



# Find, Search & **COLLABORATE**

VVOB Mentor: Leonie Meijerink







# Contents

Some reflections on the Grassroots Projects by Leonie Meijerink.....	1
Solwezi Wiki Project.....	2
Methodology: Guided discovery.....	5
Mufulira MOODLE Project.....	7
Methodology: Assignments.....	10
SALAMI Project.....	13
Methodology: Learning from experience.....	16
SELECT Project.....	19
Methodology: Supervised student practice.....	22

# GROUP 1

---

## Find, Search & Collaborate

### **SOME REFLECTIONS ON THE GRASSROOTS PROJECTS**

“A team effort by the VVOB Zambia Programme”

LEONIE MEIJERINK

We started off with some tremendous enthusiasm and expectations in the group on how often we would be in touch with each other and how to initiate peer learning.

I believe the willingness was definitely there but in practice everyone seemed to either be doing fine by themselves, or work loads were taking over. I've been able to advise some groups a bit more in depth because I happened to be visiting the members.

As for advice upon request, I had explained to the group that I would expect them to contact me in case they needed help. Firstly, the groups didn't request for meetings with each other. Secondly, the requests for advice happened in about four occasions. In the future, when I'm a mentor for lecturers/teachers who are not used to being 'mentees', I do need to start off with initiating some more contacts to keep the groups going and not to lose the momentum. In the end I feel it is most important that the participants felt that they had someone to turn to if there were difficulties.

Some of the support I was able to give:

- Support the follow up of students in the SALAMI project team.
- Push those members who seemed to delay the implementation of their project.
- Advise the Moodle project, first of all in choosing the tool, but also by being able to make provision for the grasshopper to attend the global virtual Moodle conference.
- Point group members to 'proposed' tools and websites (e.g. wikis).
- Bring the Solwezi Wiki project to the Grassroots workshop and the Teachers' Forum of the pre-conference workshop at the international eLearning Africa Conference.

Another important element of being a mentor was that I felt that it helped managing communication between all the grasshoppers and VVOB.

Finally, I felt that the Grassroots Project became a real team effort by VVOB Zambia because all were involved as mentors.

I feel some amazing work has come out of the groups and I was touched by the enthusiasm and sense of empowerment of lecturers and teachers in the projects. I sincerely hope that the grasshoppers in my group have now integrated their projects in their daily (teaching) practice and continue learning from it.

# **SOLWEZI WIKI PROJECT**

## **INTRODUCTION: Jury Report**

**\*\*\***

This Grassroots Project experiments with the use of a wiki. Wiki is a Hawaiian word which means fast. A digital wiki is basically a simple web page that anyone can consult and edit. It is a way of accessing information very fast (see Tool Wiki in Tab 7).

The lecturer selects this software because he believes it has “the power to stimulate collaboration between lecturers and students of Solwezi College of Education, and ultimately to produce the best teaching and learning materials”.

In this Grassroots Project the mathematics lecturer chooses not to stick to the required exercises but decides to be a catalyst for change and make sure his students experience different tools for learning. This provides students with a purpose for studying mathematics other than just passing the exam. It also makes learning so much more enjoyable! Lecturers with a strong commitment to their profession, who know that rote learning cannot lead to development, also know that they should engage their students in meaningful learning experiences. That's exactly what this Grassroots Project tries to achieve.

## **Wikis Are Chaotic Informal Knowledge Spaces**

Wikis, like any tool for learning, are limited in use primarily by the creativity of the instructor or designer. In fact, the jury finds that the full potential of a wiki has not been explored by the instructor and the students of this Grassroots Project. The content creation is mainly done by the lecturer and it is mainly used to link up with some websites or Wikipedia, the biggest wiki in the world. Still, wikis can be open - where students can create an account and edit. Common uses of wikis include course notes, FAQ, collaborative writing, group work, brainstorming, inviting experts to review completeness of learner wikis or content creation with educators from other colleges/schools.

The jury hopes the Solwezi wiki will become a more collective resource and thus a valuable tool for teaching and learning. We encourage other learning institutions to experiment with the use of wikis as vital knowledge spaces.

**[solwezicollege@wikispaces.com](mailto:solwezicollege@wikispaces.com)**



**NAME:** JONAS MUKOKWE

**INSTITUTION:** SOLWEZI COLLEGE OF EDUCATION

**EMAIL:** [mukokwejonas@yahoo.com](mailto:mukokwejonas@yahoo.com) | [mukokwejonas@gmail.com](mailto:mukokwejonas@gmail.com)

**Jonas Mukokwe** has been working with the Ministry of Education for 20 years. He is a senior lecturer in Mathematics at Solwezi College of Education. Mukokwe was trained as a high school mathematics teacher at COSETCO (Copperbelt Secondary Teachers College) and later obtained an advanced Diploma in Mathematics in 1992.

