LLITUP NEWS

*The **activation** edition*

New!

LLITUP, WIL and Lesson Study partner for online teaching practice in 2020

According to Dr David Sekao, Covid-19 was the perfect storm for Lesson Study and WIL to join forces. While Dr Sekao and Jody initiated this process, a specialised team (comprising lecturers representing all departments, the WIL office and LLITUP) developed the online teaching practice experience for fourth year education students.

LLITUP and Prof Callaghan in particular, designed the layout and processes on the ClickUP page that enable the management of approximately 850 participants online. The WIL office manages the group divisions, mentor lecturer allocation and other administrative duties

In the next issue of LLITUP news, we will share more about the entire team and their development of this endeavour! In the meantime, check out up.ac.za/lesson_study for more information.

ACTIVATING ACADEMICS

In this issue of LLITUP News, we showcase the innovative teaching done in CIE with the help of LLITUP

Spring is in the air and our innovative teaching is blossoming. Online teaching has taken our lab to the next level with video production and online lesson study. Digital competencies and CIE modules are part of our focus. We have also not left our love for play behind as we experimented with cartoon photos (using the Cartoon Photo app) and explored some e-books.

In this issue, we showcase the various ways in which we have managed to activate online learning. Share in our blooming adventures aimed at activating the academics.

NEWSLETTER TEAM

Editor: Annèl van Rooyen
Contributors: Annèl van Rooyen, Gontse Mthelebofu, Jody Joubert and Samuel Mampa
Proofreading: Dr Sonja van Putten

E-LEARNING

In their 3rd year, education students are geared towards the realities of living and teaching in a globalized society in OPV312. This year's online edition displayed new ways of thinking.

What to do: TOPIC 1

1.) Access the **Topic 1 slides** (either Afrikaans or English)
2.) Watch the **3 videos.** These provide the content knowledge that you need to apply to your assignment this week.
   *Topic 1 overview: Overview of topic 1 content and assignment section 1
   *Open Educational Resource video: More info on the topic of OER
   *CIA evaluation: Explanation and examples of the CIA model
3.) Participate in the various threads available on the **Topic 1 discussion forum.** Prompts for every thread are provided at the top.
   *Remember to also ask questions and leave comments
4.) Access the **Core Concept slides for week 1 and 2** (either Afrikaans or English)
5.) Participate in the **Core Concept Discussion Forum**
   *Share your thoughts, insights or resources on the DIGITAL DIVIDE thread
6.) Access the MS Word format of the **assignment template** and complete SECTION 1
7.) Upload your copy of the assignment template with your SECTION 1 information provided as proof of your progress this week
   (PLEASE NOTE: This is not a final submission; only a progress document)

OPV312 is divided into two parts and the second part is presented by the SMTE department. The topic of "Technology for the 21st century education in a globalised and socialized world" was presented fully online to 1048 students in the second term of 2020 due to the COVID-19 outbreak. The team (Mr Jody Joubert, Ms Annèl van Rooyen, Mr Samuel Mampa and Ms Daisy Matsemela) took on this online learning challenge under the guidance of Ms Gontse Mthelebofu as module coordinator.

Module structure
For the purpose of online learning, the team structured the entire module on the ClickUP page in terms of weeks. For every week, students received a step sheet that indicated what needed to be done.
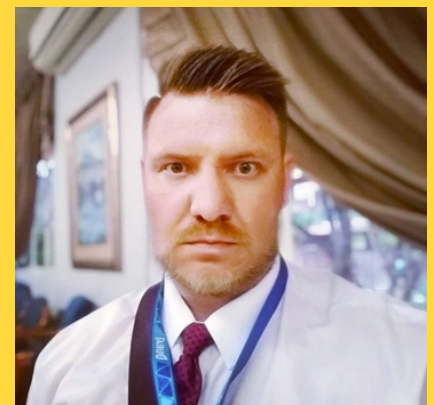
Module content
The LTSMs used for this module included PowerPoint slides, podcasts, topic discussion boards, assignment templates and weekly submissions. The topic discussion boards assisted students' construction of their own knowledge and also provided a platform for knowledge sharing and shaping among lecturers and students, but mostly among students. More than 6000 posts were made over the course of 5 weeks.

