



Hands ON ICT

VVOB Mentors: Andre Irabishohoje
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Hands on ICT

SOME REFLECTIONS ON THE GRASSROOTS PROJECTS

ANDRE IRABISHOHOJE AND LUKONGA LINDUNDA

Throughout our mentorship of the ICT Grassroots Projects, we were impressed by the excitement of teachers who were proud to initiate, own and implement their projects. Although most of the projects from basic community schools might be seen by experts in ICT integration in education as simple, for the teachers themselves those projects meant a lot. Indeed, they were able to demonstrate to their colleagues and the school managers the added value of the use of ICT as a tool to improve teaching and learning as long as teachers continue to improve their teaching skills. It was touching to find the excitement in the eyes of pupils who, under the guidance of their teachers, were discovering what one can

do with a computer. We sincerely salute all the teachers who participated in the Grassroots Project for their effort, motivation and innovative ways of making things work in a frustrating context of insufficient and inadequate ICT material and lack of access to cheap internet services. It is our hope that basic community schools can fully participate in future Grassroots Projects.

WIKIPEDIA PROJECT

INTRODUCTION: Jury Report

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These Grassroots Projects are located in 2 different community schools in a rural area of Zambia. It focuses on the use of the Wikipedia in the computer room (www.wikipedia.org). The Wikipedia is used in a variety of subjects, including Social and Development Studies, Agricultural Science and Environmental Science and for a variety of students (Grade 1 up to 9). It is a first indicator of how relevant this new tool actually is. The use of this new space of knowledge also assists in replacing out-dated content with current content. Since Jimmy Wales founded the online encyclopaedia on January 15th 2001 it includes more up-to-date entries than the Encyclopaedia Britannica.

The pace of today's knowledge growth simply forces us to use these digital resources more and more. A great benefit is that the knowledge is accessible at the point of need. The case-studies indicate that real learning is facilitated by the Wikipedia. The search engine and hypertext stimulate higher level understanding. It also proves to be a good resource for tests and mock examinations.

A serious challenge of teaching with the use of ICT is that we often bend our pedagogy too much to the tool.

“ it is not about controlling.
it is about fostering.. and guiding ”
(G. Siemens)

We have to be careful that we don't use these new tools to serve old ways of teaching and learning. For example, the teachers use quite traditional methods including guided discovery and private study, homework and assignments. Although the variety of methodologies shows the relevance of the Wikipedia once again, the jury feels that the encyclopaedia could have been used more innovatively. Learning is much more than exposure to content. Social, community, and collaborative approaches to learning are equally important. This approach (peer learning) was taken in the Grassroots Project of group 1 (see Tab 2).

“ Courses are fairly static.
Knowledge is dynamic. ”
(G. Siemens)

In fact, the collaborative encyclopaedia is not used to its full potential because of the lack of an internet connection at the community schools. The online Wikipedia offers learners the chance to write collaboratively and work towards a relevant entry in the encyclopaedia. Indeed, these days learners can be asked to co-create knowledge (see tool 13 Wiki's)! Co-creation is a recent addition to the knowledge cycle. Today, we can readily build on the work of others. This really opens doors for innovation and rapid development of ideas and concepts. The jury therefore hopes that these Grassroots Projects will inspire the participants and other educators to use the Wikipedia to its full potential.



