

CAS DLE – Learning design project report

Building Teachers digital learning and teaching skills Competencies in Malawi Secondary Schools.

By Ndamyo Msofi

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Overview

Conceptual Understanding

1.0 Introduction: Conceptual Understanding

In March 2020, when the COVID-19 pandemic was declared a national disaster in Malawi, the country's Ministry of Education ordered the closure of all public and private schools and Schools. These prolonged school closures meant that millions Malawian children were out of formal schooling for over seven months i.e., the months when we had school closures. A recent education sector performance report indicated a drop in primary school enrolment of 414,895 between 2020 and 2021. COVID-19 could play a role. Hence this project was conceptualized during the global COVID 19 pandemic that led to the indefinite closure of all learning institutions. This project therefore solves the problem of lack of access to digital learning opportunities for higher education for Secondary learners as their teachers lacked digital learning and teaching skills. This project is situated within the access to inclusive and quality education for all. This

Rapid assessment was conducted during Covid 19 pandemic school closures which revealed that Teachers lack digital learning and teaching skills. This is in agreement with INEE minimum standards which stipulates that teachers and other education personnel should receive periodic, relevant and structured training according to needs and circumstances. Thus, ongoing teacher professional development and support is essential to ensuring that teachers are well equipped to handle the learning context, and should be provided in emergencies albeit in adapted modalities

Act now or never!! This report presents a prototype to all actors in Malawi that is Government of Malawi, UN Agencies, International Organisations, Local Organisations, all decision-makers, community leaders and Education stakeholders. The times are tough and all actors are supposed to support Building Teachers digital learning and teaching skills Competencies in Malawi Secondary Schools Project. This project will help learner continue learning during emergencies that is in short term and long term.

1.1 Learning project contextualization

I. Project Goal

Basically, the goal of the project is to Equip Teachers with the necessary digital learning and teaching skills to teach in an emergency context in Malawi. Rapid assessment was conducted during Covid 19 pandemic school closures which revealed that Teachers lack digital learning and teaching skills. Most of the teachers are Malawian Teachers from Different Tribes like Chewa, Sena, Ngoni and Tumbuka. Age differs amongst them ranging from 20 years old to 60 years old or more. Some are Special needs teachers. They have basic training on primary teachers' professional development. They have limited capacity in digital learning. Hence few are exposed to technology and incorporating it into the teaching process. Teachers speak different languages hence lessons will be in English. Due to difference in culture dress code will be formal dressing no miniskirts will be allowed during face-to-face meetings. Lessons will be starting from 2:00pm to 5pm so that teachers are able to support learners during class session in the morning. On the other hand, Sundays and Saturdays there will be no lessons to allow religious ones go pray. Muslims are taken care of as classes start at 2pm.

II. Project Learning Outcomes:

- I. Teachers will be able to **acquire** digital profession competencies like ICT and Media competency
- II. Teachers will **point out** the characteristics of digital Pedagogical competences for developing digital learning and teaching competencies.
- III. Teachers will **apply** technical knowhow on a particular technology which can be best used to elicit the types of representations, cognitive processes and interactions desired to achieve learning outcomes

III. Structural variables

This project builds on the ASPI model (Peraya et Jaccaz 2004) which aims to describe dimensions and variables that can affect each process in the design, development, implementation, evaluation and maintenance of innovative distance or hybrid learning. In March 2020, when the COVID-19 pandemic was declared a national disaster in Malawi, the country's Ministry of Education ordered the closure of all public and private schools and Schools reopened five months later, initially for exam classes, before welcoming all students back in October 2020. But because of a major surge of COVID-19 infections, schools and colleges closed again in January 2021

These prolonged school closures meant that millions Malawian children were out of formal schooling for over seven months i.e., the months when we had school closures. A recent education sector performance report indicated a drop in primary school enrolment of 414,895 between 2020 and 2021. COVID-19 could play a role.

Hence this project was conceptualized during the global COVID 19 pandemic that led to the indefinite closure of all learning institutions. This project therefore solves the problem of lack of access to digital learning opportunities for higher education for Secondary learners as their teachers lacked digital learning and teaching skills. This project is situated within the access to inclusive and quality education for all. This project depends on Malawi Institute of Education, Ministry of Education, Technical and Vocational Education and Training to provide expertise. The networks and collaborations involved in this project include African Network for Higher Education in Emergencies (AHEEN), Malawi Education in Emergencies technical working Group and National Education Network.