To convey the course content, the lecturers (Gontse, Jody and Annèl) designed 13 videos. For weekly overviews of the course content, narrated PowerPoint videos were uploaded. This replaced face-to-face teaching. A second type of video which was narrated and illustrated, involved CIE (Computer-Integrated Education) content. The videos on CIE content included:
- Substitution Augmentation Modification Redefinition (SAMR) model
- Digital competencies
- Open Educational Resources (OER)
- Content / Interactivity / Access (CIA) model
- Backward Design

The assignment
The module assignment consisted a 4-page template that students completed and submitted weekly. One student, Francois de Bruyn, managed to score 100%. He submitted a 79-page document with highly detailed descriptions as well as a wide variety of academic sources. He managed to merge his theoretical knowledge with the assignment's practical application with great ease.
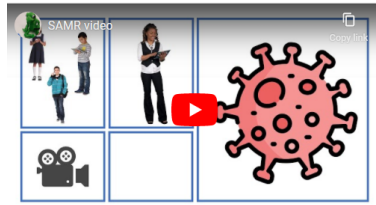
ABOVE: Francois de Bruyn, the brain behind a 100% OPV312 assignment

CIE content video from left to right: OER by Jody, CIA model by Gontse and Backward Design by Annèl

E-LEARNING

Click on the video images to watch

ABOVE: More CIE content videos. LEFT: SAMR model. RIGHT: Digital Competencies

The assignment (continued)

We asked Francois to share his experience of the module with us. One of his key success factors included staying up to date with the weekly work allocations. In the end, he was very proud of the work he had done. He highlighted that OER such as this lesson plan that he created can be very valuable to the community. He is dedicated to developing more of these types of resources.

Here's what he had to say: "*At first, it was a bit of a shock. Covid-19 lockdown had just settled in and we had to acclimate to online tuition. I looked at the blank template and got started by filling in what I understood. I researched the unfamiliar concepts piece by piece and made sure that I never fell behind. When I was unsure about a topic, I went to read the online discussions. The narrated slides and videos made it easier. The most fun part was the idea of creating an online module which people could access. I did go back and change an application once I found that the function it would give would be redundant compared to the other applications (I wanted to avoid repetition). As it came together, it became very exciting as there was something of value and worth as an online learning resource (it is a very proud feeling). I will definitely develop some more resources after this qualification. The demand is there and the range of influence and number of impacts are huge. If one could create a central resource for impoverished communities from primary to tertiary education level this gap in equality could be greatly negated.*"

In general, this assignment was a pleasure to assess because it showcased the quality of the students we have at UP and the impact that such a module can have on students' learning and thinking as well as their future teaching careers.

Since Francois gave us permission to exhibit some of his work, one of his planned activities that uses Quizlet is included below.

Slide Share (Study guide)

Quizlet

Trade Relationships
- Trade Policy.
- Protectionism.
- Trade Barriers.
- Tariffs.
- Quotas.
- Subsidies.
- Advantages of Free Trade.
- Disadvantages of Free Trade.
- Fair Trade.
- Trade Organizations.

3. Trade Relationships
Today we are going to play!
- Watch this video (press play)
- After the video go to
- There you will find the important terms and ideas that impact and influence Trade Relationships between countries

Gr 11 geography trade and globalisation

- **Self-Presentation/ Self Disclosure:** High They are accessing completely virtual resources as well as presenting their task and knowledge construction virtually.
- **Social Presence/ Media Richness:** The whole activity from inception to execution takes place in a highly virtual environment.
- **Strategy: (Observation and questioning) Learning** through games: Memory Games Learning through games
- **Timeframe:** Online Playing for about 60 min.
- **Logistic, how to use the application and Screen Captures:**

1) Visit "SlideShare" study guide and read the instructions and watch the video
2) Learners are directed from slide share to Quizlet
https://quizlet.com/_8f2m36?x=1jqt&i=2w21dy

SAMR Evaluation:
- Augmentation-There is augmentation taking place as the slide share the online contents acts as substitute for paper-based study guide as well as introduction lecture/ teacher for the students.
- Modification- The gamification of study skills with a memory game allows the learner to take charge of their own learning.
- Redefinition-The fact that it is constantly available to may learners with the link to the flashcards allows for greater access this is much different than the classroom "games" where participation is limited by the presence of the teacher and the amount of learners in the class.

