

# VIA AFRIKA

## MINDSET CHANGE FOR EFFECTIVE DIGITAL EDUCATION

### PARTICIPANT MANUAL LEVELS 2 and 3

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## Outcomes of Level 2

By the end of the session, the participant will:

1. Appreciate the roles of an effective Change Facilitator
2. Be able to identify the qualities of an effective Change Facilitator
3. Be able to identify the knowledge and skills of an effective Change Facilitator
4. Understand how change effects people
5. Have a deeper look at the Personal Change Model
6. Be able to work with the needs of the different stakeholders
7. Be able to identify the skills needs of different stakeholders
8. Be able to assess Digital Fluency – Teachers and learners
9. Be able to assess Pedagogical knowledge and skills – Teachers

## Content of Level 2

- Roles of an effective Change Facilitator
- Qualities of an effective Change Facilitator
- Knowledge and skills of an effective Change Facilitator
- Understanding how change effects people
- A deeper look at the Personal Change Model
- Preparing to work with the needs of the different stakeholders
- Identifying the skills needs of different stakeholders
- Assessing Pedagogical knowledge and skills – Teachers
- Assessing Digital Fluency – Teachers and learners

# LEVEL 2 OVERVIEW

Welcome to Level 2 of Course 9.

In this session, we are going to cover a number of key themes and skills that will prepare you to become an effective member of the Change Facilitation Team.

This includes:

- Roles of an effective Change Facilitator.
- Qualities of an effective Change Facilitator.
- Knowledge and skills of an effective Change Facilitator.
- How to work with people who are facing change.
- Assessing skills and knowledge needed for working effectively in a Digital Education environment.

You must also successfully complete the Badge Assessment Task **within two weeks** from attendance at a live presentation or receipt of the link to the online video presentation if you wish to receive your Badge, Certificate AND your 5 PD Points from SACE. You'll find information about the Badge Assessment Task at the end of the Class Notes.

# QUALITIES OF AN EFFECTIVE CHANGE FACILITATOR

## Qualities of an effective Change Facilitator

These qualities have been identified as being important for an effective Change Facilitator:

- Patience.
- People Skills.
- Leader.
- Planner.
- Problem solver.
- Communicator.
- A change mindset.
- Curiosity.

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# KNOWLEDGE AND SKILLS OF AN EFFECTIVE CHANGE FACILITATOR

## Required knowledge and skills

An effective Change Facilitator has four skills and knowledge areas:

1. People Skills
2. Professional Digital Fluency
3. Digital Education and
4. Project Management.

### 1. People Skills

People Skills can be split into two areas:

#### a) Personal Change Work

Personal change work is a key element and the goal is to have all the people in the team, and then all the stakeholders, operating with a change mindset.

People with Change mindsets:

- know what they value.
- face their limiting beliefs.
- know what their purpose is.
- can see things from different perspectives.
- know that the way they think affects their emotions.
- know that the way they think affects the way they act.
- think flexibly.
- identify and use available resources.
- do what is needed.

#### b) People Management Skills

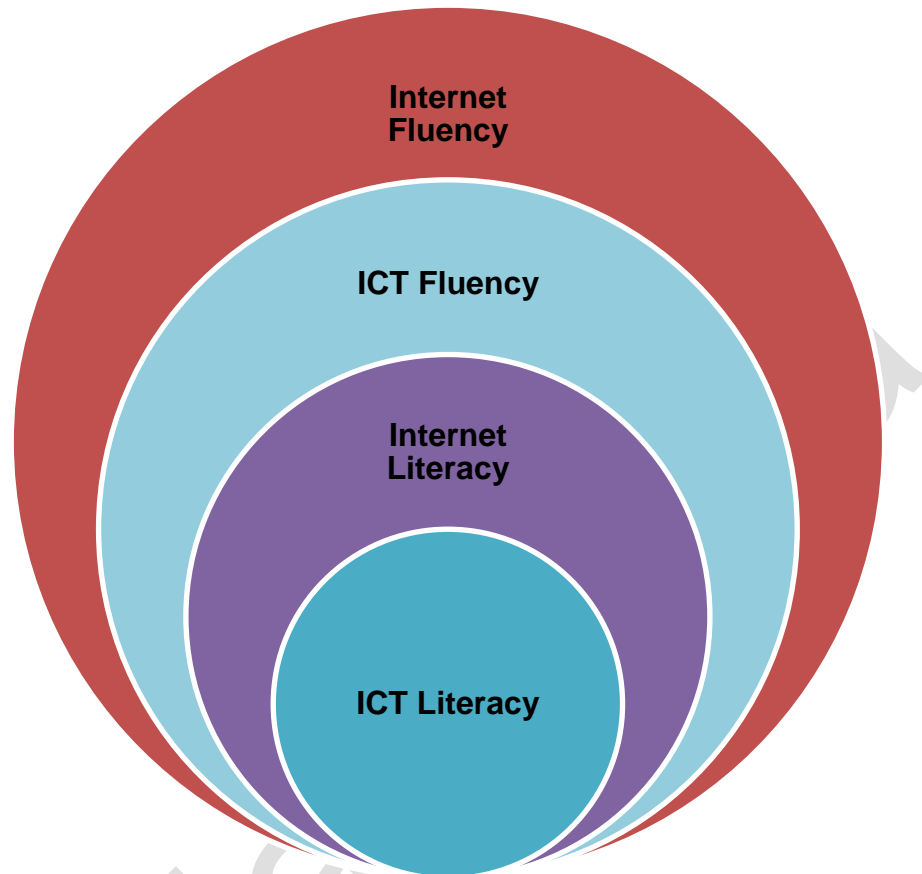
Change is a difficult process to negotiate for people and the Change Facilitator requires the following skills that will be developed in this training.

- Aligning thinking and goals
- Perceptual positions
- Chunking up and down
- Active listening



## 2. Professional Digital Fluency

### a) Personal Digital fluency



A person with **ICT Literacy** is able to select tools and knows what to do with them.

A person with **ICT Fluency** not only knows which tools to select and what to do with them, but *can explain why they work in the way they do and how they might adapt what they do if the context were to change.*

A person with **Internet Literacy** is able to do things like search the internet, post on social media, use a cloud service, and is aware of safety issues when online.

People with **Internet Fluency** not only know how to use various elements of the internet and social media, but are able to evaluate critically what they find, appreciate the impact the internet has on them and the world, and know how they might adapt what they do if the context were to change.

This means that these people have a firm grasp of media literacy, and information literacy.

ICT Literacy	ICT Fluency
Working on a computer	Storage, back-up and cloud computing
Working on a tablet or smartphone	Working with pictures
Word processing	Working with presentations
Productivity – calendars, email and reminders	Collaboration tools
Storage, back-up and cloud computing	eBooks
Working with pictures	
Handling information using spreadsheets	
Working with presentations	
eBooks	
QR Codes	

Internet Literacy	Internet Fluency
Internet	Internet
Social Media	Social Media

## b) Professional Digital fluency

Professional Digital Fluency
How to address the learners' fluency development
Software packages
Collaboration tools
QR Codes
Gamification
Passwords
LMS

## Technology Management

This is the actual doing of technology – being involved in the hardware and software of it all – selecting it and making it work.

It also includes the effective management of ICT with writing policies that cover:

- role-players and management structure
- ICT infrastructure
- online resources
- ICT in the curriculum, as well as learning, teaching and assessing (with and of ICT)
- professional development and
- Acceptable Usage Policies.

### **3. Digital Education**

#### **Definition**

Digital Education is learning that is:

- supported by
- enhanced by, or
- facilitated through *Information Communication Technologies (ICT)*, and that is supported by
- reconsiderations of content and
- a relevant pedagogy.

It is important to note that with Digital Education there are key changes:

- The role of the teacher changes.
- The way the teacher teaches changes.
- What the teacher teaches, changes.

#### **A simple definition of pedagogy**

Pedagogy is what we do in class – where we stand, where the learners sit, what we all do in the class, and, significantly, why we do it. It is determined by our beliefs and our context.

#### **Theories in digital education**

Good education has a solid theoretical underpinning. Two theories provide useful tools for working in digital education: TPACK and SAMR.

Use this page to make notes about SAMR



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Use this page to make notes about TPACK



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Use this page to make notes about Bloom's Taxonomy



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In a digital pedagogy, we are aiming at using digital resources when they are going to allow for the best learning opportunities in a learner-centred environment. The best learning opportunities can be defined as those that develop Higher Order Thinking Skills as well as the 21<sup>st</sup> Century Skills of communication, collaboration, critical thinking and creative thinking. This will lead to deep learning.

### A continuum of teaching

<b>Teacher</b>	Dominant in class Sage on the stage	Some learner-centredness, but more teacher dominated	Learners more active, teacher becoming more of a facilitator	Facilitator Guide on the side
<b>Learner</b>	Passive			Active
<b>Interaction</b>	Limited – teacher dominates	Some interaction between teacher and learners	Learner-learner interaction; teacher-learner interaction	Full range of interactions for deep learning
<b>Knowledge</b>	Body of knowledge presented by teacher	Information gathering	Information gathered and transformed	Knowledge is constructed as part of the learning process
<b>Thinking Skills</b>	Remembering and understanding	Some application possibilities added	Synthesis, analysis and evaluation skills being used	Complex Thinking Skills being used

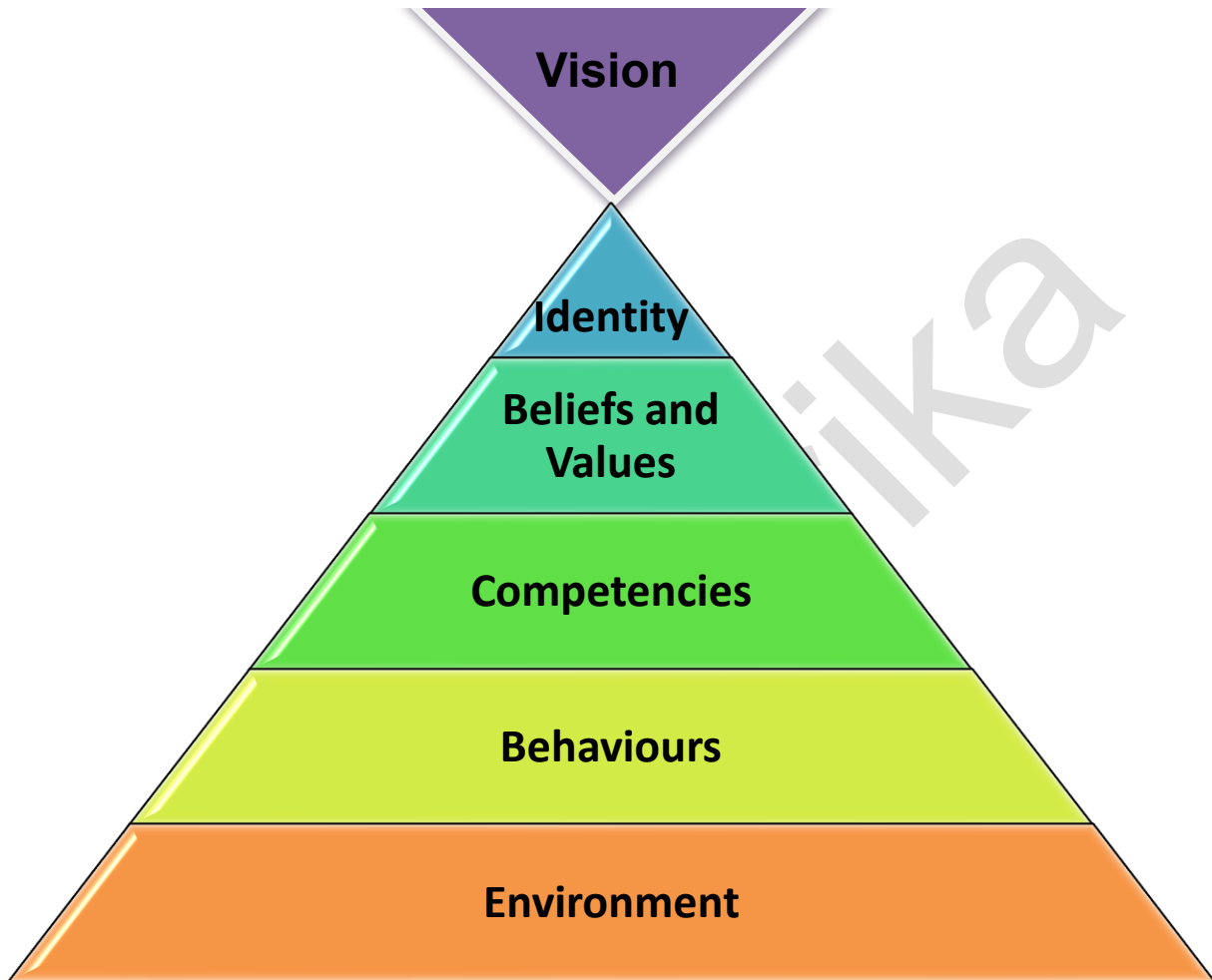
## 4. Project Management

The skills of Project Development and Project Implementation will be developed in Level 3.



