hand holding a pen, writing on a notepad. Below this icon, the box is filled with approximately 20 horizontal dotted lines, providing a space for writing a summary of ideas.

Activity 1c: Why the emphasis on interactive *learning*?


Time: 15 mins.

Learning organisation: Plenary session.

What you will do:

Discuss and answer the question:

- Why interactive *learning* and teaching? Why not interactive *teaching* and learning?
- Explain why this shift in understanding is important.
- What implications does this shift in focus have for classroom practice?
- Write your own notes



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How do people learn best?

Trainer's Notes

Activity 1d: Key points

Facilitate a discussion which unpacks the importance of the two key concepts:

- I. Learning by doing
- II. Learning through working together

Briefly discuss current Zambian educational policy regarding teaching methods. It is important that all teachers are familiar with the national requirements as these frame the whole of the Zambian educational system.

Activity 1d: What do the experts say about learning?

Time: 20 mins.

Learning organisation: Plenary session.

What you will do:

Start by reading what wise people at different times and in different parts of the world have said about how people learn best.

The read what is said about the Zambian Curriculum. Check that all facilitators are aware of the curriculum and teacher training policy requirements related to promotion of participatory methods.

Discuss the two key points related to how people learn.

From ancient Chinese teachings:

I hear and I forget. I see and I remember. I do and I understand.

不闻不若闻之，闻之不若见之，见之不若知之，知之不若行之；学至于行之而止矣

Confucius 551-479 BC

As you will see from the quotes below, much traditional African thinking offers practical advice on active learning; learning by doing; the power of collaboration; and on the value of reflection:

Some examples of traditional African thinking on how people learn best

- ❖ *Education is not the filling of a pot but the lighting of a fire* ~ isiXhosa proverb
- ❖ *You learn how to cut down trees by cutting them down* ~ Bateke proverb from the DRC
- ❖ *Knowledge is like a baobab tree; no one person can embrace it with both arms* ~ Ghanaian proverb
- ❖ *When you run alone you run fast, but when you run together, you run far* ~ Zambian proverb
- ❖ *One head does not exchange ideas* ~ Ghanaian proverb
- ❖ *What you are doing does not matter so much as what you are learning from doing it* ~ Egyptian proverb.

Modern European research related to how people learn has been expounded by educational theorists such as, Jean Piaget, Lev Vygotsky and Yrjö Engeström. They also point to the fact that people learn best by doing authentic tasks in a socially interactive or collaboratively context.

In other words, it has been found that people learn:

- By doing – activity-based, experiential learning, integrating theory and practice by applying what has been learnt
- By discussing, working and reflecting together – collaboratively with peers.

What does Zambian educational policy say about approaches to learning?

The Zambia Education Curriculum Framework (2013)² is explicit about teaching methods and strategies to be used. It is stated that:

“Teachers and teacher-educators should as much as possible, use methods that promote active learner participation and interaction.

² Zambia Curriculum Framework (2013) Curriculum Development Centre, Ministry of Education: Page 56

... it encourages learners to reflect, think and do rather than to reproduce from rote learning.

... a learner-centered approach is strongly advised (page 56).

This policy has been translated into teacher education and training as can be seen in the extract from the Ministry of Education, *Zambian Primary Teachers' Diploma Syllabuses* document below:

The Zambian Primary Teachers' Diploma Syllabuses (2014)

The Ministry of Education, *Zambian Primary Teachers' Diploma Syllabuses* (2014).

In particular, on page 3 of the above document dealing with Instructional Pedagogy, it is stated that:

In order for the effective implementation of these syllabi, it is recommended that lecturers and tutors employ a variety of interactive teaching methods, which are learner centered in nature. This would enable the teacher trainees to experience such methods while in college which they are expected to use when teaching young children in primary schools... (my emphasis).

Methods include: Group work, role plays, exploration, experimentation, inquiry, drama, fields trips, problem solving, games, demonstration...

How will the iAct course help Community School teachers to implement interactive learning and teaching methods?

In the following activity, you will read and discuss how the iAct interactive learning and teaching methods course addresses the key issues of learning addressed above, learning by doing authentic tasks and learning in collaboration with peers. Additionally,

Trainer's Notes

Activity 1e: Key points

Facilitators should understand the importance of professional teacher development being:

- Situated in the local community school context
- Having immediate practical application

Facilitators need to be clear on this point. To get buy-in from teachers, the teachers need to see the relevance of this course to their own context and needs.

Activity 1e: How will this course help Community School teachers become interactive teachers?

Time: 20 mins.

Learning organisation: In pairs

What you will do:

Read and discuss the points on the approach used in this course to help teachers to make the shift from the traditional ways of teaching to implementing more interactive methods.

Briefly state which aspects of this approach are likely to make the course most relevant and successful?

iAct Course Approach

- Models methods and strategies for implementing learner-centred, interactive learning using locally made videos showing how this can be done in the Zambian Community School context;
- Exemplifies methods and content that is aligned to the new 2013 Zambian school curriculum and syllabus;
- Helps teachers to think about and reflect on their own practice to better understand what they currently do and what they could do differently;
- Builds teacher confidence and agency by providing carefully structured opportunities for the teachers to practice and apply activities that they have seen modelled in the videos;
- Provides suggestions and strategies that are rooted in the community school reality of multi-grade/multi-level and multi-ability classes; and
- Models and provides practical guidance on how to collect, store and make teaching resources from found local materials to address the challenge of resource shortages.

Write your notes here:



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Session Two

Getting started - the *Introduction* section in the App:

1. How to start using the tablet and how to register as participant on the iACT course?
2. How to complete the pre-course self-assessment?
3. How to locate and work through Sample Unit, including how to:
 - Start and watch videos
 - Read PDF files
 - Type answers into the space provided in the App
 - Complete the weekly self-assessment test
 - Sms the completion code to the iAct cell phone number.

Resources needed for this session

- Your copy of the **Trainer Guide**.
- **The Tablet with Course App and videos uploaded.** Ensure that you have sufficient tablets to use during your training sessions with the ZICs.
- **The Facilitator's Training Guide** – which is very similar to this Trainer's Guide, but which is for the ZIC facilitators to use to orientate and support teachers in Community Schools to do the iAct Course.

How to use the tablet?

If you are already confident about using the tablet, help one of your colleagues that may need support.

Trainer's Notes

Activity 2a: Starting to use the tablet and getting registered



Purpose:

To ensure that you feel personally comfortable using the tablet (and the App) so that you are confident to train the Facilitators to use the tablet (and App) and to support the teachers to use the Tablet and App.

The instructions, below, will help you get started. Some of you, like some of the facilitators and teachers may be familiar with using tablets, while for some it may be the first time.

- **Switch the tablet on** - look for the smaller of the two buttons on the right hand side of the tablet. Press the smaller button to switch the tablet on.
- **Unlock the tablet** - use your finger to swipe the **icon of the small padlock** at the bottom of the screen to the right (on some tablets one needs to swipe upwards). This will unlock the tablet and open the home screen.



- **Open the menu** – tap this button  at the bottom of the screen with your finger.
- **Open the course App** - tap the course icon button  on the home screen and it will take you to the course landing page with the course menu.
- **Course menu** – this is what you will see:
- **Introduction** – tap the word Introduction, the following items will appear in a drop down list:
 - Learning outcomes
 - About the course
 - **Registration**
 - Sample unit for exploring the App
 - Pre-course self-assessment
 - Post course self-assessment
- Before doing anything else it is very important that **complete the registration** process so that you do access all the App functions and do all the tasks on the tablet.
- If you are sharing a tablet, **everyone that is using the tablet must register** on that same tablet.
- Tap on the word Registration.
- Type in the required information. Once you touch First Name, the keyboard will pop up and you can start typing the required information.

First Name _____

Last Name _____

NRC Identification code (9 digits) _____

Password _____
(6-10 letters or numbers of mix of both)

Confirm password _____

Your password can consist of letters or numbers. You will have to type the password in twice.