In 1996, he enrolled as a full time student at the University of Zambia to study Mathematics and Geography, whilst there he undertook a course in Computer Programming which ignited his interest in Computer Science. Currently, Mukokwe has developed a Wiki for the College where students, lecturers, interested experts and members of the community are free to upload and download course materials, comments and questions.

### Case study on the use of WIKI'S with Guided Discovery

When Mr. Sepiso entered the ICT classroom to teach first year students on the topic of shapes and nets, the whole class was happy, but when he reached the development stage of the lesson and instructed students to open the college wiki, all students were stunned, because they had never heard of the word “wiki”.

Through guided discovery and the use of the digital projector, the students reached the desired site online and had a lot to learn from there. The students were able to follow links both within the wiki or the external links on the internet. A bright smile came back on all the faces of the students. From that day Mr. Sepiso was nicknamed “Mr. Wiki”.

Students learned that there were many various shapes and various nets in mathematics. They were encouraged to explore more and come up with more nets for the same shape.

Furthermore, students were made to discover how to post comments and questions and were able to receive online feedback from other people.

“Lika Ki Nyau Nyau”  
A Lozi saying meaning “things must be done fast”

## Explore More @



[Http://web20atschool.net/](http://web20atschool.net/)

## What **METHODOLOGY** was mainly used?

### **Guided discovery: teaching by asking (\*)**

There are two approaches to teaching: *teaching by telling* and *teaching by asking*.

- **Teaching by telling:** This approach is teacher-centred. Learners have the new learning explained to them, and then they are expected to use and remember this new material.
- **Teaching by asking:** The teacher asks questions or sets tasks which require learners to work out the new learning for themselves though with some guidance. This new learning is then checked and confirmed by the teacher.

'Teaching by asking' can only be used if learners can puzzle out the new learning from their existing knowledge and experience!

### **Effective use of the discovery method**

- Learners must have any essential background knowledge and techniques they need in order to make a success of the discovery activity.
- Learners must understand exactly what is expected of them.
- The great majority of the learners must be able to make a success of the activity. Guidance must be given where necessary.
- Students' work must be carefully monitored.
- Choose a topic where reasoning is required, but where students are unlikely to know the answer in full.
- Leave plenty of time. About twice as much as you expect should do!
- Summarise what students should have learned at the end.

### **Conclusion**

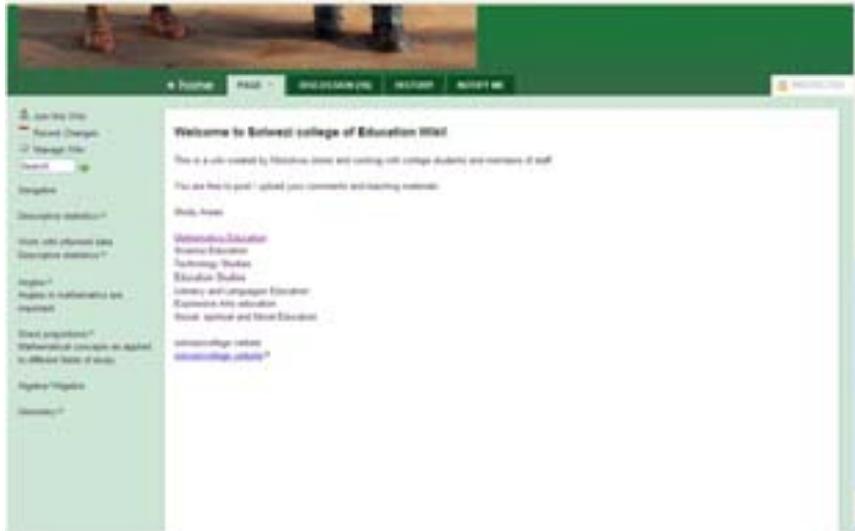
Useful learning:

- is not the same as remembering facts and techniques.
- must be organised by the learner and then integrated into the learner's existing knowledge.
- involves developing cognitive skills such as the ability to reflect critically, to evaluate, to analyse, to think creatively and to solve problems.

Students will only learn to reason *by reasoning*. It is only by asking students thought provoking questions that these crucial thinking skills can be developed.

(\*) Excerpted and adapted from PETTY, G. (2009). **Teaching Today. A Practical Guide**. Stanley Thornes (Publishers) Limited, Cheltenham.

