

The Educators' Network

Janet Thomson May 2002

*"Dear Brenda,
To have these computers in our school is an exciting opportunity. In the beginning this room was filled with stress, fear and sleepless nights. Have you ever heard....my mouse is gone. Here are lots of excitement, we enjoy it. To be a teacher is to be a student for the rest of our lives.*

Johanna Paulse, Northern Cape

Introduction

This quotation is from a teacher, writing to her mentor as she commenced study in the distance education programme in the Educators' Network offered by SchoolNet SA. The purpose of the Educators' Network is to assist educators who use information and communication technologies (ICT) to support their classroom practice.

SchoolNet SA has developed a framework for educator development in the use of ICT in the classroom¹ as well as a strategy to support teachers, primarily in previously disadvantaged schools in projects, which provide computer laboratories. The learning materials are supplied on CD. They are activity-based and classroom-based and can be used by all teachers at all levels, simply because educators supply their own context. The mode of delivery comprises the study of a six-week distance module combined with an initial face-to-face element of training in their own schools.

In this paper I would like to outline the following practical aspects of the Educators' Network:

- the concept of a virtual learning community
- the model of using mentors and trainers
- the design of the learning materials
- the educational approach to the use of ICT
- a brief overview of the practical design of the database that is key to the administration of The Educators' Network

and attempt to provide an insight into the rationale for our choice of this educational approach as well as some lessons learnt from our experiences so far.

Findings from previous projects

The current model is built on the findings from previous projects as well as from evaluation of the pilot for this model, conducted towards the end of 2000 ².

- SchoolNet had found that face-to-face training alone was inadequate because teachers felt abandoned and alone once the trainers left the school. An ongoing form of support was required; hence the introduction of the concept of mentor support via email with the additional support of the peer community.
- Training conducted at neighbouring schools or any venue that did not use the teachers' own machines was found to be problematic; teachers returning to their own machines often found the screens to be different and thus alienating. Hence training is conducted at the teachers' own schools wherever possible.
- A third problem resulting from training conducted in previous projects was a low retention rate of learning; teachers reported that this was because they were having to learn too many skills in too short a time. Some of these skills were irrelevant to their professional needs. Hence the focus on contextualised learning materials.
- Vast geographical distances between rural schools and training venues and the time-consuming travel that was involved, meant that rural teachers would always be less able to receive the development opportunities that their urban counterparts were able to enjoy. This was another motivation for distance learning mentor-supported study.
- Teachers were not implementing what they learnt on previous training courses and were finding it very difficult to make the leap to using ICTs with learners. Hence the current materials are not only activity-based but also include reporting back to the group on activities that must be conducted in the classroom.

Learning in community

One does not have to be an expert on Vygotsky³ to appreciate the fact that learners learn best in social contexts. Central to our approach is the concept of learning in community⁴. Teachers at project schools are placed in virtual groups, thus networking peer groups around the country with a mentor to guide them through the learning materials. Although the habit of collaboration through email interaction is taking some time to develop among teachers, it has been highly successful in the mentor training courses and is slowly but surely emerging among teachers who are now studying their second module in the programme.

"I was impressed to know that I can make a link with people outside my province through computers. During the holiday an educator will visit me from the Northern Cape. All this was due to the module that we were doing together."

Sweetname Nkabinde, KwaZulu-Natal

One of the problems with any community is the issue of access, exclusion and inclusion but in our model, teachers are excited by being members of a virtual community that they had never dreamed of having access to, let alone being accepted by and belonging to!

This early e-mail to the spread sheets learning group recently inspired the less confident ones:

"Hi Mentor and Group

This is my Activity 2 attachment. I found it very interesting to work with spreadsheet. As I was adding amounts in January column the figures in the Total expenditure column changes automatically as I was progressing. Also that it was a nice experience to insert a row for additional expense. What I did I highlighted the row 26 and went insert and click rows. When I changed R280 to R224, I just changed the R280 figure to R224 and there was a change in the savings column automatically as I been using the formulas for my totals!

From

Ntuthuko"

Ntuthuko KwaZulu Natal

One of the early problems with the success of interaction among the group members was caused by teachers seeing their mentor as their instructor or assessor. They could not appreciate the benefit of sharing ideas with their peers; they considered it far more important to "submit" activities to the mentor. This attitude is slowly being eroded, as teachers become familiar with the process of interaction and start to rely on the support of their virtual community.