- Once complete – tap CONTINUE – your registration is complete.

- Your **18-digit registration** code number will pop up. Write your registration number in the space provided here:

MY REGISTRATION CODE NUMBER

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

- The sms your registration code number to the iAct cell phone number:
- **The iAct cell phone number is:** _____
The number will be provided. Write it here for future reference.
- **To go back to the main menu** – Press the arrow ← in the top left hand corner of the tablet screen.

Activity 2a: Starting to use the tablet and getting registered

Time: 40 Minutes

Learning organisation: On your own

What you will do:

Before you and the facilitators can start exploring the Interactive Learning and Teaching Course on the tablet, you need to check how to use it. Use the guidelines provided in the Trainer Notes, above.

- Once you have opened the App menu, tap on the word *Introduction*.
- From the list of options, select and tap on the word *Registration* and **complete the registered process**.
- Record your 18-digit registration code number in the space provided in the text box above.
- SMS your registration code to the iAct cell phone number provided to you.

NOTE: If you are not registered, you will not be able to:

- To do the pre-course self-assessment
- To do any of the weekly self-assessment tests.

How to complete the pre-course self-assessment?

The purpose of completing the Pre- and post-tests is to help the Community School teachers to see how their understanding of interactive teaching skills and methods has developed over the duration of the iAct course. The assessment will be administered twice, once at the beginning of the course and then again at the end of the course.

Trainer's Notes

Activity 2b: Pre-course self-assessment

Purpose:

To ensure that you are comfortable with training the ZIC facilitators to support the teachers to complete the tests at the iAct Course orientation workshop. To do so, the following steps must be followed:

- Tap the word Introduction in the main App menu. The following items will appear in the drop down list:
 - Learning outcomes
 - About the course
 - Registration
 - Sample unit for exploring the App
 - **Pre-course self-assessment**
 - Post course self-assessment
- Tap pre-course self-assessment
- Because you have already registered, your name (and the names of all those who have registered as user on the particular tablet) will be recorded in the opening test screen.
- Select your name by tapping it.
- Enter the same password you used to register yourself and tap continue.
- Complete the pre-course self-assessment test by tapping on your selected answer for each of the 20 questions in the test.
- Once you completed all 20 questions your test score will pop up. Tap save on the pop up screen.
- Your **18-digit result code** number will pop up. Write this number in the space provided here:

MY RESULT CODE NUMBER

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- Once you have recorded this number, tap OK. The test screen will close and automatically take you back the main menu.

- Then sms your result code number to the iAct cell phone number:
- **The iAct cell phone number is:** _____
The number will be provided. Write it here for future reference.

NOTE:

Once the teachers have completed the iAct Course, they need to take the **post (Course)-test**.

Comparing the pre- and post- test scores will provide information about the teacher's progress related to their understanding of interactive learning and teaching

Activity 2b: Complete the pre-course self-assessment

Time: 20 Minutes

Learning organisation: On your own

What you will do:

- Once you have opened the App menu, tap on the word *Introduction*.
- From the list of options, select and tap on: Pre-course self-assessment and **complete the test**.
- Record your 18-digit result/code number in the space provided in the text box above.
- SMS your result/code number to the iAct cell phone number provided to you.

NOTE:

- Once the pre-test has been taken it cannot be taken again.
- The Post- test should only be taken once the course participant (Community School teacher) has completed the entire iAct Course.
- When the post-test score is obtained, the participant will be able to see how their understanding of interactive teaching skills and methods has developed

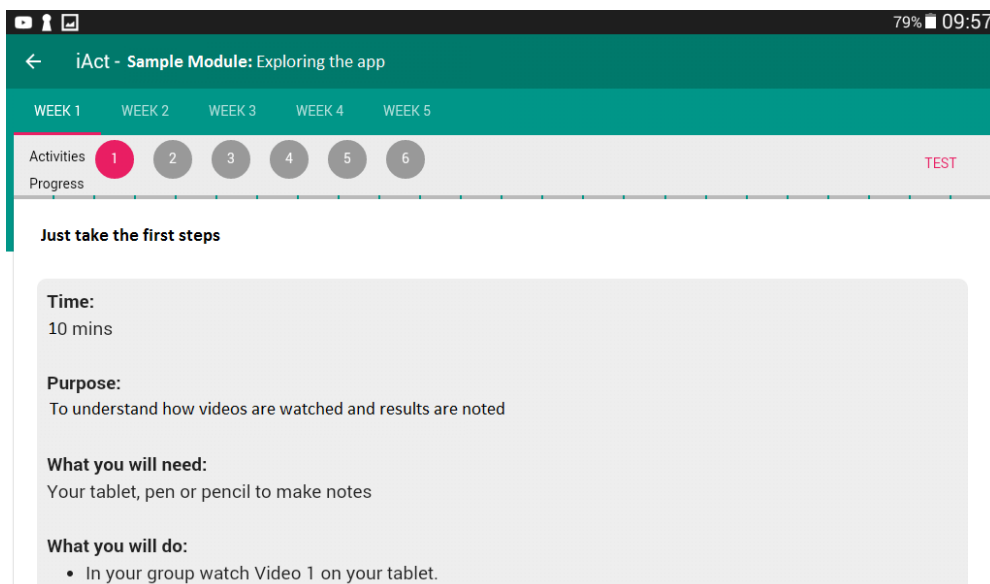
Learning how the iAct Course works: Doing the Sample Unit

Trainer's Notes

Activity 2c: Locating and working through the Sample Unit

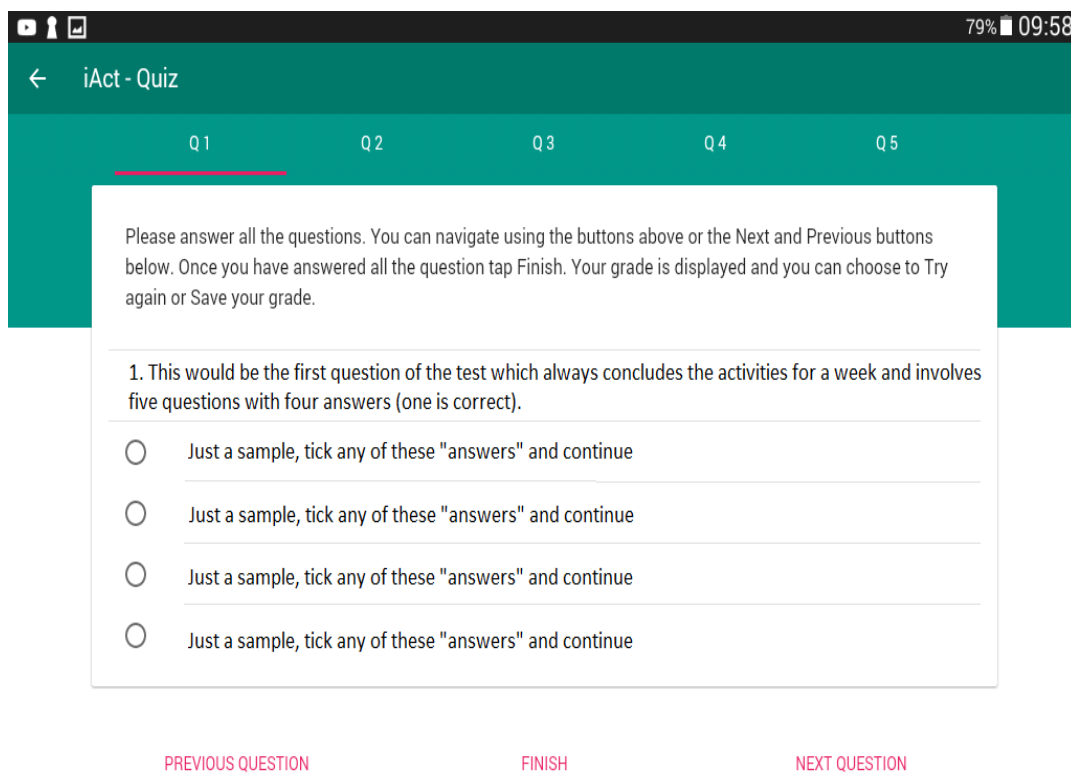
Purpose:

- To ensure that you are comfortable with training the ZIC facilitators to support the teachers to work through the iAct Course at the Orientation workshop. It's an opportunity to practice using the Course App!
- The Sample Unit is a mini version of a section of the iAct Course. It is laid out to look exactly like the iAct Course on the App and has a mini version all the components of the iAct course.
- To do the Sample Unit, follow these steps:
- Tap the word Introduction in the main App menu. The following items will appear in the drop down list:
 - Learning outcomes
 - About the course
 - Registration
 - **Sample unit for exploring the App**
 - Pre-course self-assessment
 - Post course self-assessment
- Tap Sample Unit for exploring the App.
- It will open on a page that looks like this:



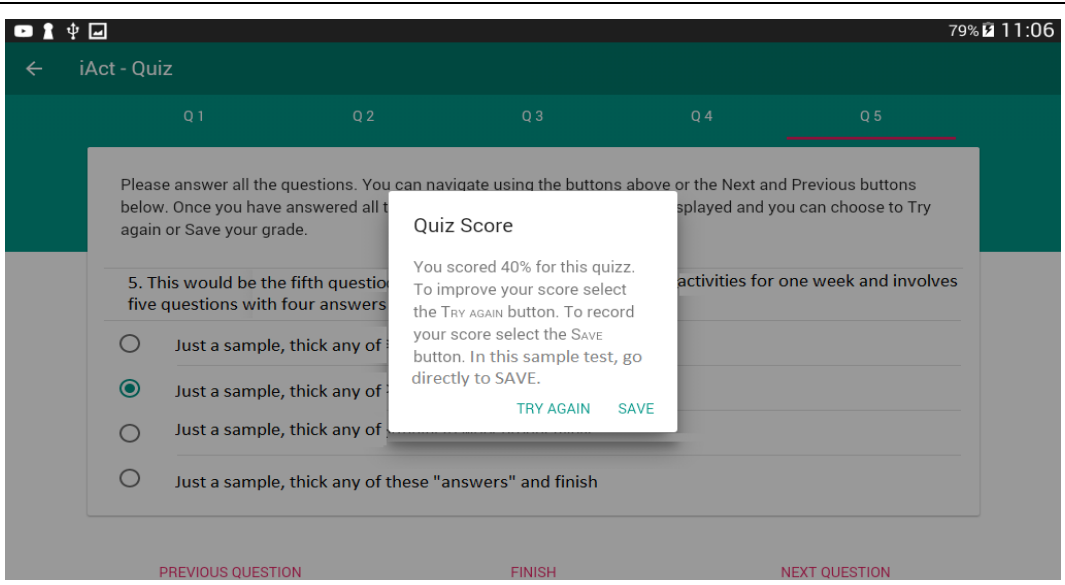
- You will see the information about the **time** allocated for the activity; the **purpose** of the activity; what **resources** you will need; and **what you are required to do**.

- Follow the information and guidelines provided to complete Activity 1 which includes:
 - Forming a study group
 - In your group, watching videos 1 and 2 on the tablet
 - Discussing the questions related to videos in your group and typing the answers into the space provided on the tablet.
- Once complete, tap NEXT ACTIVITY and proceed to complete Activity 2 and then Activity 3.
- Now that you have completed the whole Unit, you need to do the test.
- Tap TEST located on the top right corner of your screen.
- You will then be required to LOGIN:
 - Tap on the dot next to your name
 - Enter your password
 - Tap CONTINUE
- A page like this will open:

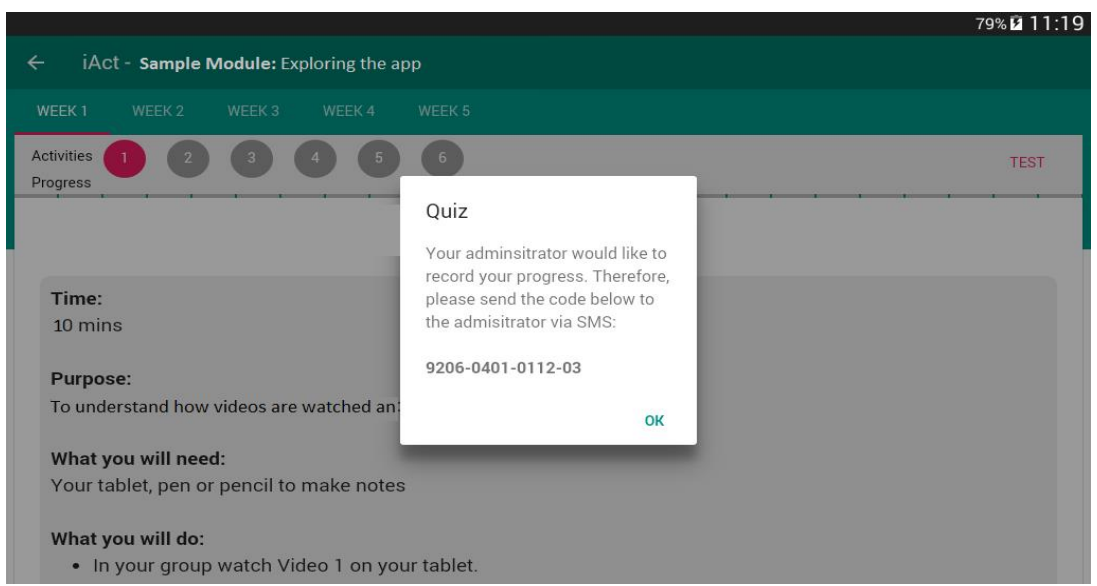


- Complete the 4 questions in the test your TEST SCORE will pop up. You have the option to TRY AGAIN or to SAVE.

See iAct App screen shot below.



- If you want to improve your score, do the test again. Once you are satisfied with the test score, tap SAVE.
- A 15-digit result/code number will pop up.



- Record your **15-digit result/code** number in the space provided here:

MY RESULT CODE NUMBER

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- Once you have recorded this number, tap OK. The test screen will close.
- Then sms your result code number to the iAct cell phone number:
- **The iAct cell phone number is:** _____
The number will be provided. Write it here for future reference.

Activity 2c: Complete the Sample Unit

Time: One Hour

Learning organisation: Form a group of 3 or more

What you will do:

- Open the iAct Course App men on the tablet, tap Introduction.
- From the dropdown menu, select and tap Sample Unit for exploring the App.
- Follow the steps set out in the Trainer's Notes text box above and complete all the activities in the Sample Unit, these include:
 - Forming a study group so that you can work together
 - Completing 3 activities which include watching the 4 short videos on the tablet
 - Discussing and answering questions about the videos
 - Typing your answers into the spaces provided in the App
 - Opening and reading the PDF document by tapping on the link in the App.
- Once your group has completed the 3 activities, do the TEST. This will require you to Login individually and to complete the test individually.
- You may attempt the test more than once if you want to improve your score. Once you are satisfied with the test score, tap SAVE. A 15-digit result/code number will pop up.
- Record your 15-digit result/code number in the space provided in the text box above.
- SMS your result/code number to the iAct cell phone number provided to you.

- **The iAct Course printed Study Guide:** A printed copy the iAct course content, activities and templates is used by the teachers in Community Schools that are participating in the Course. It is intended that each teacher should have a copy so that they can engage with the Course content in their own time.
- You will need one Study Guide for each facilitator for reference purposes.

Session Three

Engaging with the iAct Course content and the App functions

The trainers:

1. Explore the Course App to familiarise themselves with the overall nature and content of the Course and with the functionality of the App as a whole.
2. Learn about the different ways in which the Community School teachers will be expected to use the tablet.
3. Learn how the Community School teachers will be expected to use the two printed iAct Course Study Guides and the relationship between the printed version of the Course Study Guides and the digital version of the iAct Course on the App.