# ROLES OF AN EFFECTIVE CHANGE FACILITATOR

## Developing a vision





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## Questions to develop a vision

### Environment

- Describe what you see.
- Describe the physical environment.
- Describe the social environment.
- Describe the emotional environment.

### Behaviours

- How are you teaching?
- What has changed?
- What are the learners doing?
- What has changed?

### Competencies

- What skills do you have?
- What knowledge do you have?
- What skills do the learners have?
- What knowledge do the learners have?

### Beliefs and values

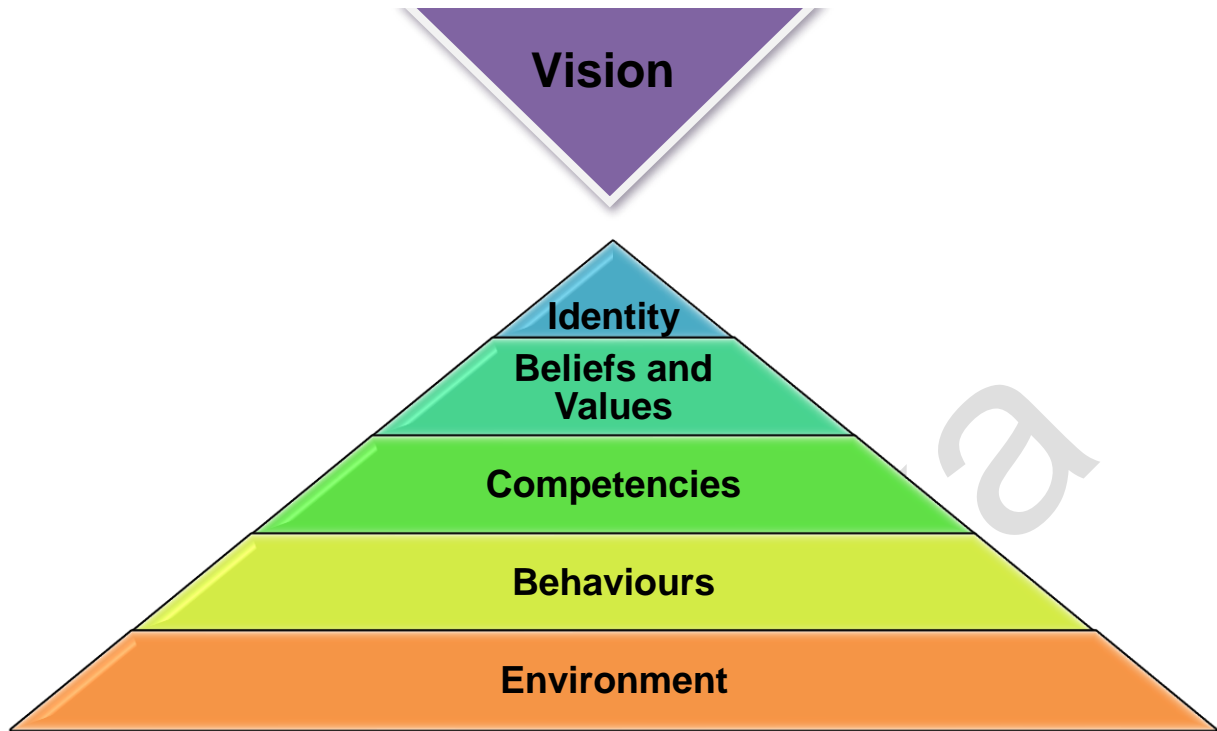
- What do you believe about education?
- What do you value?
- What do the learners believe about education?
- What do the learners value?

### Identity

- What is your role in your classroom?
- What is the learners' role in the classroom?

# People Management Skills:

## Aligning positions



**When there is conflict, there is a misalignment of these levels**

**To align the environment** – Describe what you see. Describe the physical environment. Describe the social environment. Describe the emotional environment.

**To align behaviour** – Ask: What are the participants doing?

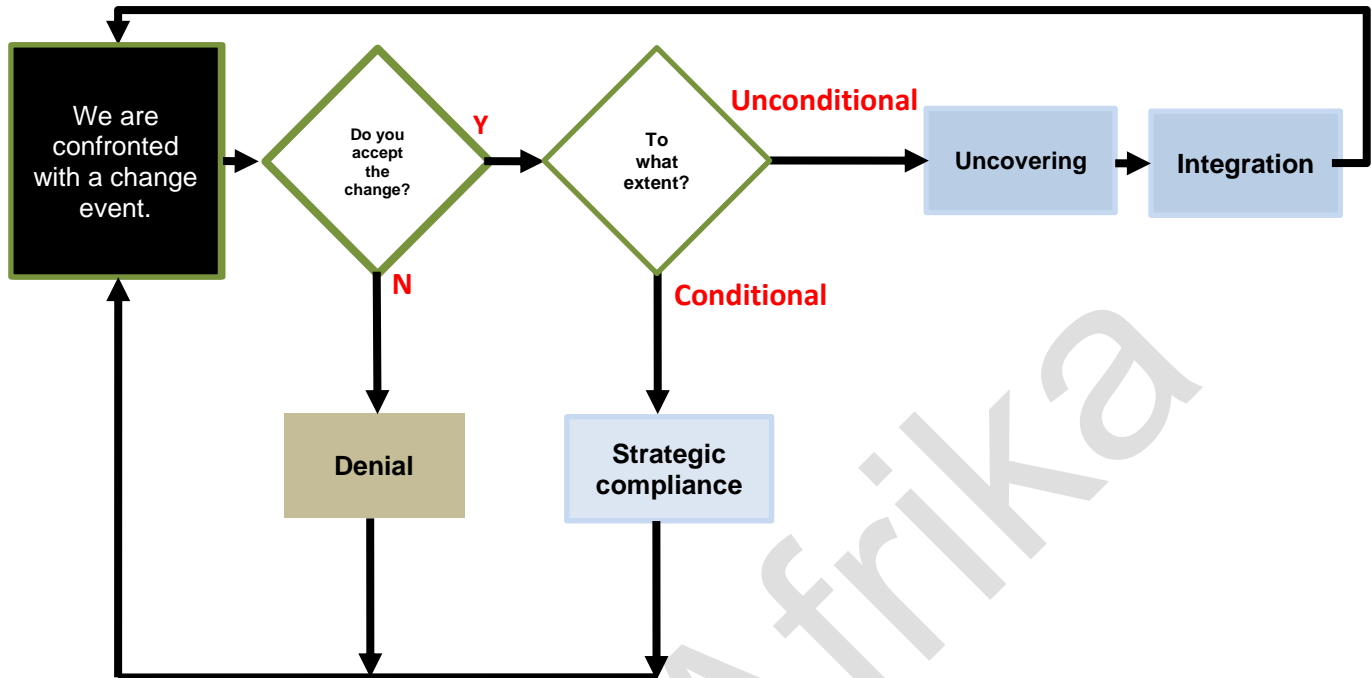
**To align competence** – Ask: What skills do you have? What knowledge do you have?

**To align beliefs and values** – Ask: What do you believe about ...? What do you value?

**To align identity** – Ask: What is your role here?

# THE PERSONAL CHANGE MODEL

The Personal Change Model gives us insight into how people respond to change, and clues to assisting them in transitioning more effectively.



## Denial

Change does bring about a loss – a loss of comfort, a loss of the way things were, a loss of the way we liked doing things, a loss of self-worth or perceived self-worth. So it is understandable that a person's reaction could be denial.

### Behaviours of someone in denial about Digital Education can include the following

- Not attending training or meetings.
- Finding fault with too many things in the plan to such an extent that they cannot/will not do anything.
- Finding excuses not to do things – often based in apparently logical and therefore inarguable ideas – no time as the curriculum is too full.
- Generalised thinking – I am not tech savvy. I can never learn to do that. The learners will .../will not ...
- Distorted thinking – There is too much to do in the curriculum.
- Deleted thinking – any of the above – they are simply not paying any attention to the possible and the positive.

## **Working with a person in denial**

Remember that people experience something that is real for them – their internal representation of the world is real to them. Your goal is to get them to a point that the internal representation changes. The technique, Take a Position, will give you insight into their world. You will find more detail about this technique in the Class Notes.

### **Techniques**

- Alter their physiology.
- Alter their state.
- Align the group.

## **Strategic compliance**

Some people will accept the change a little or conditionally. We call this strategic compliance. In other words, it is an adherence to the form rather than to the substance of the matter – the behaviours are strategically chosen, usually to avoid conflict.

Think about the digital implementation for a moment. What behaviours would a person in denial exhibit during this process?

### **Behaviours of someone practising strategic compliance about Digital Education can include the following**

- Low attention – low commitment. The person is likely to attend the meetings or training, but will be easily distracted – not enough to disrupt, but enough to miss out on what is being offered. These people are also likely to demonstrate very low commitment to doing things.
- Use of technology will be at very superficial levels – in SAMR we would see this at the substitution level.

## **Working with a person in strategic compliance**

The person is closer to acceptance than someone in denial, so it is important to have them see that they can make a change without it being too painful. Currently they are spending a lot of energy *almost* doing it.

### **Techniques**

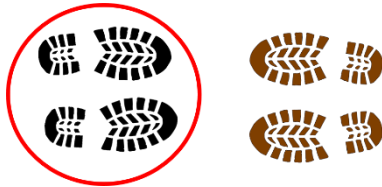
- Alter their physiology.
- Alter their state.
- Align the group.
- Perceptual positions.

## **Unconditional acceptance**

This is the desired goal – but it is not always easy to operate here all the time. Working from a change mindset will make this task a great deal easier.

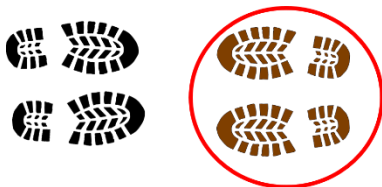


# People Management Skills: Take a position



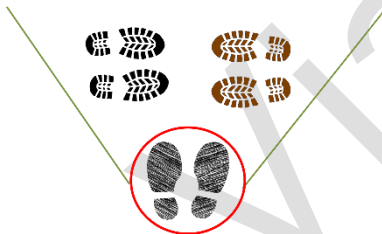
## In your shoes

- You are seeing the scene through your own eyes.
- You are seeing, hearing, and feeling everything. You are 100% in your body and in touch with your senses.
- This position can help you feel calm or grounded.
- It can help you tune into your own power as a person, and feel whole.



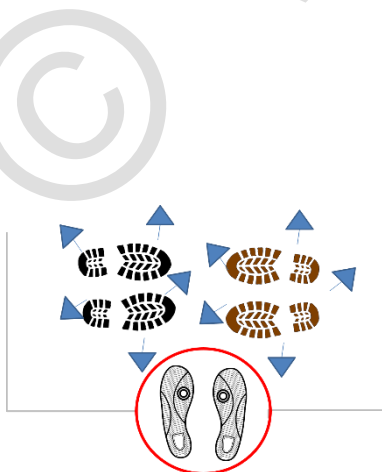
## In their shoes

- You see and hear yourself through someone else's eyes and ears. You imagine experiencing their reaction to you.
- This position can help you develop more empathy, and understand people's feelings in a richer way.
- It can help you to create a more convincing communication strategy.



## In an outsider's shoes

- Imagine yourself being out of your body and off to the side of the conversation between you and the other person. See yourself as if you are watching a movie of yourself and the other person.
- This is a way to see things more objectively, without emotions distracting you.
- You can analyse what's going on from a cool-headed point of view.
- You can step back, to gain a sense of distance, to observe, to witness, to feel neutral and to appreciate both positions fully.