Dear group 124
I am starting to have fun on the computer - i.e. my technique is improving by the day, albeit not by leaps and bounds. However, my confidence allows me to do things i never dreamed of - till now.
Yesterday, I ended a good session with a visit to a jigsaw puzzle(!) which I not only immensely enjoyed but could actually do! I dare not say a thing to my children - they'll die laughing!
Courage to you all - and strength to your typing fingers.
Constance

The success of e-mail in fostering community

E-mail interaction via mailing lists lends itself to open and uninhibited communication, once the initial jitters of speaking to "the whole world" are overcome. Many mentors themselves had never been exposed to these elements of online learning environments but once on the mentor training course they found themselves on exciting learning curves.

"I think it is time for me to say WOW!!! - So much mail - so many wonderful ideas and views. Between us we could solve any and every problem!!"

Using the Internet (the relatively simple process of e-mail mailing lists in this case) has meant that the learning community does not have to be in the same place at the same time. Online learning communities are linking educators from all over the country. In the process this has provided an opportunity for teachers to meet each other virtually and support each other across cultural boundaries.

".....nuances of personality are beginning to appear. I note with interest the way some are generous in their references to others' contributions and show genuine interest. How it spreads good karma. Humour filters through, lightens the load. The power of collaboration breaking through gently, tantalizing. The lingering curiosity about who will email, what will be said nags you. New insights, fresh approaches to handling activities are presented in different styles, yet all deserve recognition. "

Rik Street 17.10.00

A bulletin board for threaded discussions was trialled with mentors, as was a synchronous chat room. Many mentors themselves were intimidated by this exposure and therefore it has not been considered to be appropriate at this time to be introduced to teachers. However we do hope to use more aspects of a virtual learning environment once teachers have adopted virtual interaction more comfortably and even more importantly once the online costs become reduced.

The ed diary

The mechanism to promote reflection on practice and to give the mentor a truer picture of the development of participants in the group is the e-diary. The e-diary is basically a reflective journal, written in a word processing document, where participants record their thoughts. Although there is the same structure in the e-diary provided for each activity in each module there is a great deal of freedom as to what should be included. The following quotations reinforce some of the observations we have made about this model of learning indicating that the medium of e-mail facilitates a more open communication than in a face-to-face situation.

"Two days ago I felt quite out of my depth and I was beginning to think I had made a mistake getting into this thing."

"We have really "bonded" and I have enjoyed the interaction. There are some very competent and enthusiastic members amongst them... I have felt safe with them and I think we have built up a very good atmosphere of trust and support."

The role of the mentor

The role of the mentor in these projects is one of providing encouragement, constructive feedback and supportive care to the learners. The emphasis is on making it easier for each learner to follow the process of working with the materials and interacting with the group – and to counteract the loneliness of the long distance learner. Mentoring not only provides valuable support of the teachers in their learning, but also offers a growth opportunity for the mentors themselves.

Mentors are all professionally qualified educators with classroom experience and varying degrees of ICT background. They emanate from a variety of educational backgrounds. They all have some experience in using computers in education. All mentors have their own email address and are expected to be available for a maximum of 9 hours per week at flexible times. SchoolNet SA has appointed mentors all over the country as well as some based in other countries.

Mentors are evaluated on their ability to maintain and nurture their groups of learners, to develop the relationships between themselves and the group and very importantly to encourage interaction between the group members in order to develop their sense of community.

"My mentor (Rik) was a very supportive person. He is a very special person, always willing to help. I was thinking of giving up but my mentor always encouraged me to go for it."

Phelile Xulu - KZN

The mentors first have to develop their own mentoring skills by studying a distance learning mentor course, through SchoolNet. This mentor course consists of a series of activities devoted to the nurturing of a common understanding of the particular type of role that mentors will be expected to play. The course simulates the format that is used for the distance modules for the teachers that they will mentor and provides opportunity for role-play with case studies. All communication is via email, with a peer group and a mentor. A number of activities have to be completed within a time frame but the most important aspect being that the community of learners interact and assist each other with the same activities within approximately the same time frame.