In addition, the external partners that the project will partner with include Voluntary Services Overseas (VSO), Ministry of Education, UNICEF, UNESCO, The Polytechnic among others. There are also two autonomous institutions which greatly contribute to education in the country. The Malawi National Examination Board (MANEB), which oversees examinations and the Malawi Institute of Education (MIE), which has in recent years played a leading role in curriculum and material development and in-service teacher education. Other Institutions include the Centre for Educational Research and Training (CERT) which is a unit attached to the University of Malawi that was established to undertake educational research studies.

IV. Variables related to functions and roles of actors

On the other hand, the Malawi National Commission for UNESCO is a national organization that links government ministries in the fields of education, science, culture, and

communication. The Commission provides some training for education personnel in various fields of management. It also helps to solicit funding and to involve the Ministry in UNESCO programmes that have a bearing on the development of education in Malawi. The Malawi National Library Service has responsibility for promoting, establishing, equipping, and managing national libraries. Ministry of Education and Malawi Institute of Education (MIE), will develop curriculum and material development and in-service teacher education in digital learning and teaching. They will also identify National digital learning and teaching Trainers. UNICEF will be the potential donor.

The Teachers will have to attend 95% of the module content, attempt all the formative and summative assessment in order to proceed to the next module and get certification. National Trainers will deliver content, the administrators and technicians will work collaboratively to make sure Teachers have access to the project dashboard and module contents. The instructional designers will support the entire team on the mode of delivery, both virtual, face-to-face, and group work. Project managers will be responsible for the overall management, delivery and success of the project

Quality control is key hence the roles and functions of networks and collaborations involved in this project is key hence need for vetting the appropriateness and viability of the module contents for the project.

V. Individual Variables

The roles of each actor will be explicitly defined. Transparency and accountability will be enhanced and attempts will be made at harmonizing every actor's expectation. Ownership will be promoted and all Actors will be made to feel part and parcel of the project through consultations and active participation by all the stakeholders. Therefore, will analyze Actor's views if they are good and resonate with the project goals, they will be embraced and work together.

Contrary Politics is everywhere especially when different actors are involved. The resistance the project is likely to face includes all teachers wanting to be included for the project to kick off, inability to communicate in English for some Teachers, lack of digital gadgets to access the modules, and fear of the unknown, but it is expected that the project will receive a lot of assistance from UNICEF and UNESCO. Further the key actors and the government of Malawi among others will provide financial assistance, multi-media, e-portfolios or work study Probably the project expects to get technology mediated learning support that include access rights given to Facilitators of the training and Teachers to available resources including sharing protocols, content management systems, edutechwiki tutorials or workshops, online applications like google apps, Beekee apps, jamboards, use of virtual simulations, use of virtual reality games on war to deliver content. Other relevant educational technologies used in the project will include multi-media, e-portfolios or work study electronic books/exercises, interactive, collaborative online tutoring and automated evaluation and feedback per module.

VI. Organizational variables

Further the organogram will be managed by the Project managers in collaboration with key actors like Ministry of Education that's Key Government officials. The project will use both face-to-face and open distance digital learning pedagogies. The project will also leverage on VSO digital resources including animations, videos, podcasts, online modules on kaya, Learning Management System, focusing on equal access to basic quality education. The project will also use e-learning with materials on simulations and games, videoconferencing, e-portfolios,

automated evaluation and feedback, activities and tutoring, blended learning with videos, face to face sessions in groups and with instructors' guidance. The course designers and instructors will ensure that learners attend classes 95% of the modules, and attempt both formative and summative assessment respectively. Teachers will not access the next module unless they pass the previous module and submitting all the assignments in time.

VII. Constraints of distance Learning

This kind of training delivery is associated with a number of constraints, both pedagogical and non-pedagogical such as poor connectivity, the unreliability of electricity supply, the limited digital skill for both the Teachers as learners and some tutors and facilitators. The other one is lack of access rights to important online modules, lack of a well-designed framework for both formative and summative assessments/evaluations for the course, inadequate digital gadgets, and lack of funding. These issues can be overcome through participatory approaches and good coordinated roles and support throughout the project.

VIII. Pedagogical variables

The project will follow the Cognist Constructivism pedagogical approach where learners will be given realistic practical sense of subject matter taught. By the end of the course, learners who are Teachers should be able to:

- Prepare digital teaching documents
- Appropriately use digital gadgets.
- Effectively conduct teaching using appropriate teaching methods
- Prepare and conduct appropriate assessment of learners' progress

The course will follow blended learning modality. The pedagogical scenarios favored for the project include those that the learners are familiar with, usable, easy to learn and available, reliable and socially acceptable within the camp. Therefore, include open distance learning using interactive multi-media such as zoom with a package of breakout rooms for different groups and tasks, WhatsApp, Signal, mass texting and video conferencing. E-portfolios, wiki pages, electronic books/course materials, simulations, automated evaluation and feedback, as well as self-paced studies by students.