Resources needed for this session

- Your copy of the **Trainer Guide**.
- **The Tablet with Course App and videos uploaded.** Ensure that you have sufficient tablets to use during your training sessions with the ZICs.
- **The Facilitator's Training Guide** – which is very similar to this Trainer's Guide, but which is for the ZIC facilitators to use to orientate and support teachers in Community Schools to do the iAct Course.
- **The two print-based iAct Course Study Guides** which cover the same content as the four Modules in the App. You and the ZIC facilitators need copies of these to refer to as this is an important component of the training material that the Community School teachers will receive.

Introduction

In Session 2, you worked through the Sample Unit to help you understand how the iAct Course App works and what sort of things are in it. That was just a little taste.

Now you need to get a good general understanding of the content of the whole iAct Course and the overall functionality of the App and the tablet.

You also need to understand how the Course on the App and the Course in the printed Study Guides fit together.

Trainer's Notes

Activities 3a, 3b, 3c and 3d: Key points

- This set of activities is intended to help you to familiarise yourselves with the nature of the overall iAct Course content and with the functionality of the App as a whole.
- It is important that the facilitators that you train have a good working knowledge of the content and interactive methods exemplified in the videos that form the heart of the iAct Course. So you will be able to implement this set of activities with the facilitators as well.
- The facilitators also need to know about the types of activities that the teachers are expected to implement and the kinds of commercial and natural found materials that the teachers are required to collect and use to make their own resources so that they can offer them appropriate support during their school visits.
- When you do this activity with the facilitators, encourage them to try and identify the *types* of activities that they come across in the iAct course e.g.: Observation activities, playing a game, listening to stories, researching own information etc.
- The Community Schools teachers are required to complete a multiple choice question TEST at the end of each week of the Course. This will help the teachers to track their own progress. It will also allow the course team to track the teachers' progress. For this reason, it is important that you, and later the facilitators are confident about how to do the TEST and how to save the score and send the code to the iAct cell phone number.
- The African Storybooks, written in both local languages and English are free resource for the teachers in the Community Schools to use. Given the challenge of resources, experienced in these schools, it would be great if the facilitators were able to inspire the teachers to make use of these free books which are included on each tablet.
- Plenary After the facilitators have completed their lists and shared them with a friend, have a short discussion together in plenary about the content and nature of the materials and activities.
- **At the end of these activities, you need to check that all the facilitators are comfortable with navigating their way around the iAct Course on the tablet that they know how to do the tests.**
- If they are not yet comfortable, spend more time on these activities as it is important that the facilitators know how to help the teachers to use the tablet and the App.

Activity 3a: Starting to explore content activities and resources used in the iAct Course

Time: One Hour

Learning organisation: Work together in pairs

What you will do:

Having worked through the key components of the Introduction, you will now explore the four Modules which make up the iAct Course.

1. Module One: Planning interactive learning
 2. Module Two: Managing interactive learning
 3. Module Three: Questioning for interactive learning
 4. Module Four: Observing and investigating for interactive learning
- Select any Module you like and then look carefully through the course content presented in the first two or three weeks of that Module.
 - Answer the questions in the space provided below.
 - Later, in plenary, you will discuss what you found out about the iAct Course activities that you looked at and share with the group, the different material/resources that were used in the activities that you explored.



1. Briefly state what the first activity of Week 1 of your selected Module) require the teachers to do? What *type* of activity is it? E.g. is it an observation activity? Is it a role play? Is it a game? Etc.

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2. Scan through the first two weeks of the Module and count how many videos the teachers are required to watch.

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3. What are the first two or three videos about? Briefly describe what is covered in the videos (What is the topic? What level of class is being taught? What are the learners doing – what kind of activity? What resources are being used?)

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4. Are there links to any documents in the first two weeks of the Module? If yes, open one and read it. What kind of document is this? What is its purpose?

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Activity 3b: Do the weekly self-assessment test

Time: 15 mins.

Learning organisation: Work individually

What you will do:

- Go back to the iAct Course Module you have just looked at and select a TEST from either the first or second week of the Module.
- Complete the test.

If you are uncertain about how to do the test, refer to the instructions below.

How to do the weekly test.

- To do the test, tap on TEST in the top right hand corner of the tablet screen.
- Tap on your name, fill in your password (the same one you used to register with), tap on CONTINUE and the test will open.
- Once you have completed the test, a pop up will appear with your score. If the you are is satisfied with his score, save the test and score.
- A code will appear.
- Sms the code to the iAct cell phone.
- If you are not satisfied with their score, you can redo the test as many times as you like, until you are satisfied, at which point they can save your score and the code will pop up.

Activity 3c: Explore the African Storybooks

Time: 15 mins.

Learning organisation: Work in pairs

What you will do:

- Open the iACT Course menu and select and open African Storybooks.
- Have a look at the books available.
- Note the languages in which these Books are available and write your answers below in the space provided:



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- For which grades do you think these storybooks are suited?



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- Can you think of an activity that teachers might be able to do with their learners using these storybooks? Briefly describe it.



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Activity 3d: Explore the African Storybooks

Time: 30 mins.

Learning organisation: Plenary discussion

What you will do:

- i. Share and discuss with the group the nature of content, activities and resources that you observed when you started exploring the iACT Course in the App.
- ii. Discuss difficulties, if any, that you may have encountered in completing the TEST.
- iii. Which languages are used in the African Storybooks?
- iv. Discuss a possible activity that you might share with the ZIC facilitators to help Community School teachers make reading more interactive with their learners.

Trainer's Notes

Activity 3e: Key points

- This activity is intended to help the facilitators to understand the different ways in which the tablet will be used.
- Discuss this in plenary and check that all the facilitators have a clear understanding of what the tablet will be used for as they need to be able to inform and support the teachers properly in this regard.

Activity 3e: How will the teachers use the tablet in the course?

Time: 30 mins

Learning organisation: Read on your own, followed by plenary discussion

What you will do:

There are a number of ways in which the tablet will be used. Read the points below on your own first. Then participate in a short discussion in plenary.


How will the teachers use the tablet in this course?

- The tablet will be given to the school for the teachers to use. One tablet will be shared among a group of two to five teachers working together in a study group.
- Should there be six or more teachers in a school, that school will receive two tablets and two study groups will be formed.
- The teacher study group/s in each school will use the tablet to watch the videos. The videos exemplify various interactive and collaborative teaching methods. These are intended to stimulate discussion and reflection in the study groups. Teachers will then be required to plan and implement similar activities in their own classes – learning by doing!
- The tablet will also be used by teachers to record videos of their own lessons. These videos will then be watched and discussed in the teacher's study groups.
- At the end of each week, the teachers will be required to complete a self-assessment test. Once they have done it, they will automatically receive a score. This is one way in which the teachers can track their own progress.
- The teachers are also required to sms their score to the iAct Cell phone to help the Course coordinators to also track everyone's progress.

Trainer's Notes

Activity 3f: Using the tablet to make your own video: Key points

Ensure that everyone knows how to use the tablet to make their own videos. It is important that the facilitators are confident about using the video function so that they can explain it to the teachers.

- **On the home screen, click on the Camera icon  to open it**
 - Select the video camera option and start recording.
 - It will automatically save your video into the Gallery application on your home screen.
 - When you want to see your video, click on the Gallery icon. When it opens, click on *Camera*.
 - When you see your latest video, select it by tapping it. Three small dots will appear in the top right hand corner of your screen.
 - Tap the three dots. You will get the option to RENAME. Type the name of your video e.g: Grade 7 lesson on seeds 12.5.2017.
 - Please note this is an important step as it will help you to find your video easily, later when you want to play it.
- Let each facilitator practice using the video function individually.
- Wrap up the activity with a quick plenary discussion to check that everyone is on board.
- Check if there are any issues or useful tips and discuss these.