Find, Search & Collaborate



## **MOODLE PROJECT**

### **INTRODUCTION: Jury Report**

**\*\*\*\***

When we use ICT in education, we generally mean that we use the tools as a *resource* or as a means for *communication*. So, when you want to consider using ICT in your classroom, decide first if it is as a resource or for communication purposes. This Grassroots Project aims for a combination of both: an ambitious endeavour.

The project experiments with the use of Moodle, a (free) virtual learning platform. The lecturer believes this will provide for new and exciting learning opportunities for his science students (see Tool Moodle in Tab 7).

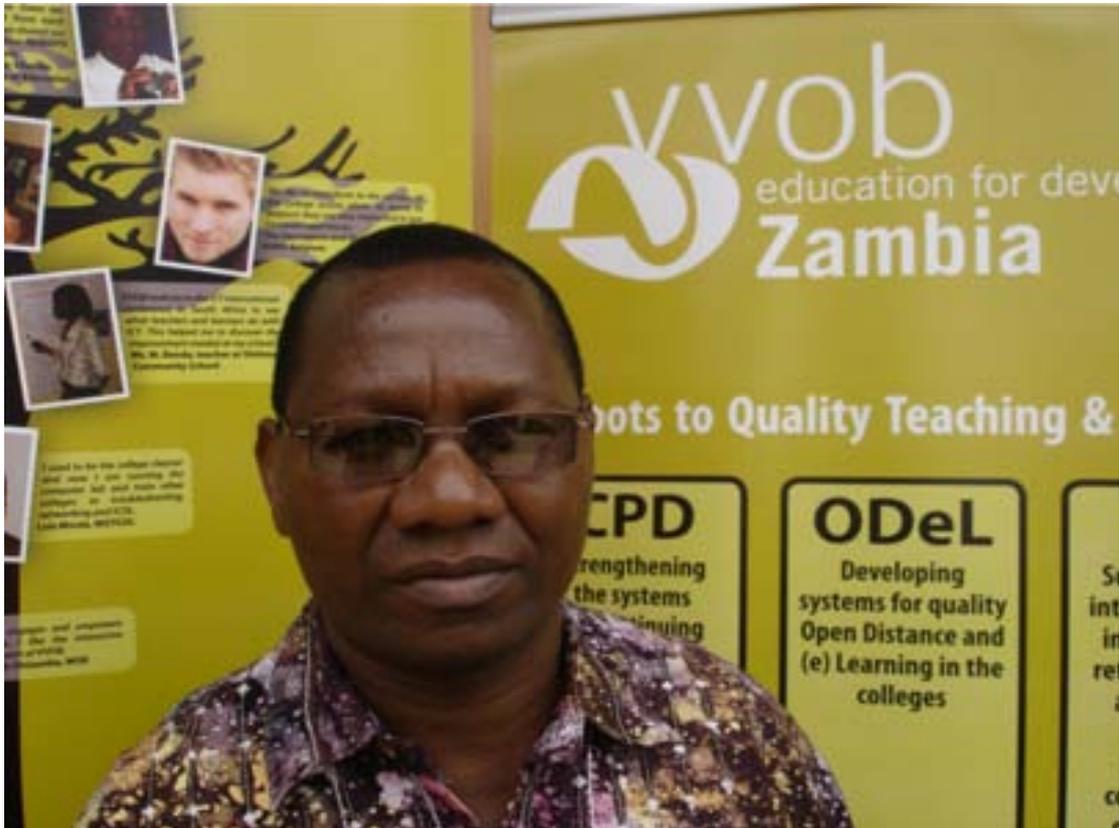
**Moodle Offers A Great Pedagogical Advantage**

In this Grassroots Project students accessing Moodle have the chance to go through a set of tasks. The students exercise autonomy over how, where, when and in what order the assignments are carried out. They are challenged to develop new forms of learning by 'searching for, finding, acquiring, evaluating, judging, changing, storing, managing and retrieving information' when needed.

Moodle offers a high degree of openness, and as a distance teaching system it can be used by students everywhere in the world at the same time. Via Moodle the most impressive and convincing form of flexibility can be observed in the pedagogical structure: learning by searching for information (research tools), learning with multimedia (podcast or video clips), increased communication (chat and email), collaboration (forum and wiki), documentations (courses), exploration (additional learning tools), representing learning results, simulation, and in virtual reality.

Of course, the full potential of Moodle has not yet been reached. Still, the foundations have been laid and that is already a huge achievement as a Grassroots Project.

The jury hopes that the Moodle will continue to grow and grow until it becomes a vital learning environment for distance education students at the college. Also, make sure the virtual learning environment is supported by a team of educators and educational technologists. Other learning institutions might also be interested in implementing Moodle since this tool is open source software: 100% free and very user friendly.