Our experiences of the participation and the sense of community that has developed on these courses have been extremely rewarding. Here is the parting e-mail message from one of the participants,

"It has been a most stimulating and valuable course thanks to all of you wonderful folk who have put so much into it. It has reinforced how important it is to share with ones colleagues and benefit from ideas from a community rather than ploughing, solo, head down along the path that you have followed for the last ten years." Gareth Fotheringham 2001-09-01

Participants were able to express opinions and explore them with their group; they discussed their own metacognition; they interrogated the text of their mentor module as well as scrutinizing the other modules and debated all relative merits on the mailing lists. They thrashed out all issues relating to the role they would be expected to play. Here are some of their contributions:

The teacher as facilitator, scaffolding learning: *"Just when he should step in and when he should watch from a distance, letting the mentee perhaps struggle a bit so as to learn through his own efforts."*

Strategies to encourage community: *"If I reflect on how we as a group built a sense of community then I cannot remember any "tricks" or extra activities ... The series of tasks, the responses, the respect, the jokes .. these have, I think made our group a strong community."*

Mentors have a personalised login to the database so that they can access their home page which will give them links to information on the connectivity status of schools, the previous history of their particular group members and many other essential data.

Table 1 gives an indication of the type of links provided to help mentors with all aspects of their work at: <http://www.school.za/edict/mentor/index.htm>

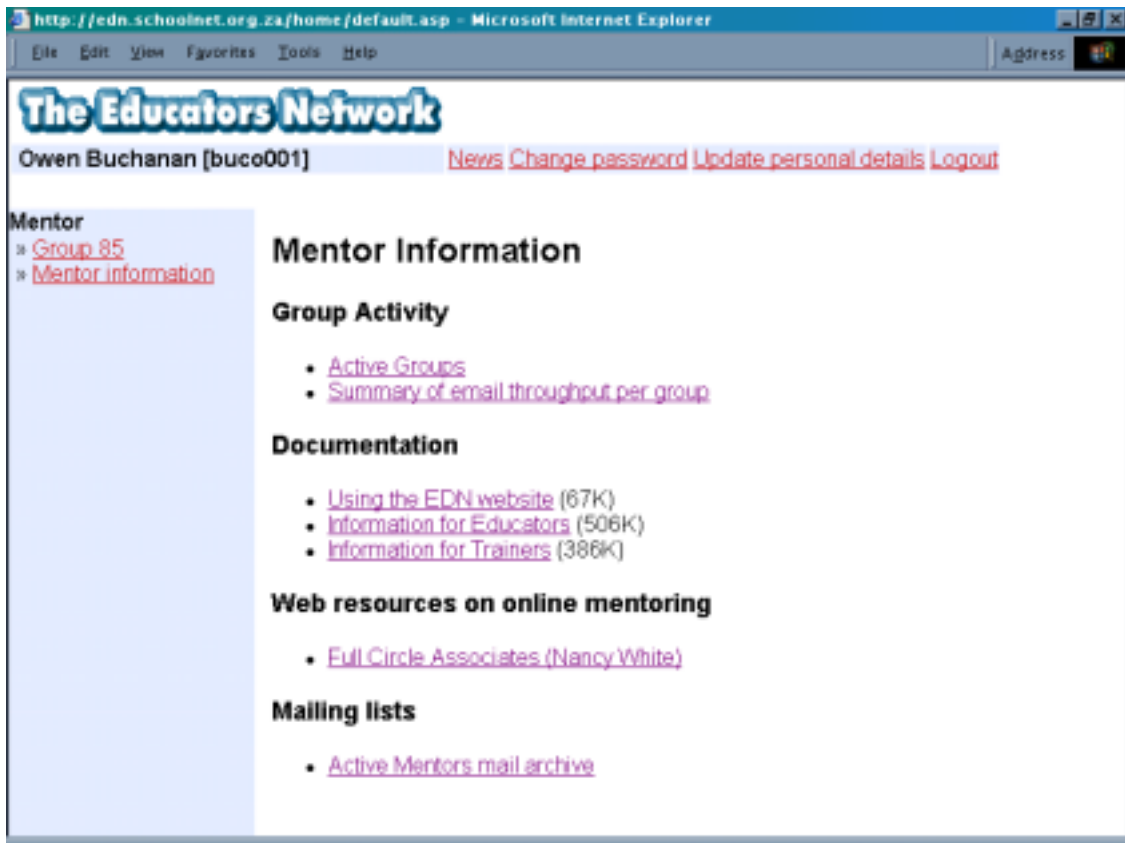


Table 1. Mentor information page for Owen Buchanan.

Now that mentors are actively engaged in their own groups they still keep in close contact with each other. There is a mailing list for all active mentors – plus a mailing list for module-specific discussions.