Ethics and Safety
Digital Identity: Learners are provided with a link to the site, they do not need a LinkedIn profile to access the study guide (slideshow) course material
The embedded videos are also open and can be accessed with internet connection.
A "Quizlet" profile is not needed to access the Flashcards and play in different modes with the course material.
Etiquette: The class is semiformal, and the learning is self-directed with contact details in the form of an email is provided so all net etiquette doe email should be adhered to when learners contact the teacher.
"Quizlet" is an informal gamified content platform
Safety: All the content is age appropriate "SlideShare" is a professional website full of courses, the link given has no violent, prejudicial, sexual and or any in appropriate content
Responsible use: Apart from Their written work the whole study guide/ course can reach many learners and I environmentally friendly, all fair use and references were given in the Slides as well as applications. Embedded videos and used websites were also referenced. Flashcards has no inappropriate content.

Key concepts:
free market economy   developmental   free trade area

Terms in this set (11)
Sometimes Mixed

Trade Policy — Also called Commercial policy, is a set of rules and standards that makes trading run smoothly for the benefit of the country.

Trade Barriers — Regulations or policies that restrict international trade, include Tariffs, Quotas and Subsidies

Disadvantages of Free Trade — •May damage local economy if imported goods are cheaper; -Unregulated trade may result in unbalanced development leading to underdeveloped sectors. -May create dependence on essential goods and services and in the event of disasters and wars may lead to good and service scarcity. -Relocation of international companies that exploit less Economically Developed Countries -Multinational Companies can create monopolies and price gauge local economies. -Can lead to spread of diseases smooth goods and even humans (Covid 19)

BACKWARD DESIGN

OUTCOME	ASSESSMENT	TEACHING
Overreaching Outcome: At the End of the unit the grade 11 Geography students will be able to define, report on, describe, organise, research, solve as well as create work on concepts related to "Trade", "Trade Policy", "Trade Relationships" as well as Globalization's positive and negative impacts either in written or verbal form individually and in groups with at least a 50% accuracy.	Continuous, Formative and Summative Assessments. Mind Map Memorandum Portfolio of Work Gallery Walk Online Quiz Online Activity/ Game	**Active Learning** Individual learning Teacher Centered teaching Learner Centered teaching. Small group work/ Jigsaw for Globalisation poster Flip classroom (mind map creation) Collaborative Learning. Experiential online learning Gamification
Activity 1: **Cognitive:** At the end of this online activity, the grade 11 Geography student will report, written or verbally the main reasons that motivate communities to trade with 100% accuracy. At the end of this online activity, the grade 11 Geography student will describe what Trade is with at least 50% accuracy.	Level: Understanding Criteria: Motivating Factors that induce trading in communities. Timing: Continuous Techniques: 5 min Online Class activity (write a explanatory paragraph after reading a Textbook excerpt	**Level:** Factual (based on textbook excerpt). Meta-Cognitive as learners have to interpret and understand the excerpt content and findings. **Approaches:** Explaining Method (online) Active (interacts directly with source material). Self-directed: Learners interact at own pace and at own chosen interval. **Activities:** Reading the excerpt Writing a in paragraph interpreting the excerpt.

Extracts from Francois's work

TOP LEFT: Quizlet activity
TOP RIGHT: SAMR model evaluation as well as Ethics and Safety discussion
BOTTOM LEFT: Quizlet activity screenshots
BOTTOM RIGHT: Backward Design analysis

E-LEARNING

Badges4Edu is an initiative started in the Faculty of Education. The SMTE department deals with number 5: Digital Competencies

STUDENT ENGAGEMENT AND SUPPORT OFFICE #StudentEngage@Edu

1 Academic success	2 Professional identity	3 Well-being	4 Language and literacy	5 Digital competencies	6 Finances

Background

The Department of Basic Education introduced the Professional Development Framework for Digital learning. This framework includes three main categories that address 13 digital competencies that teachers should possess. Competencies 1 to 10 are addressed during pre-service teacher development.