The program will take 6 months to complete, including the summative and formative assessments, with a duration of two months per module for learners. Learners will have a duration of a week to finish formative and summative assessments after the units. There will be options on some units for learners to choose different learning paths.

On the other hand, human materials and resources available will include Learners, teachers, administrators, technicians, developers, researchers, instructional designers, project managers, change agents; whose roles are collaborative as per the project organogram and an integral part of the project.

IX. Learning Activities

Teacher Participants (Learners) will be expected to use digital tools and engage in collaborative learning through group work exchanges; simulations on different scenarios on module content, power-point and video presentations, creation of a digital project and participation in learning activities. Learning will be evaluated based on active participation in

the learning activities during the course, including participation and contribution in group work, and ability to use technology in delivery of course assignments through explicit learning scenarios.

In addition, a zoom link for the zoom meetings room accompanied by an access code and passcode will be available for the learner-learner, learner-instructor, and learner-system and instructor system during the project life cycle, helping learners for their group work and individualized group discussions whenever there will be need. Other than that, the tools that are foreseen to support various activities on various knowledge dimensions such as factual, conceptual, procedural, metacognitive, reflective practice through simulations, projects, case studies, participation, social presence, and reflective practice, presentations include wiki page, WhatsApp the self-moderated Moodle platform, Beekee, video conferencing among others.

The students will learn through zoom video calls, Beekee, group work and interactions with the instructors. Technical support will be available to students with regard to access to the learning platform, recorded lessons, and learning resources.

X. 10. Discipline related variables

Mainly the procedures, pedagogic methods have been clearly defined for the project. Hence individual, organizational, pedagogical, structural and contextual innovations and how they affect each other will be piloted, analyzed and re-injected into the project. Therefore, the practices that are particular to the discipline or this field and its culture include available software and databases pegged on the AHEEN website and UNIGE, including wiki and Beekee, and interactive platforms relevant to the course.

XI. Economic variables

Funds to finance the initial activities of the project are estimated at 25% of the total project budget and will be financed by Government of Malawi through the Department of Disaster Management.

However, the long-term funding of the project (75%) will come from UNICEF. Digital Learning and Teaching in Emergencies Response Proposal has been formulated and submitted to UNICEF for funding and it is at final review stage, just pending approval by UNICEF.

Additional costs that could be introduced in the project include costs for the production and publication of videos for the project, costs for internet, gadgets for the meeting, transport costs for the students to the cybers for connectivity. However, the fixed costs will include fees for the modules.

XII. 12. Political variables

The Malawi Government through Ministry of Education is support of this Project because it improves the quality of education in the Country through offering digital learning and teaching trainings to educational officials. Going forward there will be overwhelming support for the project by the government, local political authorities.

XIII. 13. Ideological variables

The project promotes Secondary School in Malawi to have digital learning and teaching expertise to be able to effectively deliver lessons during emergencies. Hence the project intends to promote values of digital literacy, dignity and knowledge application. The graduates from the project should be skilled citizens able to effectively conduct teaching professionally.