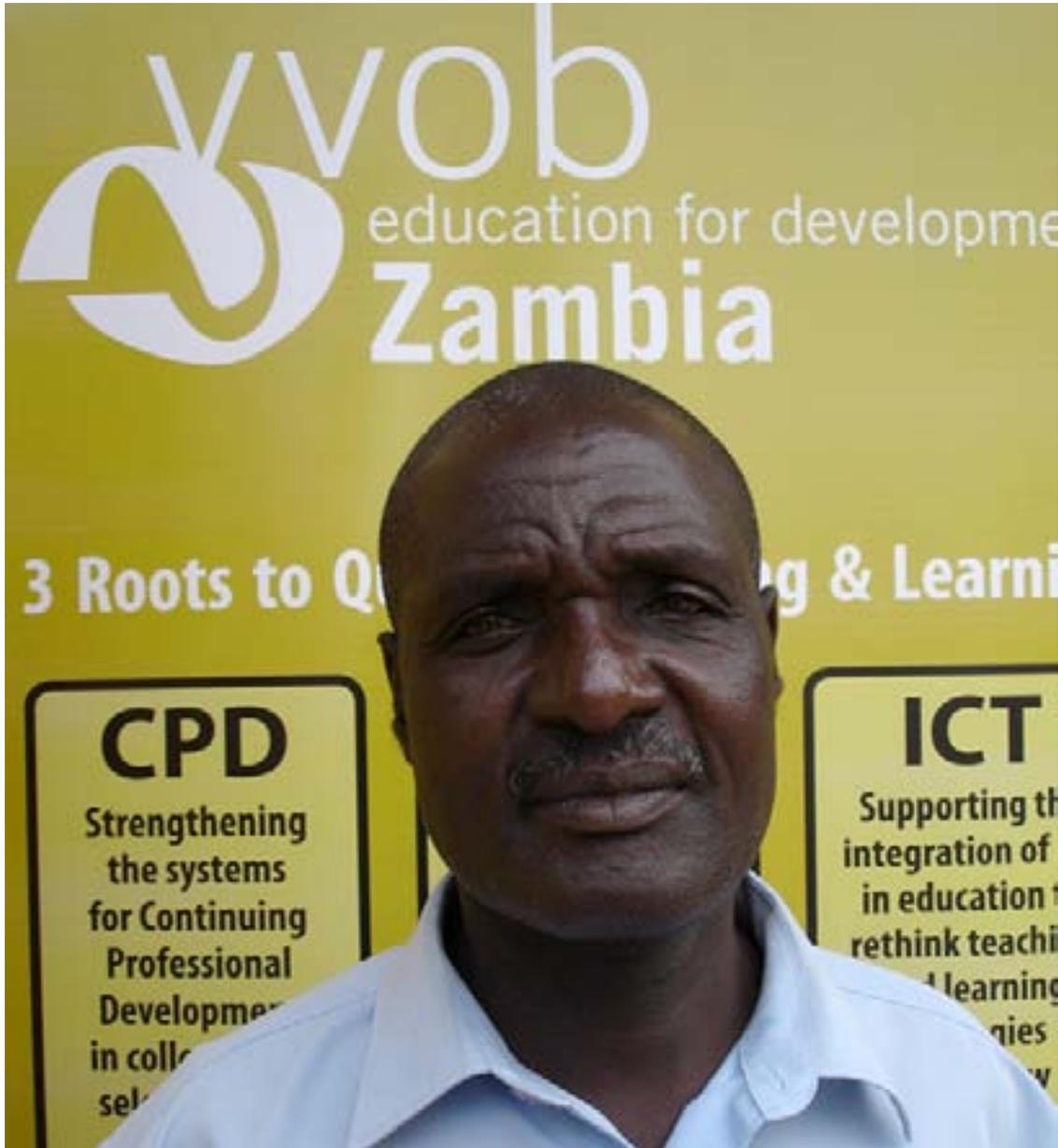
NAME: MUCHIMBA MACHILA

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Muchimba Machila was born on 22 April 1984. She went to Lubuto Primary School in Ndola from 1991 up to 1997 and to secondary school (Rapheak Kombe Girls School) from 1998-2002. Then she started working at Kifico Company in Kabwe.

Muchimba Machila went to Nkrumah College of Education to study Sciences. She has also studied Project Planning and Management at Mulungushi University in Kabwe. She is computer literate and very hardworking. She is running a project at school for Grassroots Zambia.



NAME: CHIKONTWE KAUNDA FREDDIE

INSTITUTION: BUYANTANSHI OPEN CHRISTIAN COMMUNITY SCHOOLS (BOCCS)

Chikontwe Kaunda Freddie is 57 years. He is a retired teacher with 30 years teaching experience, both at primary and secondary school level. He is married with four children of whom the last born is in grade 10. He holds a Primary Teachers Certificate obtained from Kitwe Teachers Training College and a Certificate in Agriculture obtained at Zambia College of Agriculture in Mpika. After retiring from teaching in 2009, he was privileged to join BOCCS, a community based school helping orphans and vulnerable children. He joined the school after resting for only three months and started teaching Agricultural Science to grade 8 and 9 classes. Upon joining he was appointed teacher in- charge of secondary section of the schools.