**NAME:** LUCKSON M MALAMBO  
**INSTITUTION:** MINISTRY OF EDUCATION HEADQUARTERS  
**EMAIL:** *malamboluckson@gmail.com*

Luckson M Malambo is currently working at the Ministry of Education Headquarters in Lusaka, as a Senior Education Officer - Colleges. He was first trained as secondary school science teacher at Copperbelt Secondary Teachers' College in Kitwe and was later posted to Namwala Secondary School in 1987 where he taught up to 2004 when he was transferred to Chikankata High School. He taught for at least a year before he was appointed as a senior lecturer at Charles Lwanga College of Education where he lectured up to December 2008. He was then transferred to Mufulira College of Education as a biology lecturer training secondary school teachers. In February 2010 he was moved to the Ministry of Education Headquarters, his current position.

Wherever he has worked he has been very much associated with ICT activities. At Chikankata, he was a tutor at an ICT TEVET college. At Charles Lwanga he widely integrated ICT in his teaching. He continued with ICT in the classroom style teaching at Mufulira College of Education. It was also at this college that he got involved in the Grassroots Project and did a project on the use of MOODLE as open learning tool.

### Case study on the use of **MOODLE** and assignments

Mr. Sitali took up the challenge of embarking on a Moodle project after participating in an international online Moodle conference. He downloaded the Moodle software and installation guide from Moodle.org. He studied the Moodle installation guide carefully and was able to install the program after several failed attempts. He then configured the software and connected it to the Local Area Network that involved 10 PCs. All participating students were now able to login via these computers.

During the orientation meeting with the students Mr. Sitali was amazed to see the interest the students showed. They soon realised what a powerful learning tool it was. The students opened their own account and uploaded their pictures. By doing so, the pictures would show up each time they added some comment in the discussion forum or chat room. Mr. Sitali had installed a variety of resources such as wikis, chat, discussion forum and assignments. The assignments give the students an opportunity to use their skills and knowledge at their own time and pace.

*“Umwine Musunga Talamba Minwe.”*

*A Bemba saying meaning  
the one owner is never faulty.*

## **What METHODOLOGY was mainly used?**

### **Assignments (\*)**

An assignment is a set of tasks for students individually or groups. The students exercise autonomy over how, where, when and in what order the tasks are carried out. Assignments give the students an opportunity to use their skills and knowledge. It gives students some control and responsibility over their learning and use higher-order intellectual skills such as creativity, problem-solving, evaluation, synthesis and analysis, etc. Students also develop key skills such as communication, self-management, and working in group. Off course, this needs to be carefully guided by the lecturer.

### **Devising an assignment**

Creating an assignment or project will involve the following:

- Decide on objectives: What do you aim to achieve with the assignment?
- Consider resources
- Consider time needed
- Consider skills needed
- Devise student activities

Make sure the activities:

- Interest the students
- Offer an opportunity to practice skills
- Are active and varied
- Are well defined
- Set an achievable target, which is rewarding to meet.

### **Developing assessment criteria**

The assessment criteria tell students what is being assessed, and how. They must be given to the students before they start work on the assignment.

### **Debriefing and reflection sessions**

It is very important that during and after the assignment students evaluate their performance, decide how it could be improved, and come to conclusions about what they have learned.

Reflection can be arranged: a debriefing session after the activity, reporting their findings to the teacher individually or in groups, or individually with the teacher.

### **Checklist**

Was the assignment well defined in writing, with tasks broken down in sufficient detail?

Was assessment transparent and were criteria given in advance?

Was it enjoyable, with a clear purpose?

Were students adequately prepared for the task?

Were resources adequate?

Did you check on and encourage both general work-rate and the content of the students' work while it was in progress?

Have you got an annotated monitoring copy of the assignment?

Did all students succeed in completing the assignment satisfactorily?

While marking, did you comment on good and bad features of the work, as well as awarding a grade?

Did debriefing confirm what students should have learned?

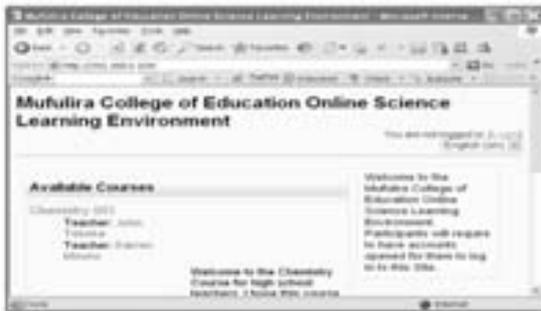
### **The limitations of assignments**

Skills need to be actively taught and checked. Some skills however are often assessed without being taught e.g. the skill of self-management or time management.

Completing a task does not in itself guarantee learning. For this reason, most teachers combine assignments with other teaching and learning methods.