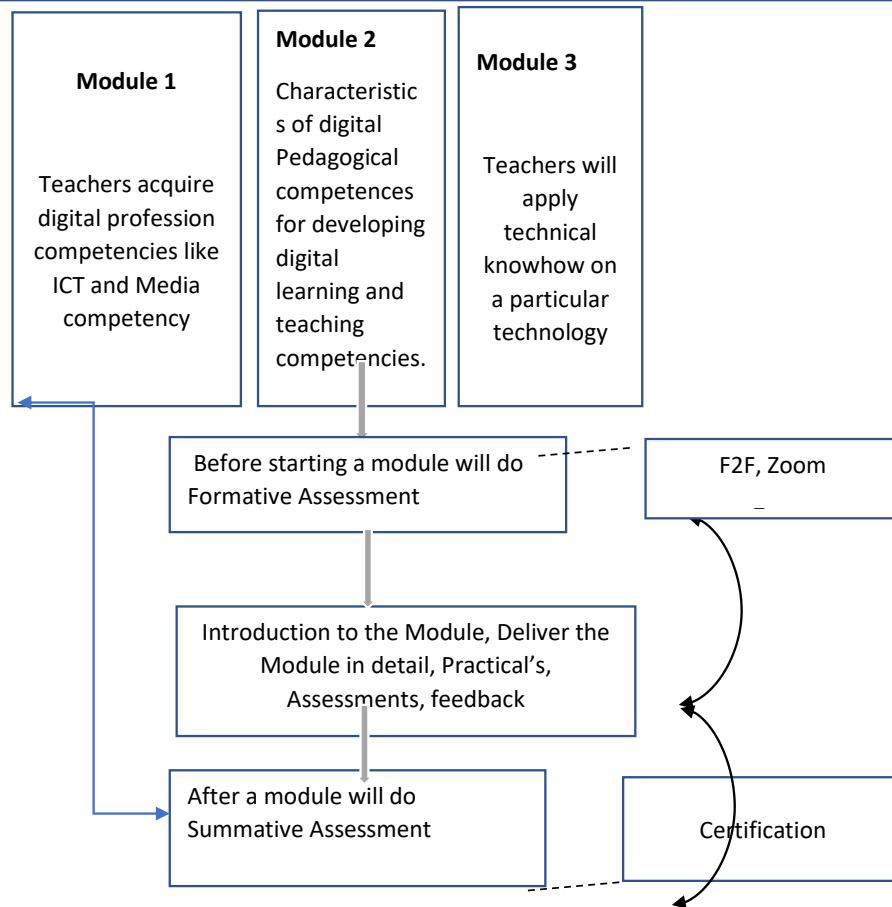
XIV. Learning instructional design

The design of my learning action is as a result of the learners needs assessments that was conducted refer to annex 3.

Macro level

Here with the 3 **modules or phases** of my learning action as per the table I below. Refer to Annel and Annexe 1b.

Building Teachers digital learning and teaching skills Competencies in Malawi Secondary Schools.



Basically, I will further design Module 1, Teachers acquire digital profession competencies like ICT and Media competency.

The learning outcomes for this module will be;

- By end of the lesson teachers will define digital Learning
- By end of lesson teachers will be able to explain media competency
- By end of the lesson teachers will understand ICT

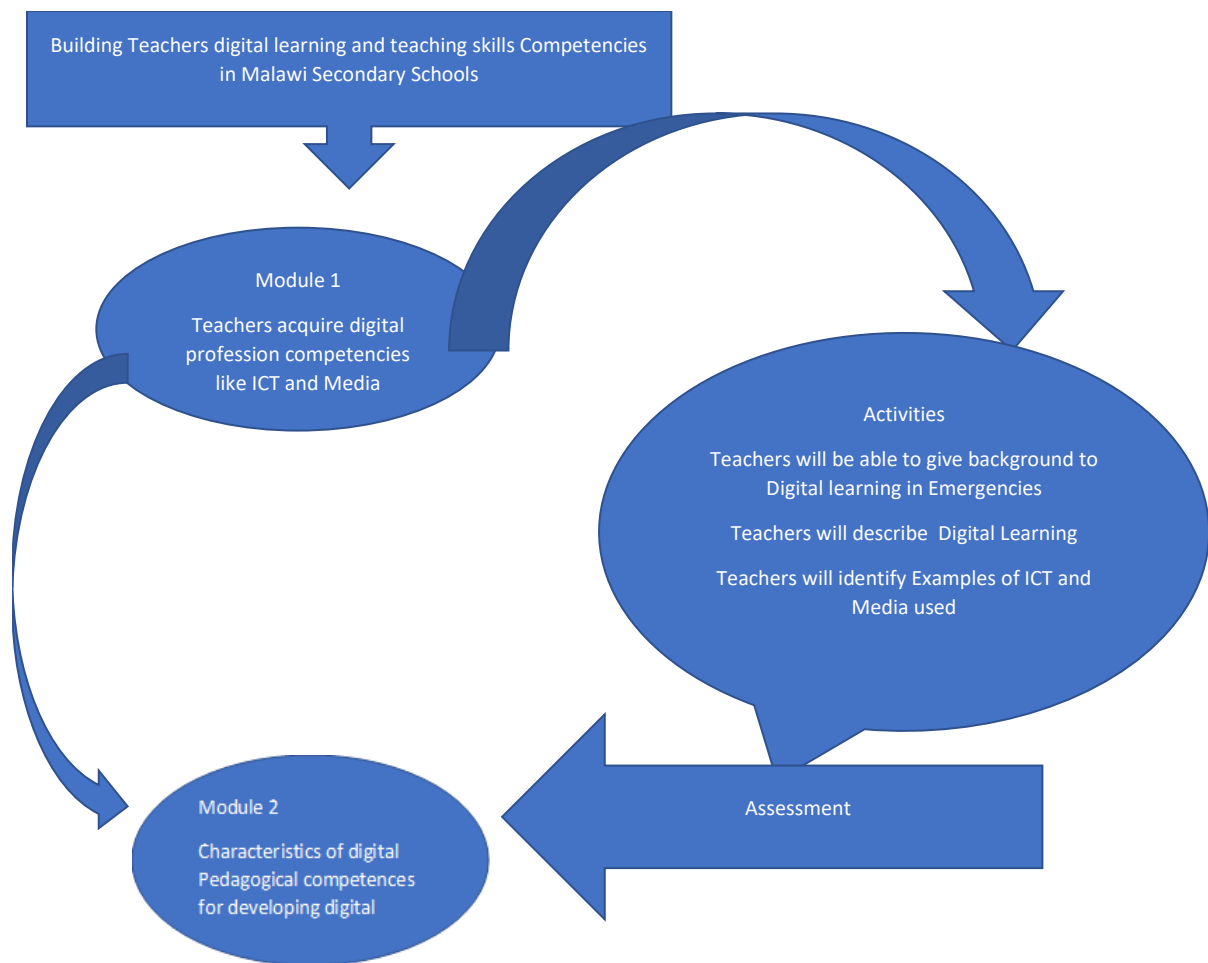
Model its components (sequences, courses, submodules)