Case study on the use of WIKIPEDIA combined with GUIDED DISCOVERY

Mr. Mwapi is a teacher in Agricultural Science at BOCCS, Kabwe. The school has 6 grade 8 classes. Mr. Mwapi teaches in 3 of them. Sometimes there are more than 50 pupils in his class.

Mr. Mwapi has installed Wikipedia on all the computers in the lab. Since there are only 10 computers, he had to come up with creative ways to give all pupils a chance of accessing the encyclopaedia. His solution is as follows: only 20 pupils are allowed into the computer lab per session.

Pupils work on the computers in pairs. Mr. Mwapi gives them clear instructions on what they should do. Via selected questions he links the new content to the previous session. To allow wider participation of pupils he lets them tackle the questions in group. Mr. Mwapi is guiding pupils at every stage of the learning process. Mr. Mwapi's participation is only by guiding pupils at every stage of the learning process. He hopes the school could have more computers.

**Uwakwensha Ubushiku
Bamutasha ilyo Bwacha**

A Bemba saying meaning that the one that guides you is acquiring new knowledge

**Imiti ikula
Emphanga**

A Bemba saying meaning today's children are the leaders of tomorrow

What METHODOLOGY was mainly used?

Guided discovery: teaching by asking (*)

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.

Strengths of the discovery method

The main advantages of the discovery method are that:

It is active and involving. The questioning involved fosters curiosity and intrinsic interest in the subject matter.

Students create their own understanding of the subject matter. Consequently, they will understand it, and its links to their prior learning. They are also more likely to remember it.

It involves the students in high-order thinking: evaluation, creative thinking, problem solving, analysis, synthesis, etc. By contrast, teacher-centred methods often involve the learner only in low-order skills such as attending and comprehending.

As with other student-centred teaching methods, students are encouraged to see learning as something they do to themselves, rather than something experts do to them.

It allows students to enjoy the fun of puzzling things out for themselves.

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



NAME: KUNDA KASOTE

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Kunda Kasote has been working as a volunteer teacher at Makululu Community Basic School, formerly Kabwe Open Community School, since 2006. He has been working as a classroom teacher and taught the grade 6 for 3 consecutive years. He also serves as a vice treasurer on the Parent Community School Committee, Kunda Kasote trained as a primary school teacher at Immaculate Visitation Teachers College with the help of the Danish Embassy. He holds a certificate in social work and did some computer courses. When VVOB launched the Grassroots Project in 2009, Kunda, together with other teachers submitted a proposal on the improvement of teaching and learning using ICT. Currently he is using an ICT tool, called Wikipedia, to conduct lessons in two subjects namely Social and Developmental studies and Integrated Science in a grade 6 class. This program motivates learners to take the lead in their own learning with the teacher.



NAME: ELIAS NTIMPA
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Elias Ntimpa joined the Ministry of Education as a primary school teacher in 1995 after obtaining a Certificate in Primary teaching. He got a Diploma in teaching Mathematics in 2000. In his teaching career, he rose to the position of deputy head teacher in 2008.

Elias Ntimpa is currently studying for a Diploma in Education Leadership and Management and he is an official of the Basic Education Teachers Union of Zambia (BETUZ). He started as provincial vice chairperson for Central Province in 1999, and chairperson later. Currently he is a deputy director coordinating Central Province. In Kabwe, he is known for his ICT skills.

Case study on the use of WIKIPEDIA combined with SUPERVISED STUDENT PRACTISE

It is Monday morning, Mr. Sitima rushes to his classroom hurriedly because he is late. He spent most of his night preparing his lesson plans. He introduces a topic to the class about their own country, Zambia.

In the introductory part of the lesson he starts by asking his learners where the food we eat comes from. Upon pupils giving different answers, he asks them to open an ICT tool, called Wikipedia. The students can read through the information on the food crops, following a search on the computer.

There after the teacher writes some questions on the chalkboard such as:

- I. Mention the crops mainly grown for sale
- II. Name the crops mainly grown for home consumption
- III. Why do people grow crops?
- IV. What can happen if people don't grow crops?