## In the all-knowing observer's shoes

- You take on the collective point of view.
- This position can give you a view of the systems/links in families or organisations in a situation. It can help you explore how the situation came to be as it is.
- The position is about us; it's about the collective good and the motives that run through the system, whether it's two people or a global corporation.



# People Management Skills: Chunk sizes

We can think of information as little units or chunks. Sometimes, these chunks are general, and sometimes very specific.

Chunking up and chunking down can help us resolve conflict, negotiate effectively, avoid boredom and avoid overwhelming someone. It can also help us to think of an innovative solution.

## Chunking up

To chunk up look at the bigger picture and ask yourself:

- What is this a part of? Or
- What is this an example of?

## Chunking down

To chunk down look at the details and ask yourself:

- What is an example of this?
- What is a component of this?
- Who/what/where specifically?

## Chunking up to avoid overwhelming others

You may find that the stakeholders are becoming overwhelmed by what is happening. This happens if the chunk size is too large. You need to chunk down, become more specific, and give more details until the sense of being overwhelmed disappears. You can then – slowly – chunk back up again.

This is also useful as a personal tool for you if you were to feel overwhelmed by what you are doing! Your goal or outcome may be just too big to consider in its totality. Chunk down to specific and more manageable tasks to build you up to the goal.

# IDENTIFYING THE SKILLS AND NEEDS OF DIFFERENT STAKEHOLDERS

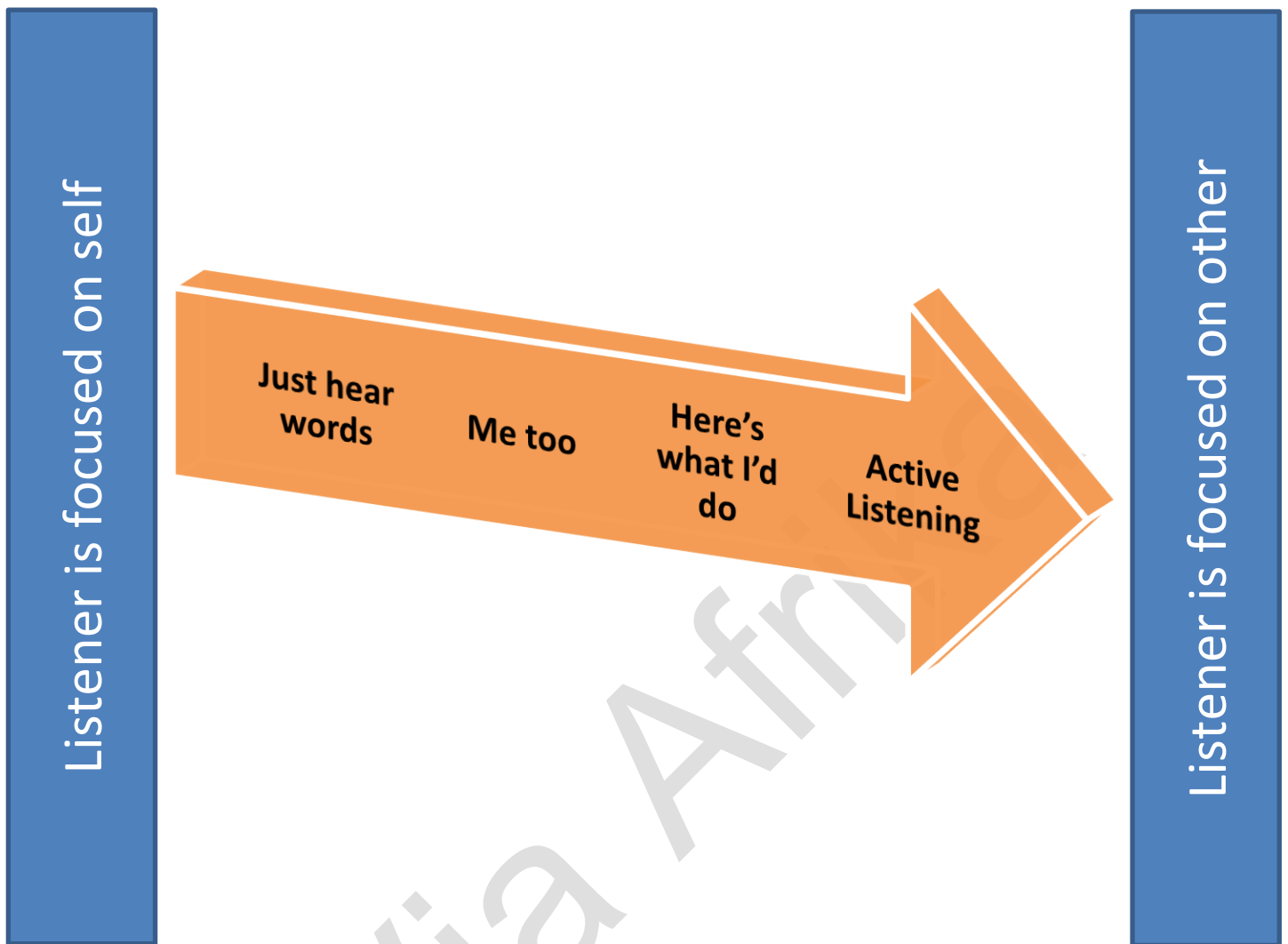
Stakeholder	Skills needs & Knowledge needs	Responsible party
Teachers	Digital Fluency (Personal and Professional); Digital Pedagogies	CFT
Learners	Digital Fluency	Teachers and CFT
SMT	Digital Fluency (Personal and Professional); Digital Pedagogies	CFT
SGB	Understanding of the value of Digital Education and how things change	CFT
Parents	Understanding of the value of Digital Education and how things change	SMT and SGB
Community	Value of Digital Education	SMT and SGB

## Doing something about the skills needs of stakeholders

- Planning
- How to assess the stakeholders
- Who will do the training
- How the training will be managed.



# People Management Skills: Active Listening



Active listening takes place when the listener listens with the intent to fully understand the speaker's meaning.

To do this, the listener must not be preparing counter-arguments, suggestions, or attacks.

- 'Empty yourself' – lower your filters, suspend judgement.
- Listen to the whole message: words, body language, tone.
- Show that you are listening.
- Paraphrase/ask clarifying questions, summarise.
- Respond appropriately.

# LEVEL 3

## Outcomes of Level 3

By the end of the session, the participant will understand

1. the basic principles of Project Management
2. how the Project Life Cycle works
3. Project Scope Management
4. Project Time Management
5. how to develop an Implementation Plan and what to include in it
6. Project Cost Management
7. Project Quality Management
8. Project Risk Management
9. Project Procurement Management
10. Steps to implementing the Implementation Plan
11. Why Digital Education Projects fail
12. Monitoring
13. Evaluation
14. Making change sustainable

## Content of Level 3

- Introduction to Project Management
- Project Life Cycle
- Project Scope Management
- Project Time Management
- Components of an effective implementation plan
- Developing your own Implementation Plan
- Project Cost Management
- Project Quality Management
- Project Risk Management
- Project Procurement Management
- Steps to implementing the Implementation Plan
- Why Digital Education Projects fail
- Monitoring and evaluation
- How to make change sustainable

# LEVEL 3 OVERVIEW

Welcome to Level 3 of Course 9.

The aim of this session is to introduce you to the principles of Project Management, and help you to develop an Implementation Plan for the project at your school.

We will cover a number of key areas in this level:

- Introduction to Project Management.
- Project Life Cycle.
- Project Scope Management.
- Project Time Management.
- Components of an effective Implementation Plan.
- Developing your own Implementation Plan.
- Project Cost Management.
- Project Quality Management.
- Project Risk Management.
- Project Procurement Management.
- Steps to implementing your plan.
- Why Digital Education Projects fail.
- Monitoring and evaluation.
- How to make change sustainable.

You must also successfully complete the Badge Assessment Task **within two weeks** from attendance at a live presentation or receipt of the link to the online video presentation if you wish to receive your Badge, Certificate AND your total of 30 PD Points from SACE. You'll find information about the Badge Assessment Task at the end of the Class Notes.

# INTRODUCTION TO PROJECT MANAGEMENT

## Projects: a definition

The Project Management Institute, a globally recognised leader in Project Management theory, defines a project as a 'temporary endeavour undertaken to create a unique service, product, or result'.

Let's expand on that definition a bit. Because a project is temporary, it means that it must have a start time, and an end time. It must be unique. It must use resources (which could be money, people, or time). There are stakeholders involved. And there has to be a clear objective that you want to achieve.

## Project Management in history

Projects have been undertaken for thousands of years. Think, for example, of the construction of the pyramids in Egypt. This would have required extensive Project Management! Think of the resources that would have had to be carefully calculated, the different people involved in the process, and the unique product – the pyramids – that resulted from this project. The construction of these monuments meets all of the requirements of a project as defined earlier.

Remember that the formal field of Project Management, as a science, has only been around since the 1950s. It's been since then that researchers, professional bodies, and businesses have realised the value of formalising Project Management as a profession, and spent resources on developing the field.

It was actually only during the late 1980s and early 1990s that Project Management became codified and standardised. It was also during the 1990s that formal Project Management qualifications become available, and organisations like the Project Management Institute become globally recognised for their contribution to the field.



# A PROJECT IMPLEMENTATION PLAN

## Implementation Plan for the Helen Joseph Primary School Languages Department Data Projector Project

### 1. Project Vision

The Helen Joseph Primary School Languages Department will improve teaching and learning in their classes by installing a data projector in each of the 14 classrooms where languages are taught in the school. This project will be completed by 1 December 2017.

### 2. Project Scope Management:

#### a) Importance of Scope Management

The aim of installing data projectors into the language classes is to enable the language teachers to use their laptops and desktops to their best ability to improve the learning and teaching of the languages. This will be done by augmenting the lessons by showing suitable videos and other work.

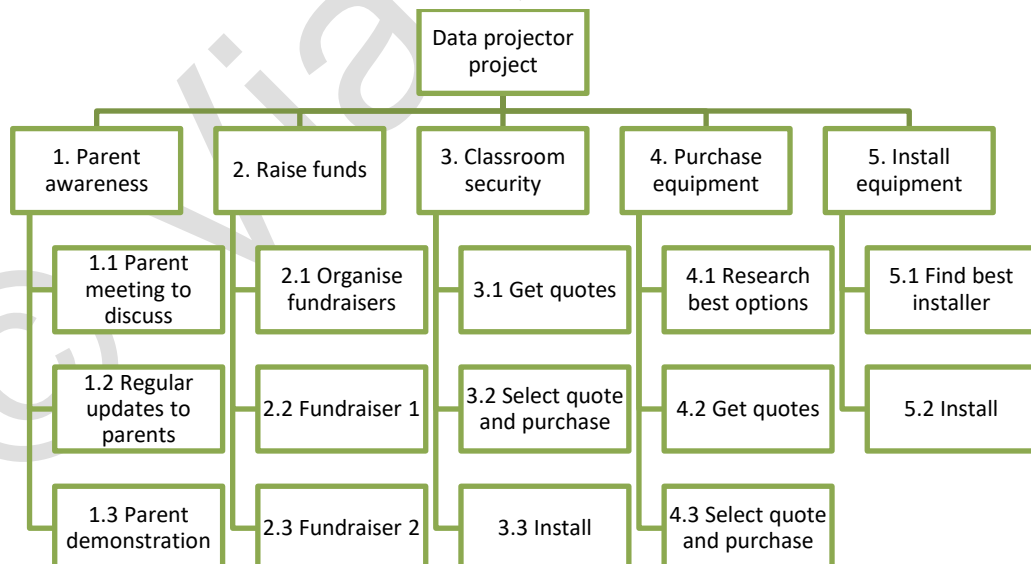
#### b) Approach to monitor and control scope changes

All scope changes are to be made in writing and submitted to the principal. The principal will evaluate the request and if approved, will sign off the change.