The archives may be viewed at <http://lists.school.za/pipermail/edn-active-mentors/>

Here is a recent example of mentor interaction that preceded the opening quotation:

*"Hi all you lekker Mentors,
Can any of you remember your first attempt at using a
computer? Remember trying to follow that little white
arrow around the screen . I thought I would copy a message
I received from one of my mentees just to encourage you and
show that not all of them are finding it an impossible
task. There are those who hang in there and even enjoy
some humour about it!....*

*"Dear Brenda,
To have these computers in our school is an exciting
opportunity In the beginnig this room was filled with
stress fear and sleepless.....*

And some positive supportive mail recently:

*I have developed really good relationships with some very
interesting people out there and have valued the
opportunity to get to know them. Most of all it's such a
fun way of teaching and learning - the little bubble of
excitement as my computer downloads 15 messages is
unequalled in any classroom!*

The role of the trainer

Trainers conduct the introductory course⁵ in contact sessions with teachers at their own schools. Before the session is scheduled teachers have to register online to the Educators' Network and to validate their email addresses. The introductory course comprises the basic skills that learners (teachers) will have to master in order to participate in the distance modules, thus focussing primarily on email, the e-diary and navigation skills.

During the course, teachers examine their available time and discuss the management of the ICT facility. At the end of the session they then decide whether they wish to study the distance course. If so, they register online for the module of their choice and a day later they are allocated to groups with a mentor. The trainers then pay a return visit shortly after the introductory session with a view to assisting the learners with any problems that may have arisen once on the distance course. The most common problem so far has been the procedures for file attachments in Pegasus Mail as well as methods of filing the many mail messages that arrive once the courses get underway.

The role of the trainer in the face-to-face situation is primarily to develop independent learners. They must develop in teachers the habit of depending on

the CD. So instead of attending to each hand that is raised they must respond by urging the participants to find the answers on the CD so that when the trainer leaves the school, the teachers are self-reliant.

There remains a gap that we have not yet filled. The teachers who are complete techno phobic beginners do need additional face-to-face training as a precursor to the introductory course and where this has not happened and they do not feel confident we have had problems with their retention rates.

The HelpDesk

There is one further support mechanism for schools and that is the technical HelpDesk, administered by the Western Cape Schools Network, which schools may phone at any time if they encounter problems with the hardware, software or functioning of their mail or the database. The help desk logs calls on the database so that other key role players in the projects may access this data and determine whether it is technical problems or not that are hampering participation.

The learning materials

The materials were conceptualised by SchoolNet and funded by the Telkom and Thintana projects. The SCOPE project, a government-to-government partnership between the SA and Finnish governments then assisted with the development of the Educators' Network CD. The CD is the primary learning resource. No hard copy materials are supplied to teachers other than some brief guidelines on aspects of the project contained in a handbook for teachers that is supplied with copies of the CD to each school.

The CD contains additional information that teachers will need in order to study the course: the nature of learning, the role of the community of learners, an explanation of all the modules plus the requirements, the purpose and the outcomes, the role of the mentor, the e-diary, the introductory course plus all the activities for all the modules. There are also reference sites captured on the CD, many of which are from the Thinkquest library. Thinkquest is a South African and international competition for learners to design educational websites. There are tip sheets on the CD which provide user friendly guidance and screen captures of all the applications used in the modules – word processing, spread sheets, e-mail, windows, web browsing, graphics, presentations, compressing files, downloading web sites, writing and uploading web pages.

There are 7 modules that cover the integrated classroom use of ICT and the associated teaching and learning strategies that promote information literacy.

They range from basic word processing for educators to web page design. See below:

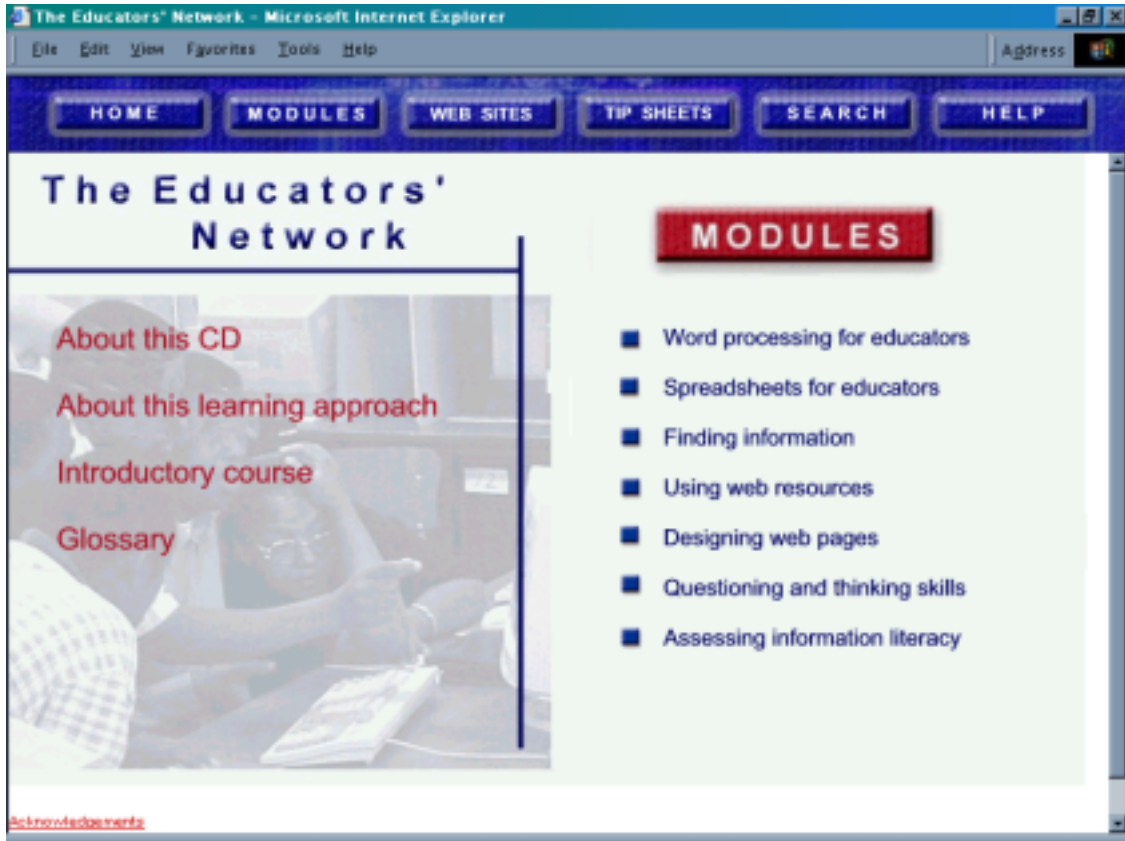


Table 2: Home page

Further modules have been funded by SAIDE in partnership with SCOPE. The four new modules that have been developed cover management and leadership aspects as well as focussing more specifically on the use of ICT in the teaching of Mathematics and Science. Future modules we would hope to develop would include English Language teaching, Evaluating educational software and Project based learning, focusing specifically on collaborative e-mail projects.

Each module comprises a structured set of activities that provide opportunities for:

- Reflection
- Classroom and other experiences
- Generation and sharing of ideas
- Sharing of problems and their possible solutions
- Sharing of resources

There are content pages that are associated with the activities but presented in separate chunks thus allowing for optional as well as compulsory readings. The optional reading also adds to the degree of depth of study that educators at different levels may wish to undertake. The activities have been designed to be authentic and challenging.

The materials are available online <http://www.schoolnet.org.za/edict/>

The educational approach

An important part of most activities is participating in online (e-mail) discussion with the group of peers. The diagram below illustrates how this will work in practice. The materials direct the process and the activities direct the individual to plan the use of ICT, put the plan into practice and to reflect on the experience. Sometimes the teacher has to consult with the group before putting the plan into practice. Feedback to the group is always required after the reflection on practice. This process of sharing and the feedback that comes from the group is what we have come to call the community learning process. This community of learners provides a very effective and powerful learning experience.