After the pupils answered the questions individually, the teacher then went through the work with the pupils as a summary of the lesson. One pupil, Lukonga, expressed utmost gratitude and said he had enjoyed the lesson using the computer because it was interesting and conserved time. Lukonga added that he learned new vocabulary and that he enjoyed sharing the knowledge between his peers.

Umumwe Umo, tausalanda.

A Bemba proverb meaning education is two-way traffic: It requires a learner and a lecturer

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.

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.

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

How do you deal with students whose work rate is low because of low motivation?

- Check work rate often

- Use eye contact between checks

- Praise what you can in their work

- Set targets. Make sure your targets are realistic, that you remember to check whether they have been met, and that you praise their achievement

Helping students 'one to one'

Inexperienced teacher often over-teach when sorting out a student's difficulties. It is much more effective to encourage students to recognise their problem and to work out their own solution. The aim here is to make students independent of the teacher by developing their ability to *evaluate* their own performance, *diagnose* problems, and *solve* them on their own.

Ask if they have any questions or difficulties, and listen carefully to their reply

Try to get the students to recognise the root cause of their difficulty, using questioning if necessary

Having discovered the problem, ask them if they can see the solution

Only when this fails you should explain and demonstrate how the error should be corrected.

If a lot of students have similar troubles, get them in a group.

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.



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

Use of ICT in designing & making CARDS PROJECT

INTRODUCTION: Jury Report

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There are many good reasons to use ICT in the classroom. These 2 Grassroots Projects use creativity and design to create cards with the free software Tux paint (see Tool 22). Indeed, a totally new situation has been created in which a lot of tools that are required for constructing, creating and arranging are freely available at the click of a mouse.

Educating tomorrows people with yesterdays training tools, makes no sense at all

The jury appreciates the focused activities. This proves to be very effective. It can help deliver specific objectives. The reason for using ICT is obvious to all. It is a simple way to provide students with practice in skills that will make them technologically competitive as students and workers.

The jury also appreciates the involvement of the community. It is very important that everybody realises that computers can be seen as yet another type of 'instructional technology', just like books, pencils and paper. Some people may see the need to integrate technology in maths or science but not into the teaching of history, geography, social studies, English and the arts. It is important to convince all that ICT integration in education is about pedagogy and not technology, and that this applies to all subjects.

The jury hopes to receive a lot of well-designed cards from this team.

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



NAME: IREEN NAWILA

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Ireen Nawila is working as a class teacher in grade 1 holding a Primary school Teachers Certificate. She is a school INSET coordinator (SIC) for the school in-service activities of the Ministry of Education in Kabwe District. Ireen Nawila has been working at Angelina Tembo Girls Basic School since 2003 and has started with a Primary Diploma via distance education.

When the school received a donation of a computer by Changes2, she was appointed in charge of the computer. She had to type administrative work and exam papers. She had no knowledge of how to use a computer, but she learned by doing. Ireen Nawila was appointed to attend the first meeting of VVOB Grassroots Zambia at the Provincial Resource Centre. After the meeting, the school launched a committee of which Ireen Nawila is now the coordinator. They started a Grassroots Project to use a computer as a teaching and learning tool in designing and making cards.



NAME: JESSICA MUWOWO MUKANGE

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Jessica Muwowo Mukange is a basic school teacher at Angelina Tembo Girls Basic School. She is a certificate holder in Zambia Teacher Education Course (ZATEC) and also a diploma holder in Marketing, Public Relations, Selling and Sales Management under the London Chamber of Commerce and Industry(LCCI).

She has worked as a class teacher of grade 5, 6 and 7 for five years. She's the school assistant for school INSET coordinator (SIC) and the school Junior Engineering Technicians Scientists (JETS) Coordinator.

She is currently a participant of the VVOB Grassroots Project, where she's teaching grade 6 girls on how to use a computer as learning aid to design and make cards.



NAME: JOSEPH MUSONDA
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Joseph Musonda is born in Kitwe, Zambia. He has gone to many schools in Zambia due to changing places, but later on, he managed to complete his high school at Mkushi High School.