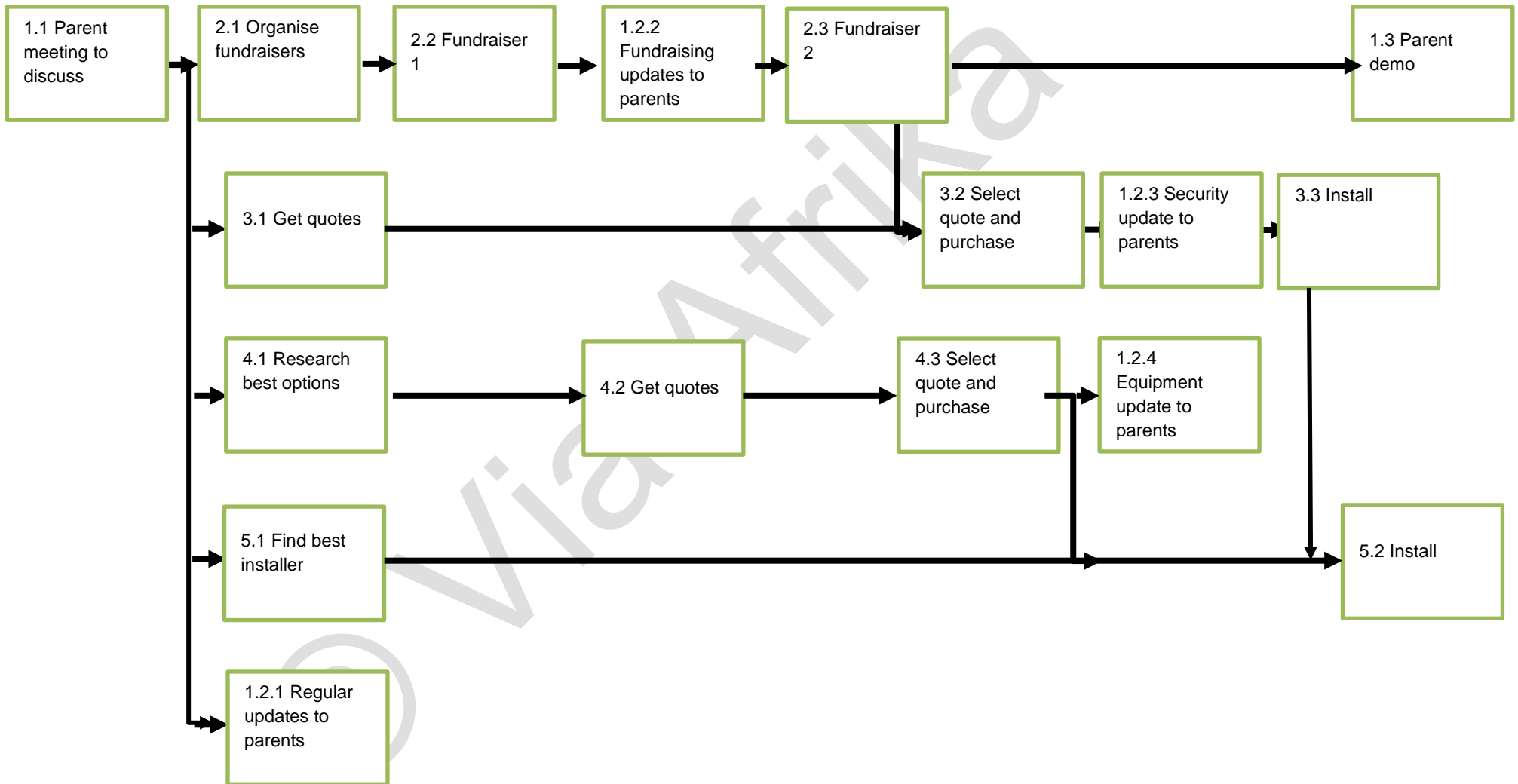
#### c) What falls in the Project Scope

This project requires the raising of funds to buy 14 data projectors, 14 screens for the data projectors and to pay for the installation of the projectors and the screens.

### Work breakdown schedule



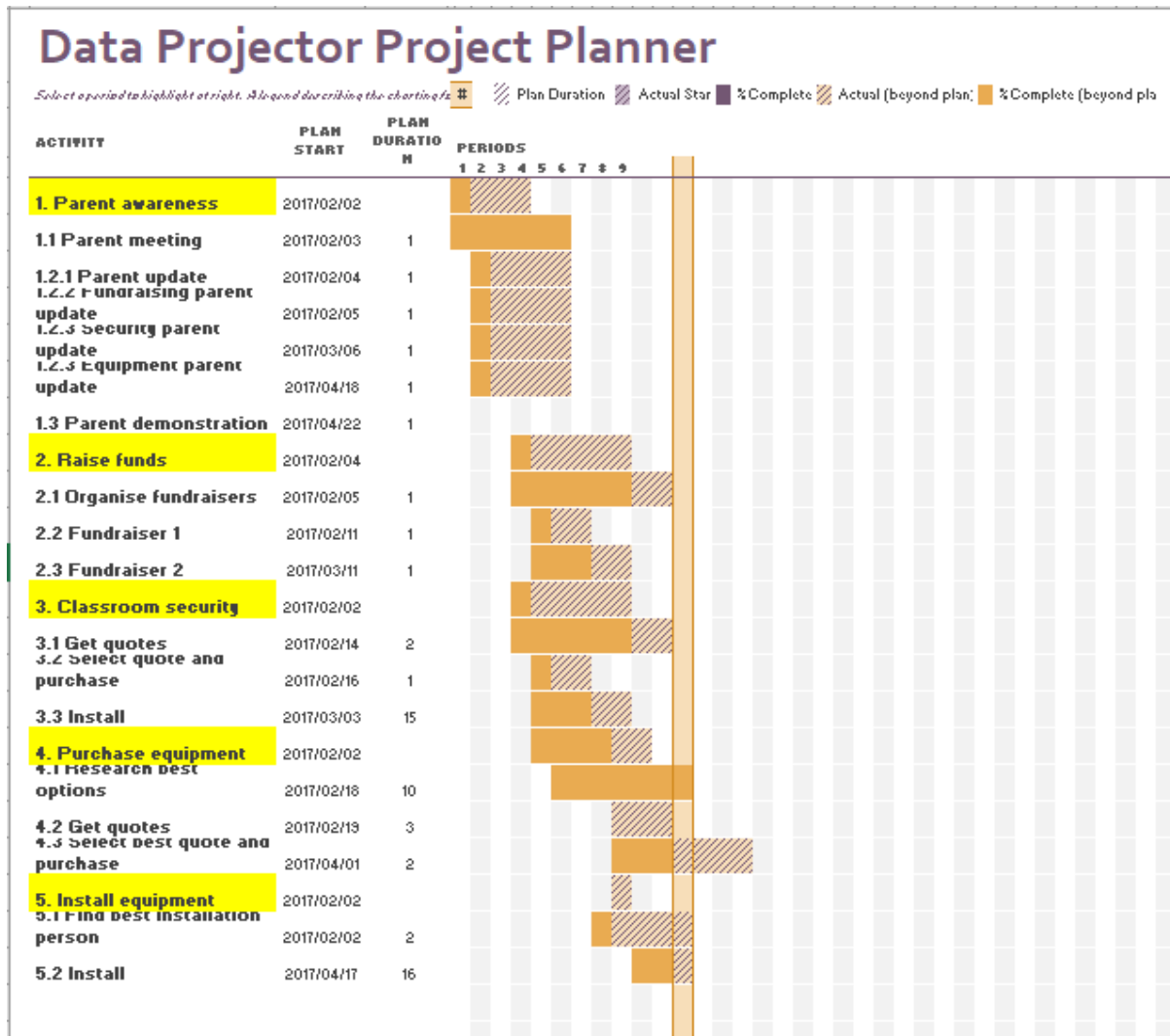
## Network diagram





### 3. Project Time Management

#### a) Gantt Chart



#### b) Changes to the schedule

All changes to the schedule are to be made in writing and submitted to the principal. The principal will evaluate the request and if approved, will sign off the change.

#### 4. Project Cost Management:

##### a) Final Project Budget

Phase	Activity	Cost per item R	R
<b>Purchase hardware</b>	Buy data projectors x 14	11 000	154 000
	Buy screens x 14	9 000	126 000
	Buy lockable brackets x 14	500	7 000
<b>Total cost for phase</b>			<b>287 000</b>
Prepare classroom	Purchase burglar bars	2500	35 000
	Purchase security doors	900	12 600
	Install	1 500	21 000
<b>Total cost for phase</b>			<b>68 000</b>
Install screens and data projectors	Clean up	300	4 200
	Install	5 000	70 000
<b>Total cost for phase</b>			<b>74 200</b>
<b>Total cost for project</b>			<b>R429 200</b>

##### b) Roles and responsibilities

<b>Develop the budget:</b>	Mr Mbeki (HOD)
<b>Monitor the budget:</b>	Mr Mbeki
<b>Authorise the budget:</b>	Mrs Mpshe (Principal)
<b>Confirm changes to the budget:</b>	Mrs Mpshe

c) Reporting format

<b>Reporting by:</b>	Mr Mbeki
<b>Reporting to:</b>	Mrs Mpshe
<b>Report on:</b>	Progress to date; Expenditure
<b>Measurement:</b>	Reports will be measured against the Implementation Plan and approved Budget (spend and variances to be noted).
<b>Format of report:</b>	Written report presented in a meeting
<b>Frequency of report:</b>	Every two weeks

d) Change control

Any changes to the budget must be requested in writing and submitted to the principal of the school. The principal will evaluate the request and decide what the best way forward is.

**5. Project Quality Management:**

a) Industry standards

The project will be measured against Best Practices of the Department of Basic Education.

b) Quality priority

The priority of the project will be the correct installation of the most affordable quality of equipment suitable to the task.

c) Roles and responsibilities

Quality checker: Mr Mbeki

Quality control: Mrs Mpshe

d) Approach to be used to monitor and control quality

Quality control will be managed by regular reporting and physical checks.

## 6. Project Risk Management

### a) Risk Register

<b>Risk Register</b>				
<b>Risk</b>	<b>Likelihood of risk</b>	<b>Action plan to limit likelihood of risk occurring</b>	<b>Action plan for risk</b>	<b>Person responsible</b>
Classroom not suitable for installation of projector	30%	Prepare a checklist of requirements (ask installer for assistance). Check the classrooms well in advance of installation.	Allow teacher to change classrooms if necessary.	Ms Daniels
Theft after installation	50%	Purchase lockable brackets. Burglar bars on the windows and door.	Add budget for this. Add time in plan.	Mr Mbeki

## 7. Project Procurement Management

### a) Procurement needs

#### Products

14 x Data projectors

14 x Screens

14 x lockable brackets for projectors

14 x burglar proofing and security door

#### Services

Installation of Data projectors and screens

Installation of burglar bars and security bars

### b) Managing the procurement process

Three quotations for all products and services will be asked for. The most cost effective and best service quote will be selected by a committee made up of the Principal, Mr Mbeki and the Chairman of the SGB.

## 8. Monitoring and evaluation system

<b>Elements to be assessed:</b>	Progress according to plan; budget spend and variance
<b>Monitoring and evaluation by:</b>	Ms Daniel and Mr Mbeki
<b>Reporting to:</b>	Mrs Mpshe
<b>Format of report:</b>	Written report presented in a meeting
<b>Frequency of report:</b>	Every two weeks

# THE PROJECT LIFE CYCLE

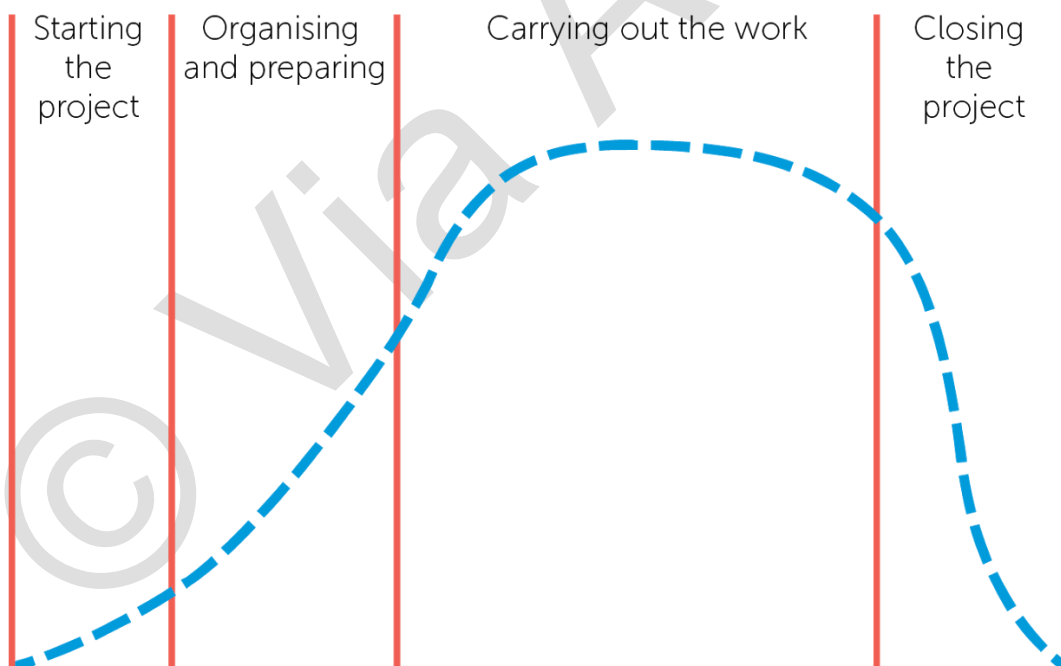
## Phases of the Project Life Cycle

Any project can be divided into three distinct phases. These phases are:

1. The initiation phase: The **initiation phase** involves starting the project, and involves activities like obtaining approval from a manager to start a project.
2. The intermediate phases: The **intermediate phases** involve planning for the work that will need to happen, and then actually doing that work.
3. The final phase: The **final phase** involves wrapping up the project, and includes activities like reporting on findings during the project.