(\* ) *Excerpted and adapted from PETTY, G. (2009). **Teaching Today. A Practical Guide.** Stanley Thornes (Publishers) Limited, Cheltenham.*

Find, Search & Collaborate



# **SALAMI PROJECT**

## **INTRODUCTION: Jury Report**

**\*\***

Right from the start the jury expected a lot from this Grassroots Project. The originality of the title of this project, Student Access to Learning Aids, Materials and Information or SALAMI, set the stakes quite high.

### ***Knowledge Set Free Enables Dynamic, Adaptive, And Personalized Experiences***

These days, we can download online books, access reports from organisations and participate in (free) online courses anywhere, any time. In today's online world, we can post a series of ideas/writings, and receive critique from colleagues, members of other disciplines, or peers from around the world. The ideas can be used by others to build more rich and adapted representations. That is the whole idea of the SALAMI project: the knowledge/information found on the internet can be downloaded from the internet, stored on a USB stick and shared via the LAN or any other means. The project teaches students how to access and store digital information and learning materials.

We do not consume knowledge as a passive entity that remains unchanged as it moves through our network. (Siemens, 2006)

Indeed, there is a lot of information on the internet that lecturers can adapt to their own subject area. With a simple USB stick educators can share that information within the broader community. The jury feels that on the one hand a lot can be learned from experience; on the other hand learners need much more guidance while undertaking (internet) research and sharing the right information. Guiding questions can be given or a cyber-guide with recommended websites can be provided. They can help the students with gathering relevant and reliable information and also questioning the source.



**NAME:** MARI TOLLEFSEN

**INSTITUTION:** DAVID LIVINGSTONE COLLEGE OF EDUCATION

**EMAIL:** [maripsraps@hotmail.com](mailto:maripsraps@hotmail.com)

Mari Tollefsen is a lecturer from Norway who holds a Teachers Degree in practical and aesthetic subjects from the University of Tromsø (UIT) 2009, Norway. She is currently working as a lecturer at David Livingstone College of Education (DALICE) in Livingstone, Zambia, due to an exchange program between UIT and DALICE, funded and supported by Fredskorpset, Norway. At DALICE she's teaching music, games and dances in early childhood education, physical education and English in secondary teacher diploma program. Together with colleague Patrick Kayawe, she's running a project called the SALAMI project, which stands for Student Access to Learning Aids, Material and Information. The whole idea behind the project is to give access to skills and equipment for searching, storing and sharing digital information and learning aids for distance education students who have little or no access to other learning materials. The project is currently receiving support and mentoring from the Grassroots Project of VVOB, in association with Ministry of Education.

### **Case study on the use of USB sticks in class**

Mrs. Nkhata was going to meet her 12 students for the second time, to teach them how to handle computers and get along with internet research. Compared to her students, who had little or no experience with computers, she was a very competent teacher, although she never considered herself as skilled. Skilled people talked of hardware and software, gadgets and programs she did not know of, words which she did not recognize, and processes which she had never, as far as she knew, done herself. Luckily, she was going to teach at a very basic level, and the only thing she was sure of was that she could do what she had planned for them to do. But how did she get to the point of being in the possession of these skills? She had never attended an ICT lesson from an organised programme. She had tried out, discovered and experienced, through observing friends getting about the computer, and sitting hours alone, simply testing and playing. She had simply learned from experience. The results were just ok. She could now fulfill most of the common demands in computer skills from a professional, modern adult in a technological world. She wanted her students to achieve the same stage, at least.

As students arrived in the computer lab that late afternoon, she wondered how she was supposed to check whether the students had understood anything at all, and how beneficial it really was, going step by step through a set program.

She opened the lesson welcoming her students, going through what they wanted to do today, and why. She spotted one of her male students, who always approached her for advice to solve problems or how to go about issues she had never even reached with her students yet. She had once asked him where he had learned all this. "I just cross the border to Namibia, internet cafes are cheaper there. So I just go about and see what happens," he said. Mrs. Nkhata was suddenly reminded of that fearless and naturally curious attitude of a child who puts everything in its mouth, just to test it out. Well acquainted with child development and psychology, she recognized the importance of experimenting and experiencing in learning. She reminded her students: "You are all teachers, you know how children learn, how they grow up to be human beings. They learn through play, and in playing they are not afraid to fail because it is just playing. Adults sometimes slow their learning phase because they get too hung up in the possibility of failing. They are always searching for the correct approach, forgetting to play with all the possible options. So today, if you feel that what we are doing is not at your level, just play on your own. Get hands on!"