Several years back, he had a chance to do various computer courses and he decided to open a computer centre which offers lessons in various software including Microsoft Word, PowerPoint, etc, and hardware maintenance and installation. The centre also offers computer games, internet and offline research.

He acquired a Primary School Teachers Diploma from Malcolm Moffat College of Education and he went to Nkrumah College of Education for a Diploma in Mathematics and Physical Education. He is currently studying with the Zambia Institute of Chartered Accountants [ZICA], doing part-time courses.

Joseph Musonda is currently teaching at Mkushi Basic School where he is in charge of ICT tools and programmes in the school.

Case study on the use of TUX PAINT while making cards

When Tama Mwamba first started teaching designing and making of cards using a computer, pupils did not even have an idea about the computer. The school has a computer lab which was not being used by pupils. So Tama, as a Grassroots participant, introduced the use of a computer as a teaching and learning aid in designing and making of cards. As the lessons started, Tama introduced the basics of computers and then used creativity, design and invention method and the Tux paint software. She has found it easy to teach the pupils how to design and make a card on the computer and then print it out.

One of the successes is that almost all the pupils now know how to switch the computer on and off, how to find information, and design cards of their choice.

A challenge though is the absence of a printer. This discouraged the 9 pupils who designed beautiful cards. To solve this problem Tama has decided to use a flash disc where the information can be stored and has then taken it to a printer for printing. Tama is also trying to increase the number of days for computer lessons so that every learner becomes acquainted with the concept. Tama grouped and paired learners with the ones who are doing well to stimulate collaborative learning.

Amano yafuma mwilibwe yaya mucuulu

A Bemba saying meaning that learning happens in both the learner as the teacher. Teachers can learn from learners.

What **METHODOLOGY** was mainly used?

Creativity, design and invention (*)

Creative work is important for the teacher of any subject for three main reasons:

- to develop students' ability to think creatively.
- to increase motivation.
- to provide an opportunity to explore feelings and develop skills in self-expression.

Encouraging creativity

The process can be seen as consisting of six phases:

Inspiration, Clarification, Distillation, Incubation, Perspiration and Evaluation (ICEDIP).

Inspiration. This is the research phase. Very much as in brainstorming, the idea is to develop as many imaginative ideas as possible, no matter how impractical they may initially seem.

Clarification. The idea here is to clarify the purpose or the objective of the work. 'What am I trying to do?'

Distillation. Here the ideas thrown up by the inspiration phase are sifted through and evaluated. The best ideas are chosen for further development. This requires analysis and judgement.

Incubation. Ideally there should be some days of inactivity between the phases outlined above. This gives time for the mind to work on any problems encountered, and provides the learners with a chance to get some distance between themselves and their ideas, so that they are better able to evaluate them.

Perspiration. Once ideas have been chosen, they are worked on to produce a first draft. This may well involve further 'inspiration', 'clarification' and 'perspiration' phases.

Evaluation. Here you examine the draft for strengths and weaknesses, and consider how it can be improved.

One of the teacher's roles during creative work is to help learners manage the different phases by explaining and discussing the different phases with them. The ability to think and act creatively is a skill all students need!

Creativity in practice

Creative work never follows a strict pattern, so it is not easy to plan. However, some consideration of the ICEDIP faces can help to make your creative lessons more productive.

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

My **COMMUNITY**, My **PRIDE PROJECT**, can I make a **DIFFERENCE**

INTRODUCTION: Jury Report

This Grassroots Project shows we can use computers in many ways, for example as a presentation tool (see Tool 8) and as a tool to practice writing skills. The jury especially appreciates the active teaching and learning methodologies that are used.

“ When we decide to integrate ICT
in our lesson there should always
be a clear indication that it makes
a difference in the learning experience ”
(Roblyer and Edwards)

In this project ICT is not just a nice add-on; the reason for using ICT is clear. The pictures and videos as part of the PowerPoint presentation help the students to relate immediately to the real world, their world, their community. This allows for problem-based learning. The students are clearly focused on learning, not on the technology.

The jury also appreciates that the ICT-rich activities by the teacher and by the students are a seamless part of the lesson. It takes time and experience to identify ICT activities in which the benefits justify the time and expense involved.