The application in pre-service teacher education

The Badges4Edu initiative seeks to integrate gamification as a pedagogical methodology while covertly integrating digital competencies into pre-service teacher training. At the same time, the DBE's proposed framework is also addressed through the modules presented. The lecturers involved choose an assignment, test or examination to transform into a digital competencies badge. By doing this assignment, students' digital competencies are developed. During the assessment process it is determined whether the desired competencies were developed. If this has occurred, the students are awarded digital badges on ClickUP.

Badges in different academic departments

The first five set of badges were designed in 2019. In 2020, there are currently 10 active badges in the faculty across different departments. The badges range from 3rd to 4th year, core and elective modules, both in subject-specific modules and methodologies. The end goal for this initiative is to incorporate badges into all modules presented in the Faculty to ensure that all 10 competencies are addressed during pre-service teacher training. All of the badges form part of the digital competency certificate that students receive at the end of their 4th year. The class of 2020 will be the first group to receive a digital competency certificate.

BELOW: A summary of the current Badges4Edu

JLT 330 (Methodology of e-learning):
Web Teacher Badge

PRO 453 (Teaching practice):
Lesson Study Badge

OPV 312 Theme 1 & 2 (Globalisation, markets and education):
Globalised Educator Infographic *Badge*

OPV 312 Theme 3 (Technology for 21st century education in a globalised and socialised world):
APPS4Edu Badge

JLZ 300 (Classroom literacies):
Digital Communicator for Teachers Badge

Badges4Edu @EducationTuks

JLT 330 (Methodology of e-learning):
Mobile Teacher Badge

JFP 471 (Professional practices):
DigiComp Badge

JWI 310 (Geometry):
Digital Geometry Badge

JMN 453 (Methodology of Physical Science):
Tech-Savvy Badge

VNS 410 (Methodology of Physical Science teaching):
Tech-Savvy Badge

E-LEARNING

CTM720 (Computers as instructional tools) is one of the core modules of the CIE Honours. It is currently presented in three modes (i.e. face to face, distance education and as an EUP short course). Samual Mampa, a current student (and LLITUPian) shared his experiences.

Annèl van Rooyen interviewed Samuel via email. Here are his thoughts and experiences.

Share your experience of this module with us

Samuel was surprised by the module's content and mode of presentation. He found the use of formative assessment and smaller assignments that build up towards the final project very useful. "*In the beginning I thought that this was going to be just simple things that I have seen throughout my undergraduate term, only to realise that there is more to learn and discover. What I liked the most about CTM is that it was hands-on. The lecturers did not limit us in terms of completing our activities, as long as the outcome is reached using any tools of our choice. The idea of creating modular pieces of the assignment to build up to one big assignment really worked. I did not feel lazy to complete the final project.*"

What was the module like?

While Samuel is highly skilled technically, he indicated that even less skilled students greatly benefit from this module. "*The module was assembled well and anyone who has never used ICT tools for teaching before will adapt easily.*"

What stood out during the module?

Samuel highlighted the skillful organisation of the module and activities. "*The presentation of the content and the module structure was on point and included easy-to-follow activities.*"

What did you learn in the process?

The focus placed on teaching theories benefited Samuel's teaching practice. "*I never took teaching theories into consideration when planning my lessons, but CTM710 made it easier to understand how we can make use of these theories in our interventions.*"

SYMBOL	MEANING	SYMBOL	MEANING	SYMBOL	MEANING
	Internet search		Watch video		Presentation
	Kahoot Quiz		Flipped classroom		End of Topic
	PiktoChart		Online Discussion		Random Apps
	QR reader		Work book		PowerPoint Presentation
	Canva		Role-Play		Random name picker