The lesson carried on, students could follow her steps, visualised with the projector, as internet searches and browsing took place. She gave her students a task to search for anything of personal or professional interest. As she walked around in the lab, attending to students asking for assistance, she noticed all the different mistakes the students did. "I have to remind them. I have to make sure we are on the same page. I have to get their attention again and start with an example," she told herself whilst walking back to her teaching spot.

As she called out for the attention of her students, she realised that she was breaking a moment. Maybe it would be important to get all the students on the same page, to make sure they did not waste time doing mistakes or bad searches. "But weren't these students' about to find out all that by themselves, as they went on?" she asked herself. "I just wonder how I am supposed to keep record with what is going on inside my students' heads, and how can I justify not achieving the stated objectives in the lesson plan? But maybe I just have to trust that knowledge that you cannot measure or see, still is valuable. That it forms steps of getting somewhere. And what are we supposed to do with knowledge if it is never to be experienced?" she concluded whilst her students chatted with low voices over different issues in the world of ICT.

## “Fattig er den som mesker seg aleine”

A Norwegian saying meaning  
“poor is the one who  
is lonely in his wealth.”

What **METHODOLOGY** was mainly used?

Learning from experience (\*)



**Training design**

Many courses follow the pattern:

- Explain the theory,
- Give a demonstration,
- Then ask trainees to try out the new idea.

Some courses do affect practice, however. These added reflective activities such as giving staff feedback on their performance, and coaching them over their difficulties. The Trainees need corrected practice. 'Input' is not enough.

The strength of experiential learning is that it develops in the student an understanding of how theory and practice are linked. The four stages of the experiential learning cycle are equally important and interdependent.

#### *An alternative approach*

An expert is training experienced teachers in applying active teaching and learning methods. She meets her trainees for a short session 6 times over a period of some months. She describes new methods, and asks them to try it out in some of their lessons.

Each does so, and day report their experiences back to the expert and the other trainees. The trainees suggest ways of overcoming each other's problems, and congratulate each other on their successes. The expert puts right any misunderstandings, answers queries and gives concrete advice on how to overcome difficulties. The trainees' 'working theory' is corrected and developed by this process.

Theory and practice are welded into one, and the teachers become confident in the use of their new methods. All the stages of the reflective learning cycle are there. All the learners' needs for corrected practice are met.

Compare this with a two-day lecture course!

#### **Checklist**

- Is your students' concrete experience realistic and productive?
- Can skills be practised wherever possible?
- Do students evaluate their own performance?
- Is this evaluation checked by the teacher?
- Are successes and failures related to theory and 'how to do better next time'?
- Are students encouraged to experiment bravely and systematically?
- Do students draw up checklists of criteria for success?
- Do students use theory to work out how to do better next time?
- Are students supported emotionally if risk-taking or painful reflection is necessary?
- Are mistakes seen as opportunities to learn?
- Do students take responsibility for their own learning?

(\*) *Excerpted and adapted from PETTY, G. (2009). Teaching Today. A Practical Guide. Stanley Thornes (Publishers) Limited, Cheltenham.*

DAVID LIVINGSTONE COLLEGE OF EDUCATION



# SALAMI

'BRIEF GRASSROOT PROJECT DESCRIPTION'  
BY  
**KAYAWE C. PATRICK**  
(LECTURER, DALICE)

**PROJECT TITLE**

# SALAMI

- Student
- Access to
- Learning
- Aids,
- Materials and
- Information

**PROJECT MANAGERS**

**KAYAWE C. PATRICK:**  
Manager 1.

**MARI TOLLEFSEN:**  
Manager 2.

**LEONIE MEIJERINK:**  
Project Mentor

**Project Objectives**

To Equip students with the following Skills:

1. Document Creation.
2. Saving information.
3. Retrieving information.
4. Storage of information on Memory Sticks and CDs.
5. Internet Search.
6. Sharing and Using Digital Information.

Target Students are mainly Distance Education Students



**Project Tasks**

- Procure Memory Sticks and CDs.
- Install CD burner programme in selected computers.
- Plan Lessons and Activities.
- Select Students from the target group.

They should have

1. Basic computer skills
2. Access to resource centre with computer
3. willingness to teach others

- Train students in target skills.
- Provide them with Memory sticks and practical tasks.
- Follow them up to assess and report progress.

**Record of Work Done**

- Sourced 20 memory sticks from Trondheim University, Norway but not CDs yet.
- Selected 10 students with basic skills.
- Planned our short course.
- Trained the students in
  1. Document Creation.
  2. Saving information
  3. Retrieving information.
  4. Storage of information on Memory Sticks.
- Supplied students with Memory sticks and practical exercises.