Well done.

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The iSchool project is an initiative of AbiComnet (Zambia's leading high speed broadband internet provider) in collaboration with the Ministry of Education.



NAME: MARY BANDA
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In 2005 Mary Banda started working at Kabamba School in Serenje. In 2007 she was transferred to Shitima in Kabwe, where she had the privilege of working with the less privileged (street kids). She was touched by the different stories that she heard there. Later she was transferred to Makululu Basic School in Kabwe and from all the stories she concluded that environment has a major role in education, hence her project `My Community, My Pride`. In a digital world everyone is able to make a difference regardless where we come from. Mary Banda is currently doing a degree at by distance education Nkrumah in Civic Education.



NAME: KAMANGA GLORY

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Kamanga Glory trained at Malcolm Moffat College of Education. He graduated from Nkrumah College of Education with a Secondary Teacher Diploma in English and Physical Education. He worked as a teacher at Chitebulu Basic in Chibombo and Shitima basic in Kabwe. At Shitima he introduced the Press Club, of which he is the founding patron. He is now teaching English to Grades 8 and 9 at Makululu Basic School. He is also involved in the running of sports activities in the school. He has been a participant in the VVOB Grassroots Project entitled “My Community My pride, Can I Make a Difference” and is currently studying at Nkrumah University College pursuing a degree in Physical Education and Sport, and English.

Case Study on the use of POWERPOINT and DISCUSSION:

Mr. Banda, an English Teacher at Makululu Community Basic School is teaching writing skills (summary) using ICT. He first leads the pupils into a discussion to give reasons why they are not performing that well in class. As the discussion goes on Mr. Banda writes the points raised clearly on the board and uses a projector to highlight these. For example, if pupils mention child labour, a video or picture to visually support that, is shown.

Mr. Banda realises that pupils have exhausted all they had. Then he shows the videos and pictures, introducing points that were not mentioned yet and he asks pupils to discuss them. Mr. Banda then explains how to write a summary and asks them to copy the points on the board neatly in their exercise books. He asks the pupils to walk quietly to the lab where they have to write summaries on the computers using the points they have copied. Unfortunately their time is limited. Pupils emotions are high when they hear that they have to leave the lab. This overwhelms Mr. Banda. He is happy to see that pupils are very interested in having the work completed. Mr. Banda arranges with the teacher on duty for pupils to use the lab during prep. During prep he goes to the lab to see how the pupils are doing. He is somehow disappointed that a number of pupils are absent. He encourages the ones present to complete the activity.

What METHODOLOGY was mainly used?

Discussion (*)

Discussion involves a free-flowing conversation, giving students an opportunity to express their opinions and ideas, and to hear those of their peers.

When to use discussion

Discussions are generally considered to be of value in the following situations:

Where the students' opinions and experiences need to be known by the lecturer or are valuable and interesting to the other students in the group. For example:

- A workshop where experienced teachers are evaluating old methods of working and considering new methods.
- A class discussing bullying.

Where the topic involves values, attitudes, feelings and awareness, rather than exclusively factual material. For example:

- Exploring sex-stereotyping.
- Trying to develop or change attitudes to environment in the school.

Where it is necessary to give students practice in forming and evaluating opinions. For example:

- Discussing a character in Zambian literature class.
- Discussing some effects of unemployment in a social studies class.

Fact-based topics are not suitable for discussion-based learning.

Well-managed discussions are interesting, absorbing and active. If students' views are accepted with interest, discussion produces a safe environment for students to examine and develop their own opinions about the material being studied, and where necessary change them.

Planning a discussion

- The discussion leader needs to have objectives that he or she hopes to achieve during the session.
- Once these are decided on, a plan must be produced. The plan may simply take the form of some factual material to start the discussion off and an ordered list of key questions.
- Effective discussions are usually structured very carefully. A well-structured discussion critically examines evidence first, and then asks students to form opinions based on this. Both advantages and should be discussed.
- In discussions a list of questions will not in itself ensure that the objectives are achieved. There will be important conclusions that need to be reached during the discussion, and it is advisable to write these conclusions down.