Meso level

Present the **learning sequences** of at least *one of your modules or phases* (2nd or meso level)

Building Teachers digital learning and teaching skills Competencies in Malawi Secondary Schools.					
Learning outcome					
Module	Duration	Sub module	Online Session	Activity 2 WhatsApp group	Activity 3: Assignment
Module 1 Teachers acquire digital profession competencies like ICT and Media competency	1.5h	1.1 Define Digital Learning Outline examples of digital learning Explore how digital learning can take place	1-1-1 online session zoom	1-1-2 Group WhatsApp: discuss new concepts, highlights, challenges, and the implementation of this session	1-1-3 Group work: Advantages of digital Learning
	1.5h	1-2 Lesson Planning on Media Competency 1 sub-module per one week	1-2-1 online session zoom	1-2-2 Group WhatsApp: discuss new concepts, highlights, challenges, and the implementation of this session	1-2-3 Individual work: To choose one of the learning objectives for phone lesson from the unit and plan for this lesson using active learning methods from Module2.
	1.5h	1-3 Making ICT Lessons Relevant and Meaningful during Emergencies	1-3-1 online session zoom	1-3-2 Group WhatsApp: discuss ICT new concepts, highlights, challenges, and the implementation of this session	1-3-3 Individual work: exchange the prepared lesson plans in the second assignment with other participants and make it more relevant to the children in teacher class.

Micro level



- In the diagram above we can see the importance of the activity in developing capacities to attain the learning outcomes of the sequence (2nd level) in this case Characteristics of digital pedagogical competences for developing digital learning and teaching. Therefore, it is important that the learner has background of digital learning and ably articulates meaning of digital learning, ICT and Media in short the module as a whole (1st level).
- In Conclusion these relate to the global goals of my learning action as this project solves the problem of lack of access to digital learning opportunities for higher education for Secondary learners as their teachers lacked digital learning and

XV. Evaluation of the learning project and instructional design

Certainly, the Project offers formative assessment before every unit within the module, and summative assessment at the end of the module to measure the learner's achievement, capabilities and skills acquired. This will be the trend unless a participant has attempted the previous formative and summative assessments in a module, they will not be able to access the next module. The course facilitators will address any technical issues. Ongoing, there will be need to make changes due to past evaluations and review the rubrics for the assessment and test their viability in testing learners' achievement throughout the Project.

XVI. Reflection and lessons learned

Limits

This kind of training delivery is associated with a number of constraints, both pedagogical and non-pedagogical such as poor connectivity, the unreliability of electricity supply, the limited digital skill for both the Teachers as learners and some tutors and facilitators. The other one is lack of access rights to important online modules, lack of a well-designed framework for both formative and summative assessments/evaluations for the course, inadequate digital gadgets, and lack of funding. These issues can be overcome through participatory approaches and good coordinated roles and support throughout the project.

Next steps

The program will take 6 months to complete, including the summative and formative assessments, with a duration of two months per module for learners. Learners will have a duration of a week to finish formative and summative assessments after the units. There will be options on some units for learners to choose different learning paths.

On the other hand, for smooth implementation of the project and sustainability there is need for human resources available like teachers, administrators, IT technicians, developers, researchers, instructional designers, project managers, change agents; whose roles are collaborative as per the project organogram and an integral part of the project.