Activity 3f: Using the tablet to make your own video

Time: 30 mins

Learning organisation: Practice this individually

What you will do: Practice using the video function on your own.

The tablet will be used by teachers to record videos of their own lessons. These videos will then be watched and discussed in the teacher's study groups. It is therefore important that the facilitators are confident about using the video function so that they can explain it to the teachers.

Trainer's Notes

Activity 3g: Key points

Briefly discuss the role of the printed Study Guides in the iAct Course implementation.

- The Guides comprise two books which cover all four Modules of the iAct Course. They contain all the same content and activities as the iAct Course on the tablet, except of course for the videos and all the African Storybooks which are also only to be found on the tablets.
- It is important that the facilitators understand that **the tablet is intended as the main method of delivering and implementing the iAct interactive learning and teaching course.**
- The **blank activity planning templates in the printed Study Guides**, do however need to be used for all the activity planning tasks. So in this way, the study guide supports the use of the tablet.
- The printed Study Guides are a backup and can be kept by each teacher for future reference.
- Teachers should be encouraged to make their own notes in their Study Guides.

Activity 3g: What is in the print-based study guide and how will the teachers use it in course?

Time: 30 mins.

Learning organisation: Read individually and then discuss in plenary

What you will do: Read: *What is in the study guide?*

What is in the study guide?

- The Guides provide all the same content and activities, curriculum extracts, template etc. as are uploaded on the tablet, i.e. they cover the full content of all four Modules of the iAct Course. However, the tablet contains the video clips which are the heart to the course.
- The African Storybooks are also only available on the tablet.
- In the same way that space is provided in the tablets for the teachers to write their own notes, reflections and to answer questions, space is also provided in the Study Guides for writing.
- Exemplar activity plans and activity planning templates for the teachers to use are included in the Study Guides.

- All activity plans need to be written using the blank ACTIVITY TEMPLATES that are provided for each activity. In this way each teacher will have copies of all their own activities that have been planned and implemented during the course.
- All the assessment tasks are also included in the study but these need to be completed on the tablet so that progress can be tracked.

How will the teachers use the Study Guides?

- Each teacher will be given a set of two printed Study Guide. It is intended as a backup for the tablet. So, if one teacher takes the tablet home, the rest of the group still have access to all the course activities and content (except the video clips). The Study Guides are to use and to keep after the iAct Course is completed. The Guides are also intended to be used as a learning and teaching resource for the teacher's ongoing reference.
- The activity plan templates can be copied and used as a planning tool, even after the Course is complete.

Session Four

iAct Course design principles and methods

The session focus

To develop a deeper understanding of the iAct Course learning design principles and methods used.

Trainer's Notes

Purpose

The purpose of this section is to provide you and the facilitators with a greater depth of understanding of the principles and pedagogic methods that inform the learning design of the iAct Course.

It is hoped that this understanding of the principles and the appreciation of the underpinning logic of the *learning cycle* (which is repeated in a routine way throughout the Course), will enable the course facilitators to structure their support to the teachers in a more focussed way.

Learning design principles

The school-based continuing professional development (SBCPD) course is implemented as supported, self-directed (independent) study - using a digital format on a tablet with a purpose-designed course application to deliver the course.

The course learning design is underpinned by the following principles:

- An activity- based approach
- Collaborative learning
- New methods are modelled
- The course is designed around a routine weekly learning cycle
- Reflective practice

- Use of locally found natural and commercial waste materials to make teaching resources
- Promotion of teacher agency – encouraging teachers to take responsibility for their own professional development and encouraging communities of practice.
- Course implementation support provided by Zonal In-service Coordinators (ZICs) and officers from partner NGOs.

Methods: How will learning will happen in the iAct Course?

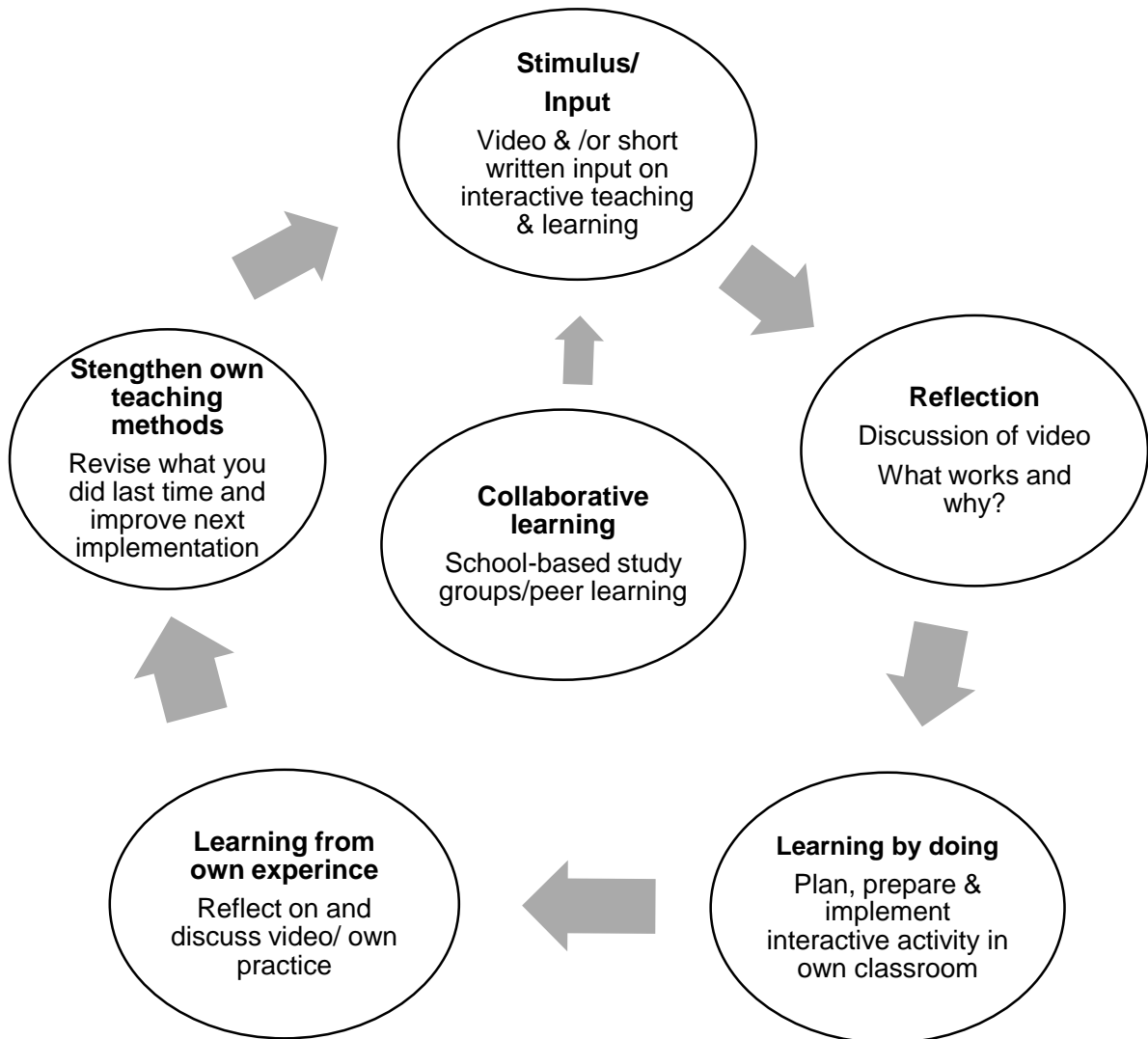
- **Collaboration:** Learning together in a school-based study group – a collaborative learning group promoting peer learning. Groups will comprise up to 3 teachers each sharing a tablet. Depending on the number of teachers in a school, ideally, lower primary school teachers will form one group and upper primary will form another study group.
- **Using video examples of interactive teaching practice as a strategy for shifting teacher practice:** Watching and engaging with the videos which provide examples of various interactive teaching strategies lies at the heart of the course. The course learning design hinges on making this professional development intervention relevant to local context and doable.
 - The videos were therefore specially made for this course in Zambian Community Schools. They reflect actual conditions in local classrooms with locally found materials used to make learning and teaching resources.
- **Reflection:** The teacher’s engagement with the videos is guided by a set of questions which is provided with every video activity. After watching the video, the teachers are required to reflect on the video content and discuss and answer these questions in their study groups, weighing up the positives and the negatives and extracting the learnings that are relevant for themselves.
- **Learning by doing:** The teachers are required to adapt the activities seen in the videos (as necessary) and implement learning activities the same as / or similar to those seen in the videos. Thus applying – hand on - what has been learnt. Learning by doing!