Choosing appropriate questions

There are two types of questions: *Closed questions* have only one appropriate answer, as in 'yes/no' questions. *Open questions* require a more detailed and more personal response. Clearly open questions are more useful for getting a discussion going.

Make sure the sequence of questions and conclusions leads you to fulfil the objectives that you set for the discussion. If the discussion is not planned, then it will degenerate into an aimless airing of views.

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

ICT and LANGUAGES PROJECT

INTRODUCTION: Jury Report on the use of ICT in LANGUAGES

This Grassroots Project is not only about transforming old handwritten notes into a PowerPoint presentation. It is about improving students' thinking skills via group work and student talk. Without these skills, students may learn facts, but will not know how to use them.

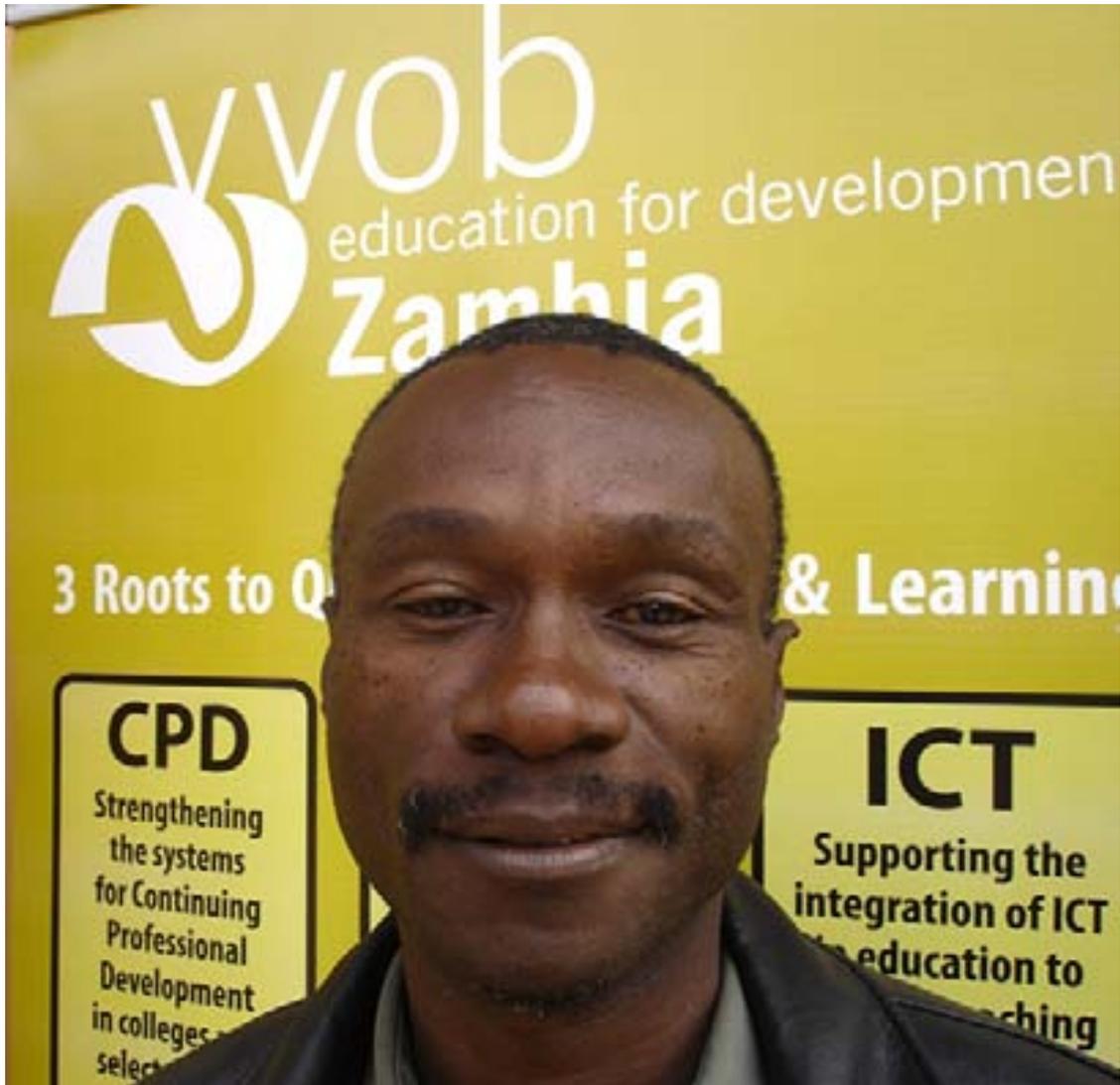
**Thinking skills are
crucial to information
literacy development**