# **SELECT PROJECT**

## **Jury Report**

\*\*

This SELECT Project (Search and Learn Caritas Project) integrates a variety of easy to use ICT tools (digital encyclopedia, PowerPoint, projector) in a lesson on persuasive writing. In a way, this project could have been part of Group 3 (hands-on ICT). However, the focus of this project is more on the methodology than on the technology; the focus is on find, search and collaborate using reading material from a digital encyclopedia.

First of all, the Grassroots Project showcases how relevant a digital encyclopedia (Wikipedia, Encarta or Britannica) actually is. Of course, there is a big difference between those encyclopedias: the Wikipedia for example is totally free while the Britannica comes at a considerable cost.

Secondly, the project shows that ICT motivates students. The case-study illustrates how ICT motivates students to learn and to enjoy learning. ICTs tend to gain learners' attention, which provides optimal conditions for instruction. In this case, supervised student practise is used (see PowerPoint tool in Tab 7). It gives students an opportunity to develop their skills and the teacher an opportunity to get feedback.

ICT can facilitate a unique learning environment or contribute features to make traditional learning environments more powerful and effective. Digital encyclopedias are a treasure of information with a scope that has never been seen before. It has the potential to help learners visualise problems and solutions.

**ICT gives the possibility to hand over some control over learning to the students themselves, which proves to be very motivating**

The jury feels a lot more could have been done. For example, cooperative learning gets a whole new perspective when ICT is effectively integrated in the learning environment. The engaging qualities of digital resources allow the lecturer or teachers to set more complex goals that call for basic ICT skills as well. In such environments pupils learn lower-level skills at the same time as higher-level ones.



**NAME:** FAITH KATONGO

**INSTITUTION:** CARITAS CONVENT SECONDARY SCHOOL KABWE

**EMAIL:** *fkatongo2001@yahoo.com*

Faith Katongo did his secondary school education at St Francis Secondary School Malole Kasama. In 1998 he was privileged to be introduced to computers and since then he has embarked on learning and discovery within ICT. He obtained a Diploma in Secondary Education in English and Religious Education from Tangaza College in Kenya in 2009 and a Bachelor of Art in Education with St Mary's University of Minnesota USA, Nairobi campus. Over the years he has attended and accomplished training in ICT.

He is currently the ICT coordinator for Caritas Convent Secondary School in Kabwe and teaching English, Religious Education and Computer Appreciation to both pupils and teachers using both offline and online ICT tools.

### **Case study on the use of ICT and COLLABORATIVE LEARNING**

February 16<sup>th</sup> 2010. Mrs. Kapala was in a persuasive mood. She was to introduce and teach a lesson in composition, more specifically on persuasive writing. She knew that the pupils of the grade 12 class, had for a long time been exposed to writing and the art of persuasion in everyday life, in debates within and outside school. Her objective was to guide them on discovering more on this art. It was not only her goal to teach them persuasive writing but also to integrate the ICT tools that would capture both visual and sound effect. She prepared the presentation on PowerPoint and included slides with pictures on advertising. Mrs. Kapala knew that since the introduction of offline research to her pupils, they were most excited whenever a lesson had to do with the use of a computer. For this lesson, she decided to change the venue from the usual classroom, in order to set up her computer and projector for the lesson. At exactly 08:50 hrs. she invited the class into the room. She could see the delight and excitement on the faces of her pupils as they walked into the room. She could tell from Jane's face that her eagerness and excitement was growing with every second that passed.

Prior to this particular lesson, Mrs. Kapala had asked the pupils to read something on general writing techniques which she had downloaded from the internet and posted on the school's local network and also to read an article on advertising from the Britannica Encyclopedia which was also posted on the local network. She introduced the lesson by asking the pupils to explain in their own words what they understood by persuasive writing. She knew that writing, advertising and persuasion were explained in the readings she had given them. However, she realized that some of them, though given time to research on the topic, had not read but had done their own discoveries which were not related to the topic. By the use of the slides she described persuasive writing, emphasising the dictation in the introduction, focus statement, the body and the conclusion. She observed that with the aid of the captions she had placed on each point, pupils were able to distinguish and connect points for learning.

The major challenge that Mrs. Kapala faced in this lesson was that, without monitoring, pupils spent valuable time discovering other things on the ICT tools forgetting the work that was given. At the end of the lesson pupils were able to relate what was read from the work given and what was discovered in the lesson. From this point on, students were able to use the ICT tools used to teach others to acquire the same skill for research.

## What **METHODOLOGY** was mainly used?

### **Supervised student practice (\*)**

Practice gives students an opportunity to develop their skills and the teacher an opportunity to get feedback. For example:

- students completing a series of exercises from a worksheet or textbook
- students carrying out an experiment

At the very least 'practice' lets students 'use' the skill, and gives an opportunity for a 'check and correct' phase. It also offers students a chance to get their queries answered.