- Planning and preparation for implementation are done collaboratively in the study group using local resources.
- **Learning from own experience:** By reflecting on own implementation. Watching the video of each other's implementation of activity – based learning and then discussing this in the study group.
- **Strengthen own teaching methods:** The teachers will be able to assess the strengths of their own implementation and examine areas that may need some improvement for the next time they implement a similar interactive learning activity.

The learning cycle

The course is designed around a routine weekly learning cycle – teachers watch videos of interactive learning and teaching, plan own lessons based on videos, implement own lessons, video own lessons, discuss own implementation and reflect on what worked and what did not work so well and therefore could be done differently (diagram below).

The learning cycle



Session Five

Guide: iAct Course management and administration

In this session you will work through four sets of Guidelines which will provide you with the necessary *know how* to complete the various iAct Course management and administration tasks that you and/or the facilitators are required to do as part of the iAct Course monitoring and support function.

Trainer's Notes

- i. **The tablet management guidelines** provide an overview of who is responsible for the tablets and how they should be looked after
- ii. The **guide to the tablet administration** functions covers the following aspects:
 - EMIS code
 - School visit report
 - User activity log
 - User performance report
 - List of registered users
 - Help
- iii. The **guide to setting up school-based study groups** relates to your role as a course facilitator and provides guidance on managing the study group.
- iv. The **support and monitoring guidelines** provide both practical information on monitoring and supporting the teacher's progress through the iAct Course, as well as providing basic administration guidelines related to participant data collection, storage and sharing.

Tablet management guidelines

Each District will receive a tablet which will be housed at the DRRCs office. This tablet will be used by the ZICs, DRCCs and DESOs when necessary.

Each school will receive a tablet: The head teacher will keep a log book for the use of the tablets. If there are more than six teachers in a school the school may receive more than one tablet to make sharing the tablet more manageable.

The trainer or facilitator that has administrative rights over the tablet/s at a particular school must ensure that the school Identification Code is inserted on the tablet/s so that it can be tracked. The School Identification Code is the EMIS number. See the *Administrator's Guide* below for details of how to insert the EMIS number onto the tablet.

- DRCCs, DESOs and ZICs will ensure that during school monitoring visits they also check that the tablet is being used at the school.

To monitor the tablet usage, the facilitator can access the data related to usage by going into the tablet Administration function. See *User activity log* in the *Administrator's Guide* below.

- ROCS, DAPP, PAF and Diaconia to sign a Memorandum of Understanding (MoU) with the school on the use and security of the tablets.
- When a tablet is broken, the school should inform the NGO district office as soon as possible.
- At the end of the course, tablets will be returned to the NGO district office in the district. However, the teachers can access the tablets for reference at the respected offices.
- Teachers who own their own tablets or flash drives/memory cards, can request that they be given videos to the course for their own use.

Throughout the course, the tablet remains the property of ROCS, DAPP, PAF or Diaconia but school administration will be responsible for their safe keeping. The schools, guided by the Parents Community School Committee (PCSC) will be responsible for finding the best way of keeping the tablets safe and in good working order.

A power solution (a solar charger) will be offered to schools that need this facility in order for the tablets to be charged.

Guide to tablet administration

Over and above your and the facilitator's roles and functions related to the logistical issues of managing the support for the implementation of the iAct Course, a key function is that of the *Course Administrator on the Course App on the tablet*.

This means that you and the facilitators are also responsible for data collection and management related to the use of the iAct Course App at the Community Schools that you have been mandated to monitor and support.

As an administrator you need to access the **Administration functions** on the tablet. Carefully follow the steps set out below, they will help you to navigate your way through the Course administration functions.

Trainer's Notes

To access the Administration functions, tap Administration on the iAct Course App menu. Enter the Administrator Login password: **iact2017** and tap CONTINUE.

The Administration menu will open:

- EMIS code
- School visit report
- User activity log
- User performance report
- List of registered users
- Help

EMIS CODE

- The Administrator's first job is to **insert the school EMIS number onto each tablet** that is used at that given school.
- Tap EMIS code and type in the school's EMIS number.

School visit report

- Every time you make a site visit to the school/s that you have been tasked with monitoring and supporting, you are required to complete the **School visit report**.
- Tap School visit report in the Administration menu.
- A new screen will open and you will see a form with six short questions which you will be required to answer.
- It will only take you two minutes as the questions are in a multiple choice format and you simply need to tap the relevant answer.
- Once you have answered all six questions, tap FINISH.
- A 15-digit code will pop up.
 - Record your **15-digit code** number in the space provided here:


MY RESULT CODE

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- Once you have recorded this number, tap OK. The test screen will close.
- Then sms your result code number to the iAct cell phone number:
- **The iAct cell phone number is:** _____


The number will be provided. Write it here for future reference.

User activity log

- To see the data related to the number of times the iAct Course App has been used on the tablet, simply tap the User activity log in the Administration menu.
- A new screen will open and show all the data related to when and for how long the tablet was in use.
- To share this data with the Course Coordinator, tap the share icon  which you will see in the top righthnad side of your tbalet screen.It will immediately give you the option to email the data to a Gmail account.
- **The iAct Course Coordinator’s email address is:**

The address will be provided. Write it here for future reference.


User performance report

- This report is a record of all test results of all the Course participants using a particular tablet.
- To access this data, tap on User performance report in the Administration menu.
- A new screen will open and show all the data to the weekly assessment tests completed by all course participants that are registered on the tablet.
- To share this data with the Course Coordinator, tap the share icon  which you will see in the top righthnad side of your tbalet screen.It will immediately give you the option to email the data to a Gmail account.
- **The iAct Course Coordinator’s email address is:**

The address will be provided. Write it here for future reference.

List of registered users

- This is a list of the user identification codes of all Course participants registered on the tablet. It is record of everyone’s use identification number.
- To access this data, tap on list of registered users in the Administration menu.
- A new screen will open and a list comprising all course participant’s course identification numbers.

- To share this list with the Course Coordinator, tap the share icon  which you will see in the top right hand side of your tablet screen. It will immediately give you the option to email the data to a Gmail account.

- **The iAct Course Coordinator's email address is:**

The address will be provided. Write it here for future reference.

Help

- This is the administration help function.
- To access this function, tap on Help in the Administration menu.
- You will help on how to support the teachers with registration and how to collect and store data related to the participant's performance [performance report].

Guide to setting up school-based study groups

To support collaborative and peer-learning, this course was designed to be implemented using school-based study groups. The course facilitators will need to explain this to the teachers and help to set these groups up.

In schools with a small complement of teachers, e.g. up to five teachers, only one group will be formed and all teachers will work together. In larger schools with six or more teachers, it may be possible to form a lower primary and an upper primary teacher's group.

The idea of the study groups is for groups to work through the course together, sharing ideas, engaging in discussions and supporting each other. **Encourage the teachers to sit together in a circle** (push some desks together or put some chairs in a circle). This will help people to engage with each other more easily (than if they are sitting spread out in a classroom).

If the school has two or three groups, they should meet in different rooms, so that they do not disturb or distract each other.