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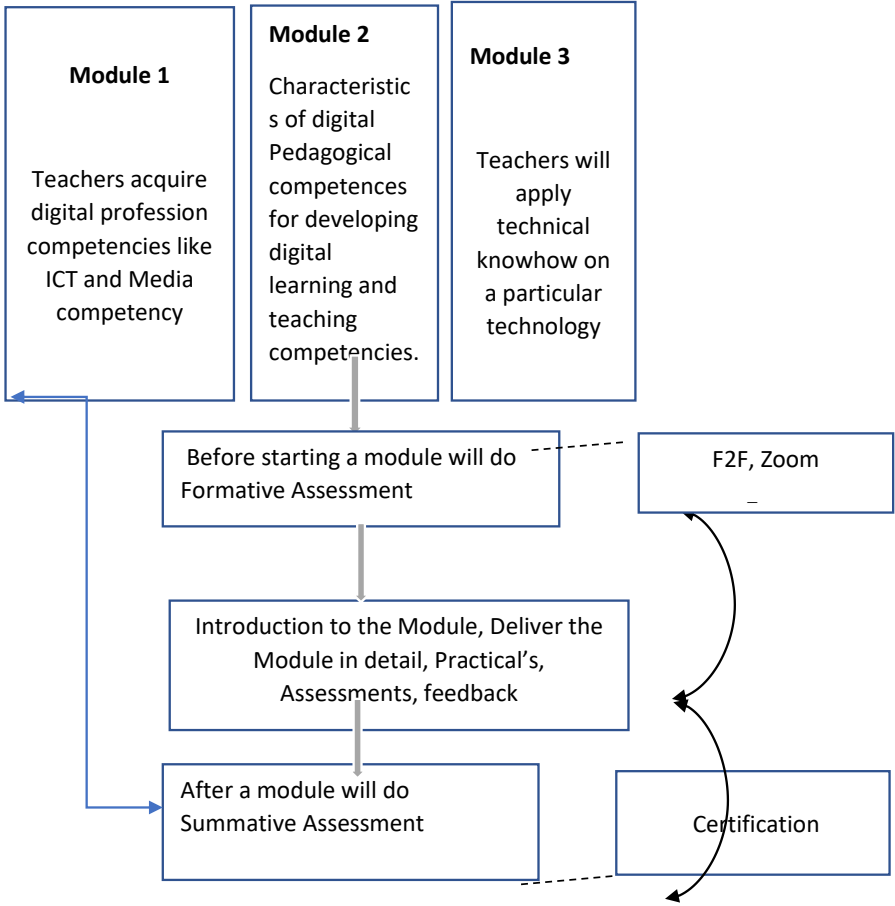
[tent/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.](https://www.un.org/development/desa/dspd/wp-tent/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020)

pdf

XVIII. Annexes

Annexe 1

Building Teachers digital learning and teaching skills Competencies in Malawi Secondary Schools.



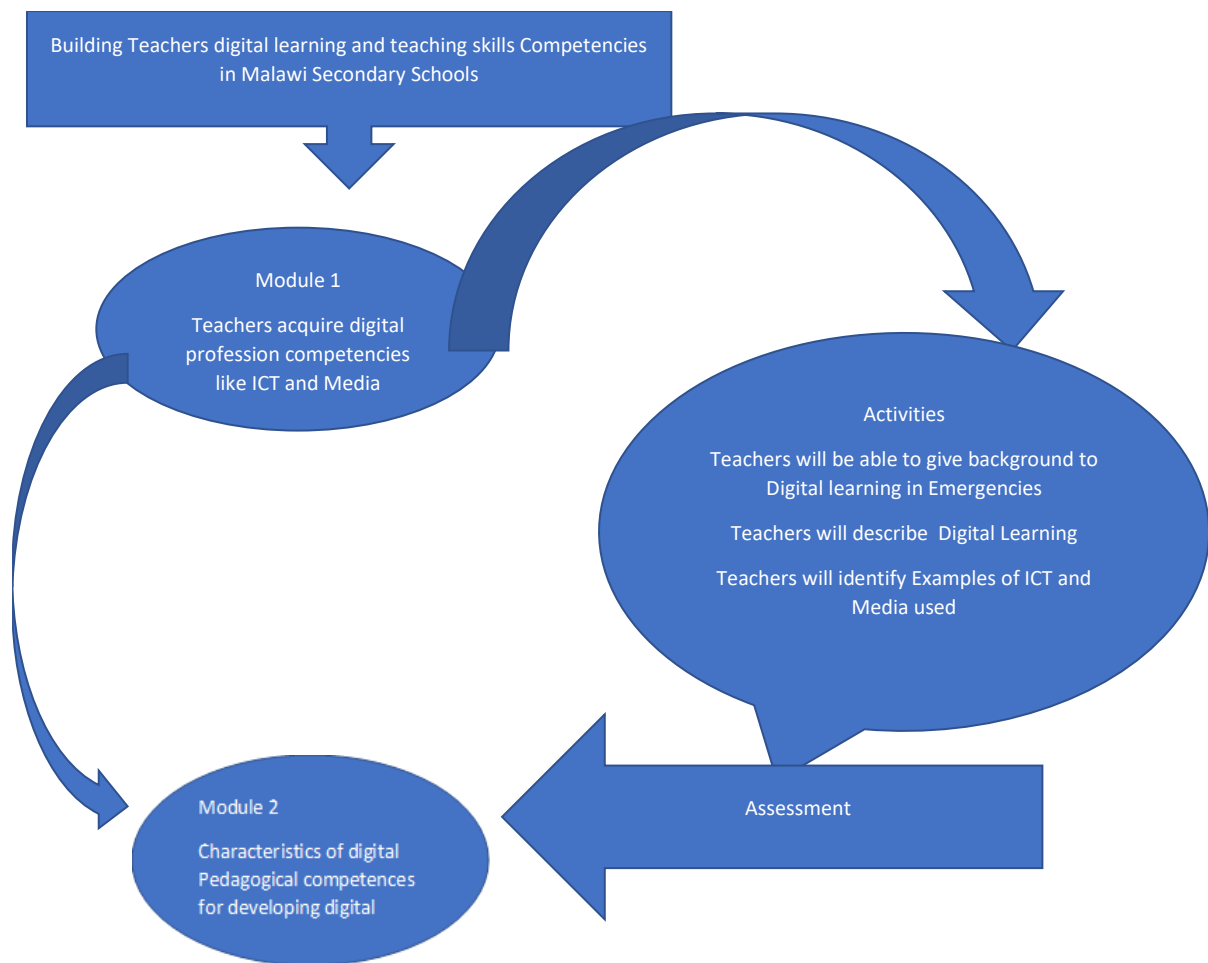
Basically, I will further design Module 1, Teachers acquire digital profession competencies like ICT and Media competency.