The learning community and the cycle of learning

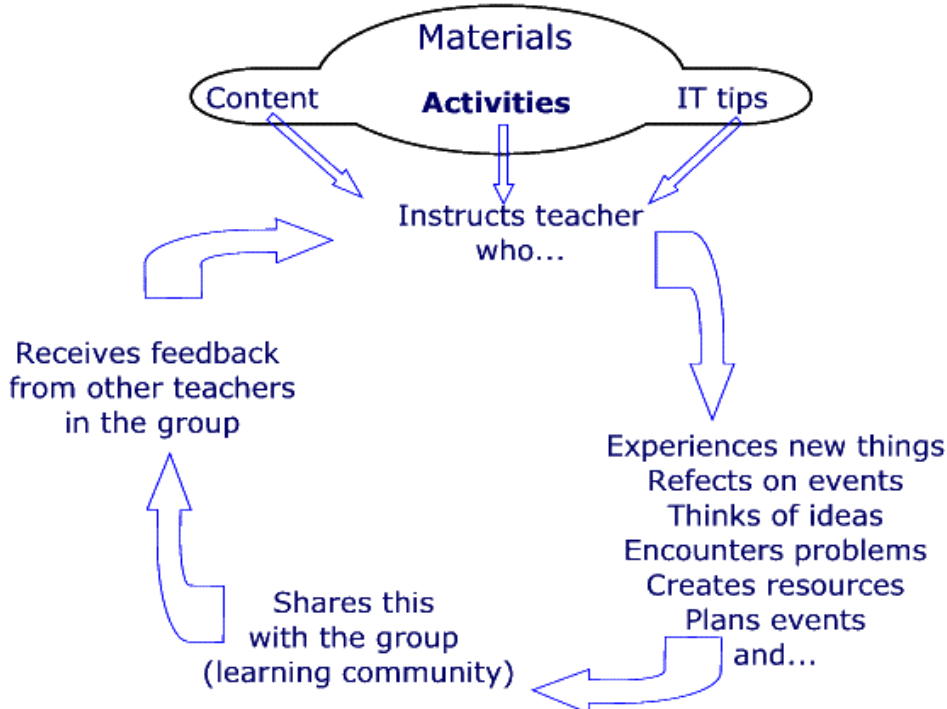


Table 3: Learning through reflection in community

Group interaction adds value to the learning process. Other educators' ideas spark off creativity and assist in reflection.

Here is one teacher (Hamieda) who is currently benefiting from a mentor (Aneesa) who appears to have got it right;

Hi Aneesa

Thanx for your positive response. I truly appreciate it. I think after reading through the open and closed questions, I have done quite well. I am applying this technique in the class and with some motivation , am getting a good response from them.It seems as if the learners are too afraid to bring out their originality. I am sure that in time they will be more confident.

They will be questioned from now to eternity!

Kind regards and have a lekker weekend.

Hamieda

Then a response from one of the peers - another teacher in the same group

Hi Hamieda

I found your list of questions quite interesting. I also liked the level of questions asked, because everyone in the class would be able to participate in the lesson and they would also be very eager to answer your questions. Keep up the good work !

Kind regards

Pat.

and a comment from the mentor to me:

Hi Janet

..... the response of another group member to Hamieda. I think group interaction (in what ever form) really works.

Yes I know what you're thinking - I will send my message to the group as soon as I get the dialogue right. I think my 2 groups are fantastic. I don't want to spoil the karma now.

Have a positive day. I know I will.

Kind regards

Aneesa

Adult learning

Adult learning principles have been adopted wherever possible; we have attempted to provide learners (teachers) with the possibility of customising individual learning pathways. Not only is there the choice of modules that cater for differing levels of computer competence and experience but also most modules have a choice of activities that allow teachers to choose their own pathway through the activities. All activities concentrate on the context of teachers in their professional lives.

“Hallo

As I have said in my previous task - it is so good to do this module, because it is busy changing my whole attitude towards assessment and Curriculum 2005. For the first time I have concrete things to try out in my class and for the first time I know quite a lot of different ways to assess.

This is going to help me a great deal with assessment during the months that is lying ahead. I definitely is going to share all this wonderful information with all the other teachers at my school, maybe with all the other teachers in our circuit!

Hope you've found it just as interesting and helpful as I did.

Bye Roy

Roy Auret: Principal Western Cape

We know, from our current experiences that the learning materials are engaging and that teachers are intrinsically motivated. Certificates of completion and recognition towards the 80 hours of in-service staff development advocated by the National Department of Education are slightly more extrinsic motivators. However, the real benefit will be more long-term in that teachers will have established communities that support each other. Each new module they study introduces them to a new community. The intention is that this will spur some on to pursue further qualifications in educational computing. Hence there is a partnership with Rhodes University. SchoolNet will be looking to extend the partners to other education providers.

“Just in time” – not “just in case”

A strong feature of our educational approach is “just in time” learning – which is akin to the James Bond ‘need to know’ basis of information dissemination. Many people attend commercial training courses that entail endless explanations about aspects of applications that they may never use. This results in them being forgotten instantly. Learning materials are more effective when the content is based on their own professional and personal experiences and learning it just when they need to. For example, the first activity in the Spread Sheets For Educators module is designing a budget based on a crumpled piece of paper where two teachers, a married couple have scribbled the bare outline of their budget. No reference is made at this stage of complicated formulae or other attributes/capabilities of the Excel programme; this is introduced incrementally as and when required – “just in time” and not “just in case”

Integration of ICT in the curriculum

As indicated at the outset of this paper, training that has been provided to schools that receive computer donations has been inadequate in the past. Training tended to be generic computer training and teachers were left unsupported once the training was completed. Teachers who learnt how to use certain applications, used these for personal tasks, but did not know how to integrate these tools with the curriculum. SchoolNet's strategy of teacher development for ICT breaks that paradigm and strives to build into the training programme guidance on how ICT can be integrated into the curriculum.