Facilitate agreement on some basic rules for group work

E.g.: The teachers should not use their mobile phones during the study group activities.

Can you think of others?

One tablet will be provided for each study group to use. Each teacher will also be given their own Study Guide for reference. To complete the course, the teachers will need to watch all the course videos on the tablet and discuss them and answer the questions together in the study group.

Reflecting the views and situations of the teachers in the study group when answering activity questions.

- **There might be times when the teachers in the study group do not all agree on the same answer. That is OK.**
- The teachers in the group may have different teaching situations e.g. One teacher may only teach one grade while his/her colleague teaches in a multi-grade classroom.

It is important that all the different views are recorded when the teachers write their notes and answer the activity questions on the Tablet or in their Study Guides.

At the end of each week, each teacher will also need to individually complete the multiple choice test on the tablet. The tablet will automatically generate a score. This will be used to track the teacher's progress. Teachers should be encouraged to write down their scores and keep a record for themselves!

To complete the course in 20 weeks, the teachers will need to work together for about three hours per week.

The group will also need to decide how the tablet is being shared and made accessible to EVERY teacher in the group. The teachers in each study group will also need to agree on where and when to meet for each study group session. Proper planning of the group meetings is very important for learning to proceed smoothly and enjoyably!

To facilitate: *To make something easier or less difficult!*

Facilitator monitoring and support guidelines

Monitoring and supporting teachers' progress on the course

The facilitators are required to familiarise themselves as much as possible with the content of the Study Guide; the method and approach used in the implementation of this course; and how to use the tablet. This will enable to provide support to the teachers by answering queries during their monthly school site visits.

During support visits the facilitators should try and encourage the process of sharing skills and knowledge in the group. Emphasise the importance of learning from each other.

The facilitator can even join in some of the group activities during their visits, if they help to facilitate the discussion, this can make the group work even better!

Facilitators must be encouraged to be:

- Be supportive and encouraging.
- Try and clarify questions.
- Help to make learning enjoyable!

Facilitators need to be aware that their job is to support the teachers, to help them understand the course materials, but not to teach the course. The iAct Course relies on the structured group-based study of the materials contained on the Tablet and in the Study Guides.

The facilitators should also be urged to use these visits an opportunity to carefully observe the way in which the teachers are:

- Discussing and reflecting in their study groups
- Using the tablet
- Using the Study Guide
- Doing the activities
- Implementing what they have learnt in their classes.

Course Management, data collection and administration

The facilitators are required to:

- **Complete a school visit report on the tablet.** Once report is completed, a code will be generated. T
- Sms the code is to be sent to the iAct number. This will be a source of valuable feedback for the course team.

The facilitator's administration rights on the tablet also allows them to access and email the following data lists to the Course Coordinator at the iAct cell phone number:

- The **user activity log** (information about how much the participant teachers are using the tablet)
- **The user performance report** which is a record of the results of all the weekly tests undertaken by the course participants.
- **The list of registered users** which provides a list containing all the participants names and course identity numbers.

NOTE: The **iAct App Course Administrator's Guide**, above, will make these tasks quick and easy to do!

Session Six

Getting practical

Role play how you will train the facilitators to orientate the teachers to the iAct Course

Trainer's Notes

The focus in this session is on preparing the facilitators to introduce the Interactive Learning and Teaching Course to the participating teachers.

The training will comprise five key components:

1. An overview of the background and purpose of the course
2. How to use the tablet - its functionalities and how it fits with the printed Study Guides.
3. An overview of course content and the method
4. Basic course implementation processes and procedures including, setting up school-based teacher study groups, protocols for using and storing the tablets and the requirement that teachers message (sms) their assessment codes to the course team for progress tracking purposes.
5. Course management and administration roles and responsibilities.

Encourage the facilitators to ask questions to clarify any queries related to the course – it is important that they take responsibility for their own professional development as well.

What you need to think about and do before each training session

Practical plans and preparation (See Session One Checklist)

Venue - confirm the training venue.

Organise the training layout – prepare the space for discussions and group work. We want to facilitate interaction so we do not want people sitting in rows.

Think about and make catering arrangements as necessary.

Prepare an attendance register – keep the register safely as it is an important record.

Prepare a programme for the training sessions.

Ensure the tablets with the course on it **and the printed study guides will be available** for the ZICs at the first training session.

Plan and procure necessary workshop delivery resources such as:

- Flip chart
- Marker pens
- Press stick
- Any other resources that you need for the training session.

Prepare for facilitation

Look at your programme for the day to check the sequence of workshop activities.

Read through and think about the training content for the day and think about how you will implement the planned workshop activities.

REMEMBER the training must model the principles of INTERACTIVE LEARNING. It must be activity-based training!

Training process

Welcome the facilitators - everyone to introduce themselves

- Use an icebreaker to facilitate the introduction?
- Circulate an attendance register –see that it is filled in. Keep it safely.

Expectations

- Discuss the facilitator's expectations and see how these fit with the course purpose and objectives – discuss and clarify what can or cannot be covered in the training.

Try not to ignore difficult questions

- Think about these sorts of questions and be prepared to answer them. For example:
 - Why can't we keep the tablet after the course?
 - Are we going to be paid something for facilitating this course?

What will be covered in this session?

In this first session the emphasis will be on providing the background and an introduction to the Interactive Learning and Teaching Course. Facilitator's will gain an understanding of:

- The reason for the course and for interactive learning.
- The challenges that community school teachers face and that this course tries to address
- Why it is important to make the shift from teacher centred classroom practice to learner-centred classroom practice and what it really means to become an interactive teacher.

This first session will also focus on the practicalities of the course. What the course comprises of and how it will be delivered. This will include an activity on how to set up and use the tablet.

An overview of the course content and method will be provided.

The session will end with input and discussion about the required school-based implementation procedure - how to set up the teacher study groups, protocols for using and storing the tablets and the requirement that teachers message (sms) their assessment codes to the course team for progress tracking purposes.

Session outcomes

By the end of this session, the Zonal In-service Coordinators (ZICs) will have gained an overall understanding of:

- The purpose of this Interactive Learning and Teaching Course
- The shift in focus from teaching to learning and the value of an interactive approach – why it is important
- The overall course outcomes or objectives
- The course materials and mode of delivery
 - How to use the tablet – login and registration
 - How to find your way around the course on the tablet
 - The tablet functionalities
 - The importance of completing the weekly course tests and messaging the codes to the course team to track progress
 - How the printed Study Guide fits with the tablet
 - The protocols for using and looking after the tablet
- The course methods and learning cycle
- How the school-based study groups are intended to work
- The course timing and duration

Activity 6a: Plan, prepare and role play how you will introduce the Interactive Learning Course to the facilitators

Time: 1.5 Hours (30 mins planning and preparation, 30 mins role play and 30 mins discussion and reflection).

Learning organisation: Work in pairs

What you will do: Read the Session One notes in this Guide and refer to the interactive Course on your tablet and in the printed Study Guide and prepare your training introduction.

Once it is prepared we will role play this component of your facilitator training session.

Remember, the community school teachers are the beneficiaries of the facilitator training, so your focus has to be: How will I train the facilitators to train, guide, support and monitor the teachers and to help them to successfully complete the Interactive Learning and Teaching Course?

Do your planning and preparation in the file/notebook provided.

Your planning and preparation should be structured around the following points:

- The purpose of this Interactive Learning and Teaching Course
- The shift in focus from teaching to learning and the value of an interactive approach – why it is important
- The overall course outcomes or objectives
- The course materials and mode of delivery

Activity 6b: Plan, prepare and role play how you will show the facilitator's how to use the tablet and its functionalities

Time: 1.5 Hours (30 mins planning and preparation, 30 mins role play and 30 mins discussion and reflection).

Learning organisation: Work in pairs

What you will do: Read the Session One notes in this Guide and refer to the interactive Course on your tablet and in the printed Study Guide and prepare your training activities to find the necessary information.