The learning outcomes for this module will be;

- By end of the lesson teachers will define digital Learning
- By end of lesson teachers will be able to explain media competency
- By end of the lesson teachers will understand ICT

Model its components (sequences, courses, submodules)

Learning outcome					
Building Teachers digital learning and teaching skills Competencies in Malawi Secondary Schools.					
Module	Duration	Sub module	Online Session	Activity 2 WhatsApp group	Activity 3: Assignment
Module 1 Teachers acquire digital profession competencies like ICT and Media competency	1.5h	1.1 Define Digital Learning Outline examples of digital learning Explore how digital learning can take place	1-1-1 online session zoom	1-1-2 Group WhatsApp: discuss new concepts, highlights, challenges, and the implementation of this session	1-1-3 Group work: Advantages of digital Learning
	1.5h	1-2 Lesson Planning on Media Competency 1 sub-module per one week	1-2-1 online session zoom	1-2-2 Group WhatsApp: discuss new concepts, highlights, challenges, and the implementation of this session	1-2-3 Individual work: To choose one of the learning objectives for phone lesson from the unit and plan for this lesson using active learning methods from Module2.
	1.5h	1-3 Making ICT Lessons Relevant and Meaningful during Emergencies	1-3-1 online session zoom	1-3-2 Group WhatsApp: discuss ICT new concepts, highlights, challenges, and the implementation of this session	1-3-3 Individual work: exchange the prepared lesson plans in the second assignment with other participants and make it more relevant to the children in teacher class.



- In the diagram above we can see the importance of the activity in developing capacities to attain the learning outcomes of the sequence (2nd level) in this case Characteristics of digital pedagogical competences for developing digital learning and teaching. Therefore, it is important that the learner has background of digital learning and ably articulates meaning of digital learning, ICT and Media in short the module as a whole (1st level).
- In Conclusion these relate to the global goals of my learning action as this project solves the problem of lack of access to digital learning opportunities for higher education for Secondary learners as their teachers lacked digital learning and

Module 3: Course design and development in distance education

Needs analysis - Identifying and assessing learner needs in context

The following table allows you to reflect on the needs of your learners in the context of your learning situation. Fill out the grid below by listing at least 3 and up to 5 components for each learner needs factor: learner characteristics, prior knowledge, demographics and ease of access to the learning environment and resources. Then for each factor identify one need and transform it into a learning object.