In the graph below, the blue line shows when during the Project Life Cycle the greatest number of resources and people will be needed. Remember, this is just an example; this 'life cycle curve' will be unique for every project (although this is one of the most common curves that you will come across).

In this graph, the section labelled *Starting the project* is the initiation phase. *Organising and preparing* and *Carrying out the work* are intermediate phases, and *Closing the project* is the final phase.



## The Iron Triangle

With any project, there are three key elements that we need to keep in mind at all times. These are:

1. Scope
2. Cost
3. Time

These three elements are often referred to as the Iron Triangle. So, for the rest of this session, when we talk about the Iron Triangle, we'll be talking about Scope, Cost and Time. These three elements each play a key role in how the project will take shape.

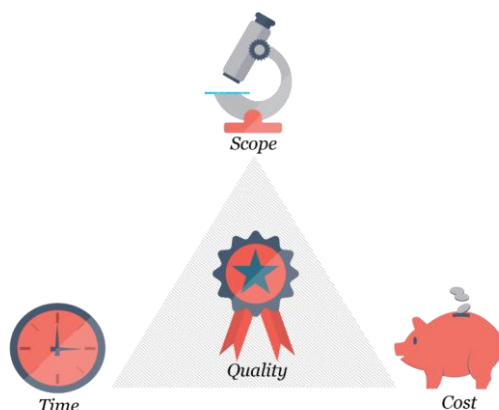
Cost refers to just that – how much the project will cost. In other words, how many resources and how much of each resource can be allocated to the project. These resources can be money, time, human capital, hardware, buildings and many more. Essentially, they include anything that will cost something for the project to happen.

Time refers to a schedule. In other words, by when does the project need to be completed?

Scope refers to what the objectives of the project are. What will be included in the project? In other words, scope is a clear definition of what the project will deliver, and how much (or how little) it will deliver.

In an ideal world, all three elements of the Iron Triangle will receive the attention they need. But in practice, at least one of the three elements will always have to be fixed, and the other two will have to be managed to make sure that the fixed element is accounted for.

There is a fourth element to the Iron Triangle, which is a result of how the other three elements are managed, and this is *Quality*. Sometimes, the quality of the project is the most important. In these instances, scope, cost and time might have to be readjusted to ensure that a project of the highest possible quality is delivered.



# PROJECT SCOPE MANAGEMENT

Project Scope Management describes how best to manage the scope requirements of a project. You'll remember that we defined scope as what the deliverables of the project will be; what we want the project to achieve.

## Identifying the Project Vision

In an earlier session, you learned how to develop a sound vision for a digital implementation project at your school. This vision forms the basis of your entire project, and is the guiding light for what you want to achieve with your project.

When you set a Project Vision, you need to ensure that the vision is SMART. This means your Project Vision should be:

**S** = Specific: it says exactly what needs to be done

**M** = Measurable: we must be able to measure the vision against parameters

**A** = Attainable: the vision must be realistic

**R** = Relevant: the vision must be relevant to our work environment

**T** = Timely: we must include an end date for the project.

## Importance of Scope Management

Your Implementation Plan is where you formalise *why* it is important for you to have an official, authorised approach to Scope Management. So, why is it important? Here are some reasons:

- Projects require a lot of resources – time, money and people. If we don't have a clear idea of what we want the project to deliver, these resources could be spent on doing work that isn't necessary.
- Knowing exactly what the scope of the project is means we can develop a clear way to evaluate whether the project is successful. We can measure it against the Project Scope.
- Once we know what the Project Scope is, we can get a more realistic idea of how long the project will take to complete. This way, we can plan more successfully and not disappoint the stakeholders involved in the project.
- Should we have to change the scope while we're already busy with the project, it is important to have clear instructions on how to manage this change so that we don't disrupt the project too much.

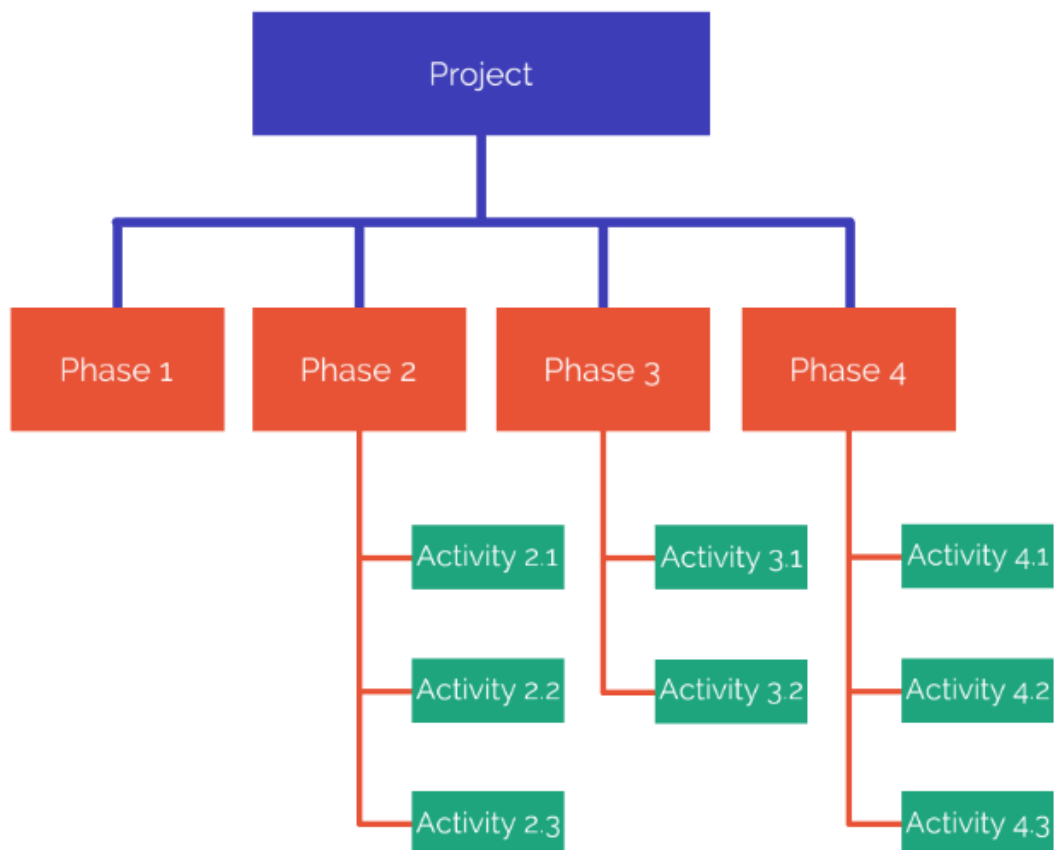
## What falls into the Project Scope?

Now that we have identified *why* it is important to manage scope as well as how we will manage any changes to the scope, let's define what the actual scope of our project will be. In this section of your Implementation Plan, you will write down

exactly what falls into the Project Scope. This will be a detailed description of the Project Outputs.

When you define the scope of your project, always be as clear and complete as possible. Remember, we have already defined the vision of the project; we are now identifying the activities we need to complete in order to achieve that vision.

A very useful tool to use for this part of your Implementation Plan is the Work Breakdown Structure, or WBS. The name says exactly what it is: it's a breakdown of each piece of work that needs to happen in order for the project to be successfully completed. A sample WBS is shown on the next page.



This is a basic WBS. The orange blocks indicate the phases of the project. The green blocks are the work activities that need to be completed in order to deliver the outcomes of the correlating orange block.

So, essentially the WBS is a way of visually representing all the work that needs to be done, in a logical and ordered way, to complete the project.

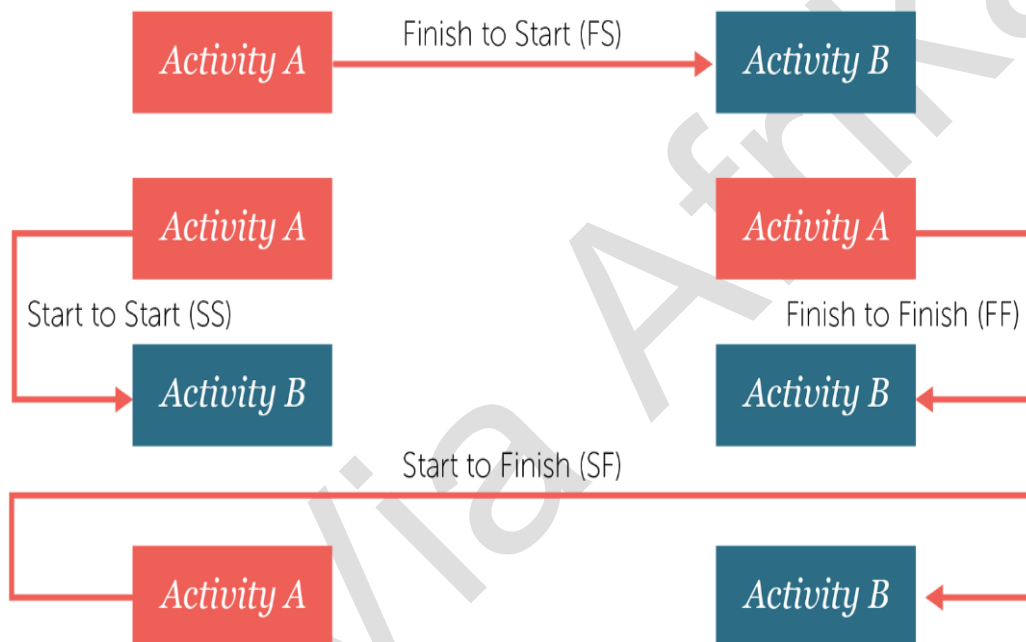
You'll see that if we take each of these work activities and list them in order, we will have a very clear scope of what this project will consist of.



There are four types of relationships that exist between activities.

1. Finish-to-start (FS): In this relationship, one activity has to finish for the next one to start.
2. Finish-to-finish (FF): In this relationship, one activity has to finish for the next to finish.
3. Start-to-start (SS): In this relationship, one activity has to start for the next to start.
4. Start-to-finish (SF): In this relationship, one activity has to start for the next to finish.

This diagram illustrates each of these relationships.



It is important to remember that each activity will be dependent on another activity. Some activities cannot start before a previous activity is finished, some activities can start while other activities are being completed, and some activities can start at the same time.

## Changes to scope

This part of the Implementation Plan is where you will list any approved changes to your project's scope. Because your project hasn't started yet, we're going to leave this section blank. Just keep in mind that, should the Project Scope change, you must list these changes here.

## **The approach to be used to monitor and control scope changes**

This part of your Project Scope Management Plan is critically important. It outlines the specific processes that you need to follow to make sure your Project Scope remains on track. Importantly, it also clearly states what the correct process to follow would be, should you need to change your Project Scope.

But why would you change the scope of a project after it has been defined? Well, you could realise half-way through the project that your Project Objective doesn't actually include everything you need (or perhaps it includes too much), and you need to change it.

We recommend that any changes to the scope should be requested in writing and submitted to the principal of the school. Only once the principal has signed off on a scope change request, can the scope actually be changed.