Once it is prepared we will role play this component of your facilitator training session.

Do your planning and preparation in the file/notebook provided.

Your planning and preparation should be structured around the following points:

- How to use the tablet – login and registration
- How to find your way around the course on the tablet
- The tablet functionalities
- The importance of completing the weekly course tests and messaging the codes to the course team to track progress. You also need to focus on training the facilitators how to do this, so that they can train the teachers to do this.
- How the printed Study Guide fits with the tablet.
- The protocols for using and looking after the tablet.

Activity 6c: Plan, prepare and role play how you will introduce the course content and methods

Time: 1.5 Hours (30 mins planning and preparation, 30 mins role play and 30 mins for discussion and reflection).

Learning organisation: Work in pairs

What you will do: Read the Session One notes and information provided in this Guide and refer to the interactive Course on your tablet and in the printed Study Guide to find the necessary information.

Once it is prepared we will role play this component of your facilitator training session.

Do your planning and preparation in the file/notebook provided.

Your planning and preparation should be structured around the following points:

- Information about the course outcomes and content in the Course App on the tablet
- Information about the course method provided in Session 1.
- The course methods and learning cycle – see Session 1 information section.

Activity 6d: Plan, prepare and role play of how you will explain the school-based implementation requirements of the course.

Time: 1.5 Hours (30 mins planning and preparation, 30 mins role play and 30 mins for discussion and reflection).

Learning organisation: Work in pairs

What you will do: Read the Session One notes and information provided in this Guide and refer to the interactive Course on your tablet and in the printed Study Guide to find the

necessary information. **In particular, you need to be clear about the way in which the teacher Study Groups need to function.**

Once it is prepared we will role play this component of your facilitator training session.

Do your planning and preparation in the file/notebook provided.

Your planning and preparation should be structured around the following points:

- Facilitators need to be clear about the reason for collaborative learning in this course and the reason for forming school-based study groups.
- Facilitators need to be prepared to assist the teachers think about how best to set up and manage the study groups. This includes management of study time and management of the shared tablet.

Session Seven

The facilitator's and teacher's roles and responsibilities on the iAct Course

Trainer's Notes

The facilitator training will focus on:

- **The facilitator's roles and responsibilities in the implementation of the iAct Course.**
- **Helping teachers to understand their roles and responsibilities in the course**
- **Managing school site visits.**

The training will comprise three key components:

1. Preparing the facilitators to more fully understand their roles and responsibilities in implementing the course.
2. Preparing the facilitators to understand how to support and monitor the teacher's participation in the course during the follow up school site visits.
3. To provide the facilitators with clear guidance on what is expected of the teachers participating in this course (teacher roles and responsibilities).

Session outcomes

By the end of this session, the ZICs (facilitators) will have gained an understanding of:

- Their roles and responsibilities in implementing the course.
- How to support and monitor the teacher's participation in the course during the follow up school site visits
- What is expected of the teachers participating in this course (teacher's roles and responsibilities).

Activity 7a: Facilitator roles and responsibilities

Time: 45 mins (15 mins for reading and 30 mins for discussion and reflection).

Learning organisation: Individually read the section on Facilitator Roles and Responsibilities, below and then discuss in plenary


What you will do: Individually read:

- The facilitators' roles and responsibilities

In plenary discuss the roles and responsibilities critically and answer the following questions:

- i. Are the facilitator roles and responsibilities comprehensively covered or are there any gaps or omissions or changes that need to be made? If so what are they?

Make notes of any additions or changes here



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The facilitator's roles and responsibilities

- ☑ **The facilitator's role and responsibility is to support and monitor all aspects of the course implementation at their designated schools.**

What does this mean in practice?

- **Actively participating in the facilitators training** - taking responsibility for their own learning and professional development related to the course implementation:
 - Asking questions to clarify any queries related to the course
 - Taking responsibility for working through the course materials on the Tablet and so that they can support the teachers if they have queries related to the course content of any of the course procedures
 - Reading through the Tablet operating guidelines and practice using all the functions in the Course App so that they can support the teachers if they have difficulties accessing any of the materials on the tablet.
 - Being proactive if, and when, problems arise.
 - Keeping in regular contact with the District Resource Centre Coordinator (DRCC).
- **Being professional at all times:**
 - Keeping agreed appointments
 - Arriving on time
 - Completing all agreed tasks related to the course implementation.
 - Responding promptly to queries from the teachers. If you cannot help, call the DRCC/DESO for assistance.
- **Fulfilling the requirements of the support, monitoring and course administration role**
 - Facilitating the introduction to the course at the Zonal School.
 - Provide the teachers with a mobile phone contact number at which they can be contacted in case the teachers have a problems or queries.
 - Making bi- termly visits to each of the designated schools to support and monitor the teachers' progress - see details below.
 - At all times, try to perform a supportive and encouraging role to the teachers.
 - At each school visit, take responsibility for completing the school visit report on the tablet and emailing it to the Course Coordinator.

Trainer's Notes

First school follow up visit

Two weeks after the initial orientations for teachers, the facilitators (ZICs, DESOs, DRCCs) will make follow up visits to their designated schools. The purpose of these visits will be to:

- Check whether the teachers have set up their study groups?
- Whether they have started working through the Interactive Learning and Teaching Course on the tablet?
- Whether they are experiencing any difficulties?
- Model interactive teaching techniques (role play, lead discussion)
- The focus of this visit is therefore support and progress monitoring.

Activity 7b: Plan, prepare and role play how you will guide the facilitators to make their first school follow up visits

Time: 1 Hours (15 mins planning and preparation, 15 mins role play and 30 mins discussion and reflection).

Learning organisation: Work in pairs

What you will do: Read the general Facilitator Support and Monitoring Guidelines below

Plan and prepare guidelines specifically bearing in mind that this is the FIRST facilitator visit to the teachers at their school. The focus of this visit is progress monitoring and support.

Structure your planning and preparation around the following key activities that the Facilitators are required to undertake during the school site visit: They are required to check:

- Whether the teachers have set up their study groups?
- How many times the teachers have met in their study group?
- Whether the teachers have started working through the Interactive Learning and Teaching Course on the tablet?
- If they have started working through the course, how far have they progressed? (Up to which activity?)
- Whether they are experiencing any difficulties?

Once it is prepared we will role play this component of your facilitator training session.

Do your planning and preparation in the file/notebook provided.

Activity 7c: Teacher roles and responsibilities

Time: 45 mins (15 mins for reading and 30 mins for discussion and reflection).

Learning organisation: Individually read the text below and then discuss in plenary


What you will do: Individually read:

- The teacher's roles and responsibilities

In plenary discuss the roles and responsibilities critically and answer the following questions:

- i. Are the roles Teacher roles and responsibilities comprehensively covered or are there any gaps or omissions or changes that need to be made? If so what are they?

Make notes of any additions or changes here


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The teachers' roles and responsibilities in the course

Those teachers who have agreed to participate in the course need to be committed to completing the course and need to be encouraged and supported to do so.

What does this mean in practice?

Teachers participating in the iAct Course are required to:

- Set up a study group with the other teachers in their school.
- Agree on which days and at what times the group will meet.
- Attend all the group sessions as agreed.
- Arrive on time for the group sessions.
- Work through the Course on the Tablet from beginning to end systematically.
- Take responsibility for the safekeeping of the Tablet.
- Agree on who in the group uses the Tablet and when?
- Watch all the videos.
- Participate in all the group discussion and reflections.
- Participate in completing all the activities - both in the group and individually
- Be committed to trying to:
 - Collect local waste and natural materials, sort, store and use the found local resources in their classes.
 - Use interactive (activity-based) methods in their classes
 - Plan and implement the new activities in their classrooms; and
 - Learn to use the tablet to make a short video each other's lessons
- Be committed to spending 3 hours per week for 20 weeks to participate and complete the course.
- Participate in a positive spirit of support and sharing of new skills and knowledge. 😊