Learner characteristics	Prior knowledge	Demographics	Ease of access to the learning environment and resources
<p>Most of the teachers are Malawian Teachers from Different Tribes like Chewa, Sena, Ngoni and Tumbuka,</p> <p>Age differs amongst them ranging from 20 years old to 60 years old or more.</p> <p>Some are Special needs teachers</p> <p>They have basic training on primary teachers' professional development.</p> <p>Limited capacity in digital learning. Hence few are exposed to technology and incorporating it into the teaching process.</p>	<ul style="list-style-type: none"> » Creativity skills and creating teaching and learning materials » Digital learning skills » Technological skills » Content knowledge using the set syllabus 	<p>Teachers speak different languages hence lessons will be in English</p> <p>Due to difference in culture dress code will be formal dressing no miniskirts will be allowed.</p> <p>Lessons will be starting from 2:00pm to 5pm so that teachers are able to support learners during class session in the morning</p> <ul style="list-style-type: none"> » Create digital and accessible teaching and learning materials 	<ul style="list-style-type: none"> » All teachers will be asked to open email accounts and course materials will be shared through their email addresses » Entry into the course prerequisite will be to have a phone with WhatsApp as WhatsApp group will be created for support » The zoom platform will be used for online engagements. » Computers and Tablets

		» Sundays and Saturdays no lessons to allow religious ones go pray.	are available which are connected to Wi-Fi.
Identify an objective for a learner characteristic need	Identify a learning objective for a prior knowledge gap	Identify a target for one demographic need	Identify a specific goal that can facilitate access
<ul style="list-style-type: none"> By the end of this training Teachers will be able to acquire digital profession competencies like ICT and Media competency 	<ul style="list-style-type: none"> By the end of training, the Teachers should be able to apply technical knowhow on a particular technology which can be best used to elicit the types of representations, cognitive processes and interactions desired to achieve learning outcomes 	<ul style="list-style-type: none"> By the end of the training, Teachers should be able to attend all the set lessons 	<ul style="list-style-type: none"> Training and learning materials will be provided a month before the start of the module so that the Teachers can prepare.

Part 2

Some of the resources available include Learners, teachers, administrators, IT technicians, developers, researchers, instructional designers, project managers, change agents; whose roles are collaborative form an integral part of the project. Trainer needs are specified.

Some Schools have Computers, Printers and Tablets and Wi-Fi but there will be need to add the resources.

Teacher Participants (Learners) will be expected to use digital tools and engage in collaborative learning through group work exchanges; simulations on different scenarios on module content, power-point and video presentations, creation of a digital project and participation in learning activities. Learning will be evaluated based on active participation in the learning activities during the course, including participation and contribution in group work, and ability to use technology in delivery of course assignments through explicit learning scenarios.

Further the program will take 6 months to complete, including the summative and formative assessments, with a duration of two months per module for learners. Learners will have a duration of a week to finish formative and summative assessments after the units. There will be options on some units for learners to choose different learning paths.

In addition, a zoom link for the zoom meetings room accompanied by an access code and passcode will be available for the learner-learner, learner-instructor, and learner-system and instructor system during the project life cycle, helping learners for their group work and individualized group discussions whenever there will be need.

Your name: _____ Ndamyo Ngosi
Msofi _____

Annex 4 : Modelling a module (macro/meso) and its pedagogical sequences (meso/micro) using a Learning Design approach



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Modelling a module (macro/meso) and its pedagogical sequences (meso/micro) using a Learning Design approach

Learning outcome	Level 1: sequence	Level 2: Activity	3:Steps and tasks	interactions	work modalities	Duration / Time	Actors and roles	Tools	Materiel / supports	Ressources / contenus	Productions / artefacts	Feedback / évaluation	Indicateurs de réussite
Building Teachers digital learning and teaching skills Competencies in Malawi Secondary Schools													
Teachers acquire digital profession competencies like ICT and Media	Introduction to Digital learning and teaching at macro-level considerations and dimensions that impact learning during emergencies	Inform Teachers about various dimensions and considerations to take into account with regards to digital profession competencies like ICT and Media	Step 1: Watch Video and Teachers will describe Digital Learning	learners-system	group, face-to-face or remote	15h	Learners watch	Moodle and internet resources (websites)	Tablets, computer with internet support for download or watching online	PDF slides with notes	text 150 words	peer feedback	constructive participation
Compare characteristics of digital Pedagogical competences for developing digital learning and teaching competencies.	Brainstorm characteristics of digital pedagogies applicable in Emergencies		Step 2: Additional readings on analysing pedagogical competences for developing	learners-system	individual, remote	2.5h	learners read	Moodle and internet resources (websites)	computer with internet support for accessing online		none	none	
Teachers will apply technical knowhow on a particular technology to ones project		Present and discuss various ICT technologies and how to apply them as a project	Step 3a: Submit a summary presentation of one's project context and goals	learner-learner	group, face-to-face or remote	3h	peers groups summarise a proposed project	Moodle forum	computer with internet support for download or watching online	text editor or text online	text 250 words	peer feedback	submission
Teachers will apply technical knowhow on a particular technology to anothers project			Step 3b: Learners discuss peers' summaries	learner-learner	group, face-to-face or remote	1h	peer groups ask three questions that will help further define goals and outcomes	Moodle forum		text editor or text online	text 150 words	peer feedback	constructive participation