# PROJECT TIME MANAGEMENT

## Developing a schedule

The most important thing you will develop as part of Project Time Management is your actual schedule. For a project the schedule is more than just a date by which the project has to be completed. To ensure that your project is as successful as possible, you need to monitor closely every piece of work required to complete the project successfully.

The best way to do this is to assign a specific duration to each activity you identified in your WBS earlier. In this way, you can have an exact idea of how long the different tasks in your project will take, so you can give a realistic completion date for your project.

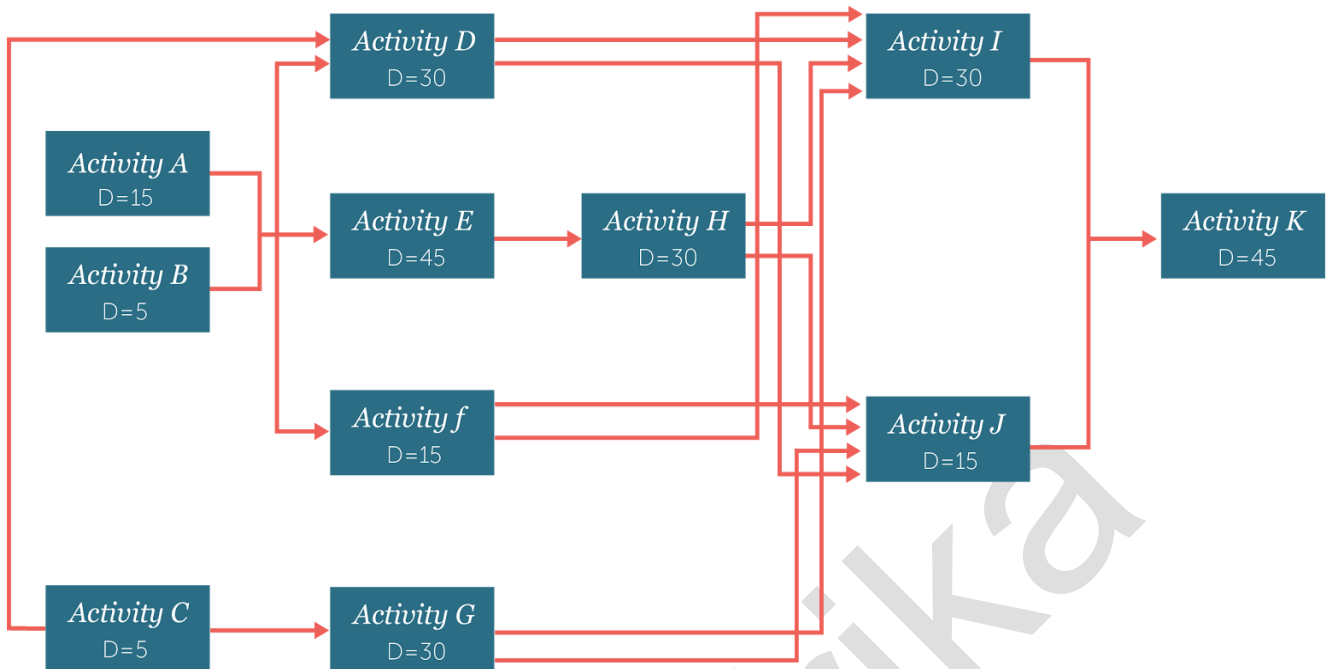
Start off by listing all the activities you identified in your WBS, and indicate how long each activity will take. Do this in the space below.

Now you can start to develop your schedule. At this point, you will know exactly which activities will need to be completed, and how long each activity will take to complete. You now collate all that information, and the end result is a Project Schedule.

The Project Schedule can range from relatively simple to very complex, depending on how many activities need to be completed, what resources are required, and so forth.

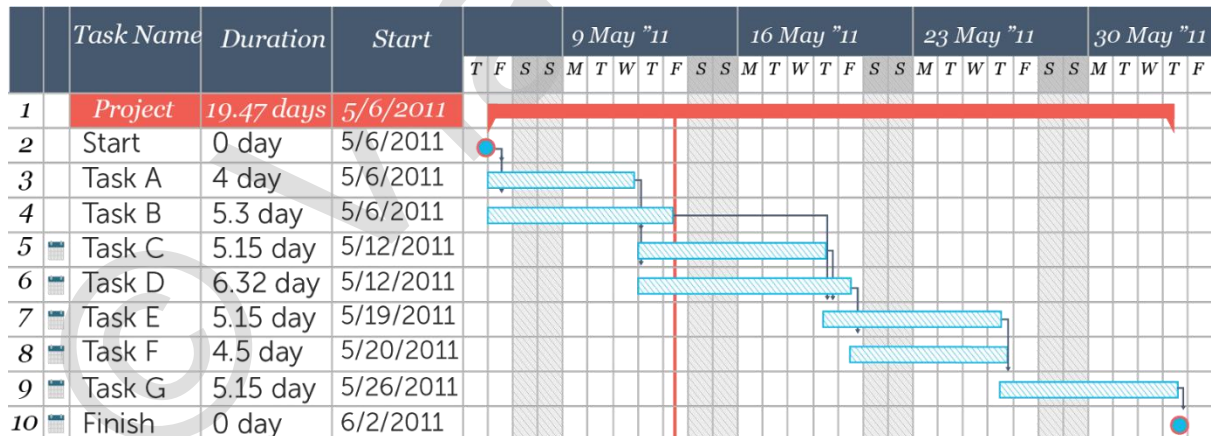
The image below is a Network Diagram. You will see that it shows a lot of activities, arrows, and a D= in each block. Let's analyse this Network Diagram using what we've learned so far:

- The blue activity blocks are the activities we identified using our WBS.
- The red arrows show the relationships between the activities. For example, you will see that both Activity A and Activity B have to be completed before Activity E can start, but Activity C can start at the same time as Activities A and B. Refer to the section on Activity Dependences below for more information on the relationships between activities.
- Lastly, the D= indicates the work period that each activity will take. In this example, the work period used is days, so Activity A will take 15 days to complete, Activity I will take 30 days, and so forth.



## Gantt Charts

The Network Diagram, along with information from the WBS, is used to create the final Project Schedule, which is called a Gantt Chart. Here is an example of a Gantt Chart.



## Interpreting the Gantt Chart

The first column shows us the task names. Here you will list every activity included in your WBS.

The second column shows how long each individual activity will take. Notice the red cell. This shows how long the entire project will take to complete.

The third column shows the start date of each activity. Notice that the very last activity, Finish, takes 0 days and will start on 2 June. This is when the project will be finished.

The calendar shows when which activity will take place. Notice that some activities happen simultaneously, like Task A and B, Task C and D, and Task E and F. You will have determined all these sequences in an earlier process, and you're now only displaying that information in an easy-to-use way.

## **Changes to the schedule**

As with Scope Management, it is also important to identify the process you will follow when your schedule has to change. This section will formalise the process that you need to take when adjustments to your schedule take place.

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# COMPONENTS OF AN EFFECTIVE IMPLEMENTATION PLAN

The Project Management Institute, or PMI, has identified ten knowledge areas, all of which need to be included in a Project Implementation Plan for it to be truly comprehensive. So, let's look at the knowledge areas. They are:

- Project Integration Management
- Project Scope Management
- Project Time Management
- Project Cost Management
- Project Quality Management
- Project Human Resource Management
- Project Communications Management
- Project Risk Management
- Project Procurement Management, and
- Project Stakeholder Management.

All these knowledge areas consist of processes similar to the ones discussed in this session, and all of them will have their own unique entries in the Implementation Plan.

The following knowledge areas are covered in the next session in this course:

- Project Cost Management
- Project Quality Management
- Project Risk Management
- Project Procurement Management



# PROJECT COST MANAGEMENT

Any project will cost something. To ensure the highest possibility of success for your project, it is critical that these costs are managed, and that they fall within a predetermined budget. However, it is important to bear in mind that there is a difference between 'cost' and 'budget'.

**Cost** can be defined as the resources required to complete a specific activity (such as buying a computer). **Budget** can be defined as the total amount of money you have available to implement the project.

## Determining project costs

The best way to determine the costs of your project (and subsequently the budget you will need to implement your project) is to assign a cost to each activity in the WBS. In the previous session, you developed a detailed WBS, which identifies every single activity needed to successfully implement your project.

We do this by creating a table like the one below.

You will then get at least two quotations from suppliers for each item. The principal will then make the final decision as to which supplier will be used. The total cost cannot exceed the budget.

Phase	Activity	Cost
Purchase hardware	Estimate necessary amounts	R0
	Buy computers	R20 000
	Buy tablets	R35 000
	Buy desks	R10 000
<b>Total cost for phase</b>		<b>R65 000</b>
Prepare classroom	Remove old furniture	R1 000
	Assemble new furniture	R1 000
	Install hardware and cables	R2 000
<b>Total cost for phase</b>		<b>R4 000</b>
Finalise IT lab	Clean up	R500
	Install software	R2 000
<b>Total cost for phase</b>		<b>R2 500</b>
<b>Total cost for project</b>		<b>R71 500</b>

As you can see above, by assigning a cost to each activity, we can identify how much money we will need for each phase of the project, as well as what the total cost of the project will be.

List each of your WBS activities in the space below, and assign a cost to each of them. Although you might not be able to assign an accurate cost to each activity right now, be sure to assign a cost to *every* activity – even if that cost is R0.

## Project Cost Management in the Implementation Plan

The first thing to include in your Implementation Plan under Project Cost Management, is the breakdown of your Project Budget. You completed a preliminary cost estimate earlier. Use the space provided in the Implementation Plan template to write down the final Project Budget. Remember to include a breakdown of what each activity will cost.

## Roles and responsibilities

Once the Project Budget has been finalised, it is necessary to identify the specific roles and responsibilities that belong to different stakeholders in relation to Project Cost Management. The most important roles and responsibilities to assign are these.

- **Develop the budget:** The person/s responsible for developing the final budget.
- **Authorise the budget:** The person/s responsible for authorising the final budget.
- **Monitor the budget:** The person/s responsible for continually monitoring expenses against the signed off Project Budget, to ensure that overspending doesn't occur.
- **Confirm changes to the budget:** The person/s responsible for authorising any increases in the budget, should unexpected expenses arise during the life cycle of the project.



## Reporting format

Consistent and insightful reporting is a key element of successful Project Implementation. A good Implementation Plan details how reporting on Cost Management happens, and includes the following reporting information:

- **Who will do the reporting:** Most likely the Project Manager.
- **Who they will be reporting to:** The person/s responsible for authorising the budget, and any potential changes to it.
- **What they will report on:** How much money has been spent on which activities in the project to date.
- **What their reports will be measured against:** Reports should be measured against the final, authorised Project Budget.
- **What format their reports take:** This could be face-to-face meetings, written reports, presentations, or a combination of all three.
- **How frequently they report:** Depending on the specific project's needs, this could be once a week, once every two weeks, or once a month..

## Change control

As with Project Scope Management and Project Time Management, it is important to define what the process will be when changes to the budget need to be made. This section should outline what needs to be done, and by whom, to request official changes to the Project Budget.

Changes to the budget will usually arise from either variances in activity costs, as discussed above, or the arising of unforeseen expenses that were not included in the original Project Budget.



# PROJECT QUALITY MANAGEMENT

You will remember from the previous session that Quality sits in the middle of the Iron Triangle, which is made up of Scope, Time and Cost. Now that we've dealt with how to manage each of those three elements, let's take a closer look at how we need to manage quality, and complete this part of our Implementation Plans.

The key thing to keep in mind when it comes to Project Quality Management is knowing what to measure the quality of your project against. That is, you need to look at what industry standards are.

For your specific project, the industry standard will be determined by looking at other schools where similar projects have been implemented. You will have to identify what it is from these projects that you would like to duplicate at your school, and then determine how you will make sure that your project meets, or exceeds, the same level of quality.

## Approach to Project Quality Management

This part of your Implementation Plan should outline your general approach to Quality Management. It should include information on:

- expected standards
- the priority that quality should take in relation to the Iron Triangle (cost, scope and time), and
- roles and responsibilities of the people involved in the project's Quality Management.

**Expected standards** refers to what benchmarks you will use to measure the quality of your project. These could be industry benchmarks or based on personal observation of other high quality projects of a similar nature.