SYMBOL	MEANING	SYMBOL	MEANING	SYMBOL	MEANING
	Self reflection		Question; Task; Problem		Time
	Small group discussion		Solution; Wrap-up; Outcome		Feedback
	Class discussion		Infographic Act..		Active learning
	Pair		Direct instruction		Just-in time teaching
	Individual		Circle Talk		Haiku LMS

Explanation of symbols
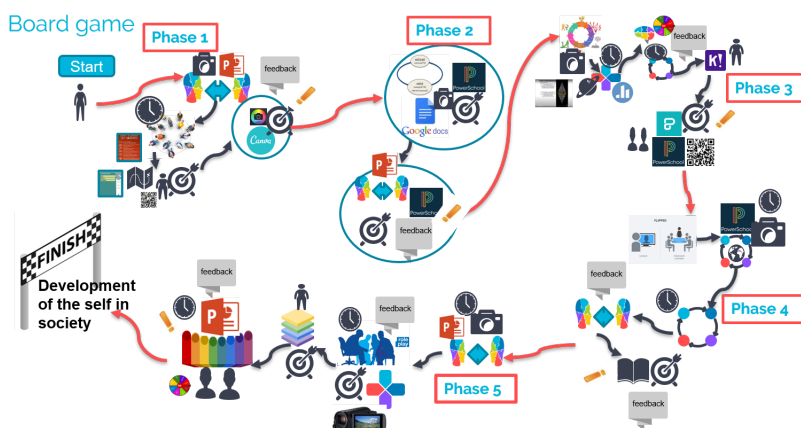
Explanation of symbols

In CTM720, students plan their lessons using game board planning. This is a visual planning aid that uses only pictures with meaning. The symbols are explained separately to achieve a visual overview of the series of lessons planned around a specific subject-related topic. Samuel shared his 2020 board game planning with us.

TOP LEFT: Game board symbol explanations
TOP RIGHT: More game board symbol explanations
BOTTOM LEFT: Samuel's final game board planning

FROGGY'S TECH CORNER

The pandemic led Jody into an exploration of academic e-books available from VitalSource

Blog publication by Jody Joubert

For some reason, my tech-adventurous self has always been wary of e-books, perhaps due to their proprietary nature or because I just generally enjoy hard copy books. Amidst the COVID-19 craze, accessing academic texts was quite difficult. While libraries were inaccessible, the continuation of academic work (for progress and sanity) remained essential. I came across VitalSource, an interesting platform where I could quickly (and without much fuss) purchase a title on grounded theory that I could not find at my institution's library in either hard copy or e-book format.

The process was simple. A Google search for the term "Grounded Theory textbook" was enough to show me that a reasonable offer was available on the VitalSource platform. A quick click and I was on their platform. Here, I was introduced to a sophisticated, yet easy-to-understand page with a few obvious choices:

1. Get a quick glance of the book. All the information (generally scholarly information as well) was readily available for my perusal.
2. Peruse some related titles to entice me into some further shopping.
3. The option to buy the book. Here is where is got daunting: I could choose from a 90-day to a lifetime purchase of the e-book. At just under four times the price of the 90-day option, the lifetime option seemed more worthwhile.

Accessing my newly purchased book did not go as smoothly. After having to download the Bookshelf desktop app, I in the end opted for access to the book via the VitalSource website through Chrome. What a joyous interface. I was soon listening to the book being read to me (by a creepy computer voice), making notes and highlighting as I went along. The read-aloud navigation was a bit blunt, but seemed to do the job. Although I have not tested it, my notes should be available on any device when I access the book.

According to my quick investigation of the platform, it seems that my lifetime purchase allows for a one-year online access to the book followed by an indefinite downloaded license on two computers and two mobile devices. I am yet to find out how the downloaded version would migrate as I upgrade my mobile devices and computers in the future.

I can see Vital Source becoming vital (pun intended) in my collection of tools to complete my PhD and as a source of information in my academic career. Although these are still early days, I feel comfortable with the platform and will continue to investigate its possibilities. I hope to become more comfortable with the idea of e-books in an effort to save the trees, save my back (from carrying heavy books) and save time in accessing new books.