One of the best catch phrases to describe the approach is "We are not learning to use computers, we are using computers to learn." The integrated approach is characterised by being learner-driven; the student must use the computer room to do a primarily educational task, such as a history or biology assignment or task. Students should be required to examine an open question and identify issues that they would need to study. They need to seek information, evaluate it, and process it. In this process they make use of a range of resources, including non-IT resources. In searching for context educators must integrate the activities of the computer room with the broad school curriculum.

Other features of the integrated approach are collaborative group skills, learning by doing and providing opportunities for creative expression. The integrated approach places information technology in a pivotal role in the already transforming learning process. Its success as an approach lies with the ability of teachers to set tasks that require learners to use these information skills.

At this time in South African teachers are being encouraged to adopt new teaching strategies that are outcomes based and learner centred. Our approach is closely aligned with outcomes based learner centred education and in fact we have developed a module focusing on outcomes based assessment in relation to information skills.

"Module 1 has motivated us all to promote a learner-centred environment in our classrooms and our computers skills have been developed and for some of us improved. Out grade 4 learners are computer literate now!

Buhle Ngubane – Vondlo Junior Primary

The establishment of online communities of educators and this integrated approach are two major long-term goals of the Educators Network. We acknowledge that, although we are encouraging teachers to experience using ICT with learners, we know that this will take time to do with confidence. Once again it is the community of learners and participation in future modules that will help teachers to achieve this.

The database

All communication takes place via e-mail, using a sophisticated database and a mail server to route mail to the appropriate location and filter out any potentially project-crippling computer viruses.

SchoolNet developed the database which is scaleable to the extent that it can be used as a general training resource for all South African teachers beyond the projects presently underway.

Training conducted in the second term of 2002, for example engaged 895 teachers from 76 schools (in 6 projects) There were 53 active groups with mentors.

Current projects using the Educators' Network:

- Thintana Ilearn
- Telkom Super Centres
- SCOPE
- Khanya
- Uniforum
- Global Teenagers
- SAIDE web resources research

Each group and its mentor, can write mail that is tracked and archived by the database. It is only necessary to write to generic addresses such as group@schoolnet.org.za and the data base will automatically direct the mail to the correct group of people. Teachers may click on links in the activities, which automatically open email with the address and subject line of the activity automatically entered. Once submitted, these completed activities can be automatically tracked and ticked off as complete by the database. There is a back up mechanism for mentors to manually check that this is correct. The database also generates statistics and data to make it possible to access such information as the connectivity status of schools, technical problems, how many teachers are currently studying, their last email transfer, the cell numbers of individual teachers, the summary of email per group or per school and to calculate mentor payments.

The database has been growing as one may imagine and now has a web interface that is accessed by trainers, mentors, project staff, the Helpdesk, schools, technicians and teachers.

The following statistics were generated for cycle 3 completion rates:

Cycle 3 (Jan – Mar 2002) Database Query Date 25.Apr.02

	Participating Educators	Active educators (sent at least 1 email)	Module Complete	Completed Assessment Forms	Total Activities Required	Total Activities Completed	Messages from mentor to group	Messages to group	[1] Messages to Mentor	Total Messages
TOTAL	472	397	178	154	3318	1704	577	1884	1663	3547
Percentage		84%	38%	33%		51%				
AVG / Group	14.3						17.5			
AVG / Educator						3.6				7.5
Median	15					3.0	14.0			4.0
Std Dev	2.6					3.4	12.4			8.3

Note:

[1] - Mentor messages exclude those emailed directly to the mentor's personal address rather than mentor[-xx]@schoolnet.org.za. This figure and the total are therefore undercounted to some extent.

Impact on learning

Ongoing evaluation of the project is being conducted by SAIDE (the South African Institute for Distance Education) However, SchoolNet itself is conducting continual monitoring and evaluation, with the emphasis on the impact on practice and to some extent on learning.

Participation and completion rates have improved with each cycle of training that has been conducted. The cycle that is about to commence in July 2002 will be the 5th academic term in which we have conducted training with the Educators Network.