**The priority that quality should take in relation to the Iron Triangle** is where you need to clearly state how quality should be approached, specifically considering cost, scope and time. If quality is the most important, then you need to allow for changes to these elements. If a different element is more important, then you need to allow for lower quality.

For example, if your highest priority is cost, then you might have to buy lower quality devices to ensure that your budget falls within an acceptable range.

**Roles and responsibilities of the people involved in the project's Quality Management** should include information on who will be responsible for monitoring the quality as well as who they will report to on quality matters.

## **Approach to be used to monitor and control quality**

Much like earlier sections of the Implementation Plan that you have already completed, this section identifies what the processes for monitoring and controlling quality in your project are.

Monitoring the quality refers to the processes you will put in place to make sure that the quality of your project stays on track throughout the duration of your project. This will include activities like regular audits and reporting on the project quality.

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# PROJECT RISK MANAGEMENT

## Risks in implementing a project

Risks, in a project context, are things that *might* happen but won't necessarily happen. The point of Project Risk Management is to identify these potential issues and determine how you will manage this problem if it does in fact arise.

It isn't a record of all the difficult things that you know will happen in the project; it is specifically for events that aren't 100% guaranteed to happen. Let's look at some examples of what this could be.

If your school is in a rural area, there is a chance that you might struggle to get good reception for your internet. This is a risk. How will you overcome this risk if it is in fact the case? You could investigate getting satellite internet or using routers equipped with SIM cards rather than fixed lines.

## The Risk Register

The key output of the Project Risk Management part of your Implementation Plan is the Risk Register. The Risk Register shows four things:

1. What the risk is.
2. What the likelihood of the risk occurring is.
3. What will happen if the risk does in fact occur.
4. Who is responsible for monitoring and controlling the risk.

Below is a blank template for a Risk Register.

Risk Register				
Risk	Likelihood of risk	Action plan to limit likelihood of risk occurring	Action plan for risk	Person responsible

# PROJECT PROCUREMENT MANAGEMENT

Procurement refers to products and services you need to obtain from people or companies other than staff members at your school. It is important that, before you start your project, you know exactly how you will manage this entire process. For example, you might have to put out tenders for services and products required, rather than being able to simply buy them.

## Identifying procurement needs

In this part of your Implementation Plan, you outline the exact procurement needs of your project. That is, you list what it is you will need to procure for your project. You can split these up between products and services.

You will list all the products you will need to procure (like desks, computers, tablets and software) as well as services (installation of telephone lines and training, for example).

## Managing the procurement process

It is important to outline how you will manage procurement. Here you need to state whether you will require different companies to bid for a product or service, whether you need a certain number of quotes before you can place an order, or any other Provincial Education Department and Public Finance Management Act requirements.

# STEPS TO IMPLEMENTING YOUR PLAN

There are six steps needed to successfully implement your project's Implementation Plan. These are outlined below.

**1. Obtain buy-in and authorisation from your Project Sponsor**

Your Implementation Plan needs to be signed off by your 'Project Sponsor,' who will be either your principal or SGB. The first step in implementing your plan is obtaining buy-in and authorisation from your Project Sponsor.

**2. Assemble the Project Team**

Step two is assembling your Project Team. You will have identified all the role-players you will need for your project so now you need to get them on board for the project. They will need to be briefed on what is expected of them during and after the project, and trained.

**3. Implement the plan**

The third step is actually implementing the plan. The whole Project Team will work together, using your Implementation Plan as the instruction manual, to make sure that the project is successfully implemented.

**4. Monitor the project**

The fourth step is to monitor the project as it is being done. This is your responsibility as the Change Facilitator. As the champion of this project, you need to make sure that everything happens according to the Project Plan, and you need to change the plan (with the appropriate permission) as and when necessary.

**5. Close the project**

The fifth step is to 'close' the project. This means that you officially end the project, and report on how the Project Implementation went. In this report, you can identify what worked well, and what didn't work so well, and make suggestions and recommendations for future projects.

**6. Celebrate your success!**

The final step is to celebrate! Implementing a Project Plan is an enormous task, and it is important to take a moment to recognise what you have achieved.

# MONITORING AND EVALUATION

It is inevitable that certain elements of the project's implementation will not go according to plan. In order to minimise the impact of these elements, monitoring and evaluation systems need to be put into place throughout the duration of the Project Life Cycle in order to identify any deviations from the Project Implementation Plan.

A monitoring and evaluation system identifies what should be monitored and evaluated, by whom, and when. The system can range from a basic roster outlining roles and responsibilities to a complex project monitoring and evaluation document. Furthermore, this system should be conceptualised during the planning phase of the project.

*Reminder: Monitoring takes place during Project Implementation (the monitoring process assesses specific activities in the project), and evaluation takes place after implementation (during the evaluation process Project Outcomes are assessed against Project Objectives).*

## **Key questions to ask when you are developing the monitoring and evaluation systems**

The following questions inform what information needs to be included in the monitoring and evaluation systems, and can be used as leading questions to determine the degree of planning that needs to happen when these systems are being developed:

- What do we need to assess?
- Who needs what kind of information?
- Who is responsible for monitoring what?
- What are we learning from monitoring?



# A PROJECT IMPLEMENTATION PLAN

## Implementation Plan for

### 1. Project Vision

### 2. Project Scope Management:

- a) **Importance of Scope Management**
- b) **Approach to monitor and control scope change**
- c) **What falls in the Project Scope**

*Work breakdown schedule*

*Network diagram*

### 3. Project Time Management

- a) **Gantt Chart**
- b) **Changes to the schedule**

### 4. Project Cost Management:

- a) **Final Project Budget**
- b) **Roles and responsibilities**

*Develop the budget:*

*Authorise the budget:*

*Monitor the budget:*

*Confirm changes to the budget:*

- c) **Reporting format**

*Reporting by:*

*Reporting to:*

*Report on:*

*Measurement:*

*Format of report:*



*Frequency of report:*

- d) **Change control**

## **5. Project Quality Management:**

- a) **Industry standards**
- b) **Quality priority**
- c) **Roles and responsibilities**

*Quality checker:*

*Quality control:*

- d) **Approach to be used to monitor and control quality**

## **6. Project Risk Management**

- a) **Risk Register**

## **7. Project Procurement Management**

- a) **Procurement needs**
- b) **Managing the procurement process**

## **8. Monitoring and evaluation system**

*Elements to be assessed:*

*Monitoring and evaluation by:*

*Reporting to:*

*Format of report:*

*Frequency of report:*

<b>Evaluating your implementation plan</b>	
<b>Project Scope Management</b>	<b>Y/N</b>
Importance of Scope Management: The Implementation Plan includes at least two reasons why Scope Management is important.	
Approach to monitor and control scope changes: there is a logical process for monitoring and controlling scope, based on the parameters of project.	
What falls into the Project Scope: there is a Work Breakdown Structure (WBS) that is structured in a logical way. Activities are clearly broken down into different phases, and no activities are left out of the WBS.	
<b>Project Time Management</b>	
Gantt Chart: there is a Gantt Chart as the final schedule. All activities identified in the WBS are included. The Gantt Chart shows how long each activity will take, when each activity will start, when each activity will end, and when the project will end.	
Changes to the schedule: there is a logical process for monitoring and controlling changes to the schedule, based on the parameters of project.	
<b>Project Cost Management</b>	
Final Project Budget: the budget has a reasonable cost associated to every activity, and each activity in the WBS is included in the budget.	
Roles and responsibilities: all relevant roles and responsibilities have been suitably allocated.	
Reporting format: the reporting format is logical and practicable.	
Variance responses: appropriate processes have been identified.	
Change control: appropriate processes have been identified.	

<b>Project Quality Management</b>	
Industry standards: relevant industry standards have been included. Evidence of research into similar projects is present.	
Quality priority: quality has been prioritised accordingly.	
Roles and responsibilities: all relevant roles and responsibilities have been suitably allocated.	
Approach to be used to monitor and control quality: appropriate processes have been identified and elaborated on accordingly.	
<b>Project Risk Management</b>	
Risk Register: Risk Register has been completed with evidence of understanding of risks and risk mitigation.	
<b>Project Procurement Management</b>	
Identifying procurement needs: procurement needs match up to activities identified in the WBS, and have been classified appropriately as either products or services.	
Managing the procurement process: appropriate processes have been identified and elaborated on accordingly.	

# HOW TO MAKE CHANGE SUSTAINABLE

Successfully implementing a Digital Education Project is not the end of the journey for the Change Facilitation Team or the school. In order for the project to be truly successful, it needs to be sustainable. In other words, it needs to be consistently used to its full potential for a long time.

Some specific ways to ensure sustainability of the project are explained below.

- **Strong, consistent leadership** – When there is a defined person who is the champion of a change, people can go to her or him for clarity on items, as well as give feedback throughout all aspects of the change. This is also a way to develop your staff by having them step up intentionally to lead change initiatives.
- **Measure successes (and failures)** – It is the hope that all change will lead to phenomenal results and wild success. When that doesn't occur, companies tend to look to place blame and condemn people for failures. A different, and healthier, approach is to measure what happens because of the change – either success or failure. Giving people permission to fail as well as the expectation to succeed will remove unneeded stress.
- **Allow creativity** – People have good ideas at all levels of the school. Change doesn't have to come only from the most senior level. Make a culture and environment that encourages creativity to be included on a regular basis instead of only when responding to large challenges. If you do this, you'll be surprised at how many people want to share their thoughts and ideas to move the school forward!
- **Eliminate 'the same page'** – When people do a barometer check to see if everyone is 'on the same page,' they aren't seeking clarity — they're seeking conformity. You should see if everyone involved is moving in relatively the same direction, but making sure there's a forced 'buy-in' is inhibiting people. You need to come up with a forum to openly discuss, dissect and scrub changes. When people have input, they'll give their consent. If you reach consensus on a regular basis you have more 'same pagers' than if you demand it.
- **Meet people emotionally first** – This isn't a new idea, but it isn't practiced. We want people to act rationally and not emotionally because we're uncomfortable when people get emotional. However, if you don't meet the emotional reality of people, then the rational piece of why a change will work will never take hold. Make sure that you consistently check in with the emotions of your team, and the school at large. As you've seen throughout these sessions, change is an emotional thing – and if people's emotional needs are met, they will be more likely to commit to the success of your project.

# **VIA AFRIKA DIGITAL EDUCATION ACADEMY**

**BADGE ASSESSMENT TASK  
COURSE 9:  
MINDSET CHANGE FOR EFFECTIVE  
DIGITAL EDUCATION  
LEVEL 2**

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## Outcomes Level 2

By the end of the session, the participant will:

1. Appreciate the roles of an effective Change Facilitator
2. Be able to identify the qualities of an effective Change Facilitator
3. Be able to identify the knowledge and skills of an effective Change Facilitator
4. Understand how change effects people
5. Have a deeper look at the Personal Change Model
6. Be able to work with the needs of the different stakeholders
7. Be able to identify the skills needs of different stakeholders
8. Be able to assess Digital Fluency – Teachers and learners
9. Be able to assess Pedagogical knowledge and skills – Teachers

## Content of Level 2

- Roles of an effective Change Facilitator
- Qualities of an effective Change Facilitator
- Knowledge and skills of an effective Change Facilitator
- Understanding how change effects people
- A deeper look at the Personal Change Model
- Preparing to work with the needs of the different stakeholders
- Identifying the skills needs of different stakeholders
- Assessing Pedagogical knowledge and skills – Teachers
- Assessing Digital Fluency – Teachers and learners

**Notional Learning Time:** When you get your certificate, you will notice that we have indicated Notional Learning Time. This is the amount of time we expect a learner to spend on achieving the outcomes of this session. It is made up of the two hours of the training here, and then the time taken to complete your Badge Assessment Task. It is an estimate and you may find you spend a little less time, or perhaps a little more.

## How to do your Badge Assessment Task

You *must* complete this Badge Assessment Task. You can only do it **online at the web** address given below.

### Accessing the Badge Assessment Task online

1. Make sure your computer/tablet is connected to a data network so that you can work online. Go to the web browser you normally use when accessing the internet.
2. In the search bar, search for: [www.bit.do/AAAAA](http://www.bit.do/AAAAA) (Please remember to type this address in exactly as it is written here.)
3. Alternatively, if you have a QR Code reader on your phone, you can access the Badge Assessment Task here.