### **Preparing for the activity**

If student practice is to be used effectively, before the activity starts:

- The students must have been adequately introduced to the activity, so that they understand the aim of the work they have been set. They must be fully aware of *what* they are expected to do, and *how* best to do it. They will also need to know *why* things are done that way.
- The activities must be at the *right level* for all the students. This might involve different activities, or different expectations, for different students.
- Students should have the opportunity to ask questions about the activity.
- If the activity consists of a series of tasks, these should usually be available to the students in a written form, and broken down into subtasks.

### **Managing the practice of an intellectual skill**

#### *The crucial first few minutes*

- Describe the activity with care, giving it to the students in a written form.
- Before allowing anyone to start, ask if there are any questions
- When everyone seems clear, summarise the activity one last time before they start.
- For almost any activity, each student's work should be checked as soon as possible after the start of the practice, to make sure no one is completing it incorrectly. You can check students' work, ask students to self-check or peer-check or give the answers to the first few questions.

#### *Once you are under way*

Once you have established that all students are working along roughly the right lines, your role as teacher is to praise and encourage, to be permanently available to help students with any difficulties, and to continue the checking process.

students positive feedback. This provides motivation and gives them confidence in what they are doing. If you criticism is constructive, students will enjoy the attention of regular checks.

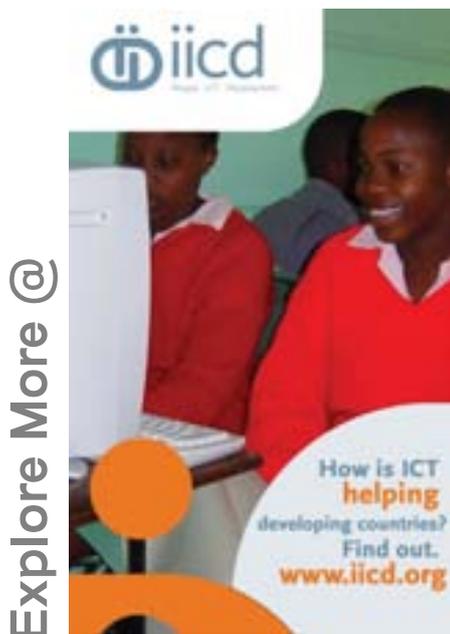
### *The plenary*

'What have we learned from this activity? What are the key points?' The plenary helps students to see the wood as well as the trees. Students usually need to reflect on the activity, to discuss it, and have common difficulties cleared up; summary notes are often given after this process.

### **Managing a practical activity**

As with so much in teaching, success depends on planning:

- Decide on what exactly you hope to achieve in the lesson.
- Ask colleagues for tips, tricks and traps before planning the activity.
- A practical activity will take much longer than you think, so allow plenty of time.
- Try out the practical yourself. Try to see it from the students' point of view, making a note of the following:
  - the procedure, and all the equipment required
  - what can go wrong
  - performance criteria
  - safety precautions
- Order the equipment well in advance. If you have a shortage of equipment, divide students into groups and have a 'circus' of different activities.
- Put special emphasis on clarity of instruction. Make sure the activity is described for students in written form on a worksheet, board or slide.
- As soon as the activity is under way, check each individual or group has started correctly.
- If you expect practical work to be written up, make it clear how this is to be done.
- The plenary session is often very important in practical work. What should the students have learned? What conclusions can be drawn? Students often appreciate a summarising note at this stage.



(\*) Excerpted and adapted from PETTY, G. (2009). **Teaching Today. A Practical Guide**. Stanley Thornes (Publishers) Limited, Cheltenham.



- TAB 1 FROM GRASSROOTS TO GRASSHOPPERS**
- TAB 2 FIND, SEARCH & COLLABORATE**  
VVOB Mentor: Leonie Meijerink
- TAB 3 GADGETS AND TOOLS**  
Pier Goudappel
- TAB 4 HANDS ON ICT**  
VVOB Mentors: Andre Irabishohoje and Lukonga Lindunda
- TAB 5 AUDIO, VISUAL & VIDEO LEARNING**  
VVOB Mentor: Bart Cornille
- TAB 6 LANGUAGE & MATHS**  
VVOB Mentors: Lieve Leroy and Hans Casier
- TAB 7 35 TOOLS FOR GRASSHOPPERS**
- TAB 8 eLESSON PLANS BY AND FOR GRASSHOPPERS**
- TAB 8 DUPLICABILITY OF THE GRASSROOTS PROJECT**



**VVOB?**



**Oh, that stands for Very  
Very Organised Business**