In fact, this project clearly shows why we should bring computers into the classroom: to increase learners' motivation. ICTs tend to gain learners' attention, which provides optimal conditions for instruction. It motivates students to learn and to enjoy learning. This project shows that motivation tends to be enhanced when students are also given the possibility to present their work.

The jury appreciates the fact that practical examples are given both in the English and other Zambian languages. Next to that it also indicates that the use of PowerPoint increases teachers' productivity. As a result, the teacher gets more time to work with students.

Explore More @





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Cyrus Muwonda Kumwenda has been working with the Ministry of Education for twenty-nine years. He has been a secondary school teacher for nine years and a lecturer in basic school teacher training for the past twenty years.

Muwonda specialises in teaching English and Zambian languages. He is currently Head of Section in languages at Malcolm Moffat College of Education. Muwonda has been part of a number of programmes in the improvement of teaching and learning of languages in the basic school. At the inception of the primary reading programme he was one of the national trainers and has also contributed in the writing of teacher training language modules.

Muwonda is currently part of aVVOB grassroots project and is working on preparation of notes in languages on PowerPoint. This can be used for presentation in the classroom and for posting the notes on computers in the computer lab for students and tutors to access.

Case Study on the use of POWERPOINT combined with Groups work and Student Talk:

Mulemwa is giving a lesson on phonics and would like to see that the learners understand how both English and Zambian phonics work. First he presented the phonics in English and he presented them in Zambian languages. All this is done by the use of PowerPoint. Then he asks the class to go into groups and list as many syllables as possible in both English and Zambian languages. These examples should bring out examples of the phonic sounds mentioned in the PowerPoint presentation by the tutor. The groups discuss the phonic sounds they have listed among themselves before they present them to the class for further discussion.

The tutor then asks the class to take note of any differences between the phonic sounds in English and those in the Zambian languages. They do this by using the five vowels in different situations both in English and Zambian languages. The groups then discuss and compare notes. During their presentation they agree that while the vowel sounds in Zambian languages will maintain their original sounds in different situations it is not the same with those in English. In fact, it is easier to use the phonic method in Zambian languages than in English.

Dzedzele - Dzedzele Salingana Ndi Kugwelatu

A Nyama quote meaning staggering is better than falling

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

What **METHODOLOGY** was mainly used?

Group work and student talk (*)

Why use groups?

Group work gives the students a chance to *use* the methods, principles and vocabulary that they are being taught. Group work involves learners in task-centred talking. Students get a chance to practise skills such as creativity, evaluation, synthesis and analysis. They also practise 'common skills' such as the ability to work with, and communicate with, others. There is a self-checking and peer-tutoring aspect to most group work. Students can often do together what they could not achieve alone.

The use of groups improves rapport between students, giving all your classes a more trusting and supportive atmosphere. The teacher is given the opportunity to make use of the views and experiences of the students.

Group work activities

Buzz groups

Buzz groups are named after the noise made when a class starts discussing.

Students are asked to discuss in pairs or threes.

Make sure the topic is clear, concise and structured. Display the task during the group work. Ask each group different but related questions, with the group's findings to be reported back to the class. It gives each group a special responsibility.

Keep buzz group short - a maximum of five minutes. Ask for feedback.

Reflect on and summarise the main points at the end of each session.

Brainstorming

Brainstorming is a method of producing a large number of creative ideas. The rules are that:

- All ideas are welcome
- The group aims for quantity, not quality
- Judging ideas is not allowed
- Ideas are common property

Presentations

Each group researches a different topic and makes a presentation to the rest of the class. The 'research' could be extensive in both time and scope, or as simple as a five-minute group discussion. The presentation usually involves one member of the group explaining the group's conclusions to the class with the aid of notes written on a transparency.

(*) *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**