Statistics indicated that the completion rate improved dramatically from 2001 to 2002. A substantial portion of this was attributable to the amendments that were made to the introductory training, the registration and module selection processes, and fewer technology problems at schools. We had also revised and lengthened the introductory course for 2002, reduced the complexity of some modules, and introduced follow-up visits by trainers for some schools.

The feedback from teachers who completed evaluation forms was generally more positive in Cycle 3 than cycle 2, as was mentor confidence. Mentors continued to have a more critical outlook, although mentors respond for all their group members (including those who did not complete), whereas the educator responses are a self-selected sample of people who did complete. (Addendum)

Revisions of the learning materials have taken place at intervals based on feedback from teachers and mentors - with the third version of the CD being produced now in July 2002. Baseline data was collected from educators and learners, with the focus on current classroom practice. Further data will be accessed in an attempt to draw some conclusions about the impact that ICT has had on learning. Here are some preliminary comments from teachers:

"English as a medium of instruction is a problem to the children. I noticed a change in the communication part and their grammar, after interacting with the learners in the world. They learnt to know that communication is a matter of letting your ideas to be known by other people.

They used to understand the points of the lesson, and they failed to comment or argue using English as their second language. Their attitudes totally changed after being introduced to the computers. This was shown in their results."

Thembekile Zondi - Umthomboylwazi Junior Secondary School

"I don't think we can say there is a direct link between the computers and our results but both the high schools in Mpophomeni have shown a tremendous improvement in their results. Us from 46 to 96% and Asibemunye from 17 to 65%

"The exposure to computers probably had a positive effect on their (learners) confidence and self esteem. They loved the very idea that they knew how to use a computer which previous years students had not. (and now they are keeping in contact with me by e-mail from University which is great for me) They also found information on insitiutions and courses which is a motivating factor to working hard at school if you have a clear goal.

"Having to look for information, reading and then making a summary was a skill they learnt through various projects given by teachers. Also just finding something like the periodic table on the net and realising how univerally it is used means that the students become part of an elite group who know what information it contains and how to use it.

Pam Robertson – Mpophomeni High School

"The question papers in these sites help them too. The

information in these sites is updated, and they can make sound examples, unlike the books that were written years ago."

Thembekile Zondi – Umthomboylwazi Junior Secondary School

Conclusion

The work outlined above is essentially the beginning of an exciting phase in the introduction of online learning among disadvantaged schools in South Africa. In time it is envisaged that these teachers will adopt the philosophies presented in these courses and become the new advocates of the successful integration of ICTs into the curriculum.

References:

1. www.schoolnet.org.za/edict/
2. SAIDE South African Institute for Distance Education, Evaluation of the Telkom 1000 project, 1999 and SAIDE Evaluation of the Super Centres pilot project, 2000.
3. Vygotsky, L (1978) Mind in society: The development of higher order processes. Cambridge, MA: Harvard University press
4. <http://edn.schoolnet.org.za/cd-19dec01/ed/Content/ed.community.htm>
5. http://edn.schoolnet.org.za/cd-19dec01/intro_frames_page_1.htm

SchoolNet SA Educators Network

Course assessment forms completed by teachers in Cycle 3, February-March 2002

[Excluding module-specific self assessment forms]

Response options: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

Question		<i>Educators (N=151)</i>				<i>Mentors (N=32)</i>			
		Avg	Median	St.Dev	2001 Avg	Avg	Median	St.Dev	2001 Avg
1	The introduction gave a good idea of how to proceed with the module	3.6	4	0.5	3.5	3.0	3	0.4	2.9
2	The purpose and outcomes gave a good idea of what to expect on the module.	3.5	3	0.5	3.4	3.1	3	0.3	3.2
3	Teachers were able to follow the activities in the learning pathway as suggested in the materials on the CD.	3.5	4	0.6	3.6	3.0	3	0.5	2.9
4	Teachers were able to develop a sense of independence in learning by finding the appropriate help as suggested in the materials.	3.6	4	0.5	3.5	2.8	3	0.6	2.8
5	Teachers found the CD materials to be sufficiently supportive.	3.5	4	0.6	3.5	2.8	3	0.5	2.8
6	Teachers have been exposed to some new ideas by members of the collaborative group.	3.3	3	0.7	2.9	2.3	2	0.7	1.5
7	Teachers felt well-supported by the group.	3.1	3	0.8	2.6	1.9	2	0.5	1.3
8	Teachers: Your mentor supported members of the group well throughout the duration of this module / Mentors: You supported members of the group well throughout the duration of this module.	3.8	4	0.4	3.4	3.4	3	0.6	3.4