INSERT QR CODE

4. Complete the assessment online and then click submit. Make sure to only click submit when you have completed the whole Assessment Task.

### Note

You will find the questions for the Badge Assessment Task on the next pages. We suggest you first work through the Badge Assessment Task questions that we have also provided on the next pages so that you are sure what your answers should be. Only once you have decided on your answers, go to the online questions and complete your answers online. Remember to click Submit when you have provided answers to all questions.

*You may not submit the Assessment Task on paper.*

**Multiple Choice:**  
**Circle the correct responses for questions 1 to 5.**

**Question 1**

Fill in the missing words

A person with \_\_\_\_\_ is able to select tools and knows what to do with them.

A person with \_\_\_\_\_ not only knows which tools to select and what to do with them, but *can explain why they work in the way they do and how they might adapt what they do if the context were to change*.

A person with \_\_\_\_\_ is able to do things like search the internet, post on social media, use a cloud service, and is aware of safety issues when online.

People with \_\_\_\_\_ not only know how to use various elements of the internet and social media, but are able to evaluate critically what they find, appreciate the impact the internet has on them and the world, and know how they might adapt what they do if the context were to change.

- |    |  |
|----|--|
| a) | ICT Fluency, ICT Literacy, Internet Fluency, Internet Literacy |
| b) | Internet Fluency, ICT Literacy, ICT Fluency, Internet Literacy |
| c) | ICT Fluency, ICT Literacy, Internet Fluency, Internet Literacy |
| d) | ICT Literacy, ICT Fluency, Internet Literacy, Internet Fluency |

**Question 2**

Which of the following statements is most likely to be true of someone who has not accepted the change to Digital Education?

- |    |  |
|----|--|
| a) | I am not tech savvy.   |
| b) | I cannot make the meeting today – I have an urgent thing.  |
| c) | The training was interesting, but I don't think I can use much of it to be honest.   |
| d) | Are there lesson plans so I can just follow the steps to using the tablet in my class?   |
| e) | I use the tablets when the learners are finished with their work.  |
| f) | There is too much to do in the curriculum.   |
| g) | The batteries on the tablets are so unreliable – I can never trust them to use the tablets in a lesson. (Question continues on next page.) |



h)	I prefer ePDFs to eBooks – it is so much easier for the learners to keep up with me in my textbook.
<b>Question 3</b>	
Which of the following statements is most likely to be true of someone who has only conditionally accepted the change to Digital Education?	
a)	I am not tech savvy.
b)	I cannot make the meeting today – I have an urgent thing.
c)	The training was interesting, but I don't think I can use much of it to be honest.
d)	Are there lesson plans so I can just follow the steps to using the tablet in my class?
e)	I use the tablets when the learners are finished with their work.
f)	There is too much to do in the curriculum.
g)	The batteries on the tablets are so unreliable – I can never trust them to use the tablets in a lesson.
h)	I prefer ePDFs to eBooks – it is so much easier for the learners to keep up with me in my textbook.
<b>Question 4</b>	
If you were to chunk the following idea UP three levels, what could your answer be? TABLET PC	
a)	→ Tablet PC – Mobile devices – Electronics – Inventions
b)	→ Tablet PC – Samsung Tab – Electronics – Inventions
c)	→ Inventions – Possessions – Samsung Tab – Tablet PC
d)	→ Tablet PC – Samsung Tab – Windows Tablet – iPad
<b>Question 5</b>	
If you were to chunk the following idea DOWN three levels, what could your answer be? EDUCATION	
a)	← Teacher – Adelaide Tambo Secondary School – Basic Education – Education

b)	Adelaide Tambo Secondary School – Secondary School – Basic Education – Education ←
c)	Education – University – Higher Education – Adelaide Tambo Secondary School ←
d)	Vocational Education – Tertiary Education – Basic Education – Education ←

**Match the columns in questions 4 to 15: Match the items on the left with the correct phrases. Write the correct numbers in the grey blocks**

**Questions 4 to 6**

	A	In your shoes	1	You see and hear yourself through someone else's eyes, and you imagine experiencing their reaction to you.
	B	In their shoes	2	You are seeing the scene through your own eyes.
	C	In an outsider's shoes	3	Imagine yourself being out of your body and off to the side of the conversation between you and the other person. See yourself as if you are watching a movie of yourself and the other person.

**Questions 7 to 9**

	A	In your shoes	1	You see and hear yourself through someone else's eyes, and you imagine experiencing their reaction to you.
	B	In their shoes	2	You can analyse what's going on from a cool-headed point of view.
	C	In an outsider's shoes	3	This position can help you feel calm or grounded.

<b>Questions 10 to 12</b>				
	A	In your shoes	1	This position can help you develop more empathy, and understand people's feelings in a richer way.
	B	In their shoes	2	You are seeing, hearing, and feeling everything. You are 100% in your body and in touch with your senses.
	C	In an outsider's shoes	3	This is a way to see things more objectively, without emotions distracting you.
<b>Questions 13 to 15</b>				
	A	In your shoes	1	You can step back, to gain a sense of distance, to observe, to witness, to feel neutral and to appreciate both positions fully.
	B	In their shoes	2	It can help you create a more convincing communication strategy.
	C	In an outsider's shoes	3	It can help you tune into your own power as a person and feel whole.

<b>Questions 16 to 18</b>		
<b>True or False</b>		
<b>16</b>	Teachers need both digital fluency and an understanding of digital pedagogies.	
<b>17</b>	The community will interfere with the digital plans so should not be involved with the school.	
<b>18</b>	The SGB need both digital fluency and an understanding of digital pedagogies.	

# **VIA AFRIKA DIGITAL EDUCATION ACADEMY**

**BADGE ASSESSMENT TASK**

**COURSE 9:  
MINDSET CHANGE FOR EFFECTIVE  
DIGITAL EDUCATION**

**LEVEL 3**

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### Outcomes of Level 3

By the end of the session, the participant will understand

1. the basic principles of Project Management
2. how the Project Life Cycle works
3. Project Scope Management
4. Project Time Management
5. how to develop an Implementation Plan and what to include in it
6. Project Cost Management
7. Project Quality Management
8. Project Risk Management
9. Project Procurement Management
10. Steps to implementing the Implementation Plan
11. Why Digital Education Projects fail
12. Monitoring
13. Evaluation
14. Making change sustainable

### Content of Level 3

- Introduction to Project Management
- Project Life Cycle
- Project Scope Management
- Project Time Management
- Components of an effective Implementation Plan
- Developing your own Implementation Plan
- Project Cost Management
- Project Quality Management
- Project Risk Management
- Project Procurement Management
- Steps to implementing the Implementation Plan
- Why Digital Education Projects fail
- Monitoring and evaluation
- How to make change sustainable

## How to do your Badge Assessment Task

You *must* complete this Badge Assessment Task. You can only do it **online at the web** address given below.

### Accessing the Badge Assessment Task online

1. Make sure your computer/tablet is connected to a data network so that you can work online. Go to the web browser you normally use when accessing the internet.
2. In the search bar, search for: [www.bit.do/AAAAA](http://www.bit.do/AAAAA) (Please remember to type this address in exactly as it is written here.)
3. Alternatively, if you have a QR Code reader on your phone, you can access the Badge Assessment Task here.

INSERT QR CODE

4. Complete the assessment online and then click submit. Make sure to only click submit when you have completed the whole Assessment Task.

### Note

You will find the questions for the Badge Assessment Task on the next pages. We suggest you first work through the Badge Assessment Task questions that we have also provided on the next pages so that you are sure what your answers should be. Only once you have decided on your answers, go to the online questions and complete your answers online. Remember to click Submit when you have provided answers to all questions.

*You may not submit the Assessment Task on paper.*

**Questions 1 to 8**  
**True or False**

<b>1</b>	Scope management ensures effective management of resources.	
<b>2</b>	Scope management will provide a guide to how long the project will take.	
<b>3</b>	Scope management provides a way to evaluate the project.	
<b>4</b>	Scope management ensures the plan is realistic.	
<b>5</b>	Procurement refers to products and services you need to obtain from people or companies other than staff members at your school.	
<b>6</b>	<b>Cost</b> can be defined as the total amount of money you have available to implement the project.	
<b>7</b>	<b>Budget</b> can be defined as the resources required to complete a specific activity (such as buying a computer).	
<b>8</b>	Monitoring takes place during Project Implementation, and evaluation takes place after implementation.	

**Match the columns in questions 9 to 11: Match the items on the left with the correct phrases. Write the correct numbers in the grey blocks**

**Questions 9 to 11**

Any project can be divided into three distinct phases.

	A	<b>initiation phase</b> involves	1	wrapping up the project
	B	The <b>intermediate phases</b>	2	obtaining approval from a manager to start a project.
	C	The <b>final phase</b> involves	3	planning and then doing that work

**Multiple Choice:**  
**Circle the correct responses for questions 1 to 5**

**Question 12**

The Project Management Institute, a globally recognised leader in Project Management theory, defines a project as a \_\_\_\_ undertaken to \_\_\_\_ a unique service, product, or \_\_\_\_.

- a) Result, create, temporary endeavour
- b) Goal, make, project
- c) Temporary endeavour, create, result
- d) Temporary result, create, endeavour

**Question 13**

Monitoring the quality refers to the \_\_\_\_ you will put in place to make sure that the quality of your project \_\_\_\_ throughout the duration of your project. This will include activities like \_\_\_\_ and reporting on \_\_\_\_, and will be used together with \_\_\_\_ you identified earlier

- a) regular audits, the project quality, the industry standards, processes, stays on track,
- b) regular audits, the project quality, processes, stays on track, the industry standards
- c) processes, stays on track, regular audits, the project quality, the industry standards
- d) processes, stays on track, the industry standards, regular audits, the project quality,

**Question 14**

Risks, in a project context, are things that \_\_\_\_ happen but \_\_\_\_ happen. The point of Project Risk Management is to \_\_\_\_ and determine how you will manage \_\_\_\_ if it does in fact arise.

- a) this problem, might, identify potential issues, won't necessarily,
- b) might, won't necessarily, identify potential issues, this problem
- c) this problem, won't necessarily, identify potential issue, might
- d) identify potential issues, this problem, might, won't necessarily



### Question 15

In the definition of Project Management, temporary means:

- a) The service, product or result can fall apart after a short time
- b) The project must have a start time and an end time
- c) Time is money
- d) Projects are not really worth doing because they don't last long.

### Question 16

With any project, there are four key elements that we need to keep in mind at all times. These are: Scope, Cost, Time, Quality. This is called the

- a) Iron triangle
- b) Iron square
- c) Iron quadrilateral
- d) Iron project parallelogram

### Question 17

A project scope refers to

- a) **How much the project will cost**
- b) How good the range of the plan is
- c) The size of the plan
- d) **What the objectives and deliverables of the project are**

### Question 18 to Question 20

Study the Risk Register below and then answer questions 18 to 20

#### Risk register for JPS Primary School Tablet Lab Implementation

Risk Register					
	Risk	Likelihood of risk	Action plan to limit likelihood of risk occurring	Action plan for risk	Person responsible
A	Late delivery of the tablets for opening.	100%	Order early. Monitor	Delay opening	HW
B	Brackets will break off desks	10%	Buy only from PT Traders	None needed	HW
C	Teachers will not like to teach with tablets.	50%	Training	Train in advance	HW

#### Question 18

In Row A, which statement is most true?

- |    |  |
|----|--|
| a) | The risk is too silly to include.                  |
| b) | The likelihood of risk is too high.                |
| c) | The Action plan to limit likelihood is reasonable. |
| d) | The Action plan for risk is good.                  |

### Question 19

In Row B, which statement is most true?

- a) The risk is a possible risk.
- b) The likelihood of risk is too high.
- c) The Action plan to limit likelihood is reasonable.
- d) The Action plan for risk is good.

### Question 20

In Row C, which statement is most true?

- a) The risk does not belong in this risk assessment.
- b) The likelihood of risk is too high.
- c) The Action plan to limit likelihood is not going to work.
- d) The Action plan for risk is poor.

### Question 21

What is the correct order?

- a) Monitor the project
- b) Assemble the Project Team
- c) Implement the plan
- d) Close the project
- e) Obtain buy-in and authorisation from your Project Sponsor
- f) Celebrate your success!

- a) a, b, c, d, e, f
- b) f, d, a, b, c, e
- c) e, b, c, a, d, f
- d) d, e, f, a, b, c

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