VIA AFRIKA DIGITAL EDUCATION ACADEMY

Digital learning in schools

SESSION 3

Managing and using ICTs in schools

CLASS NOTES

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Course content

Digital learning in schools

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Session 3: Managing and using ICTs in schools

Class Notes

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Important information

1. You can download and print the Class Notes for personal use, but you may not share them.
2. Once you have watched all the videos and completed all the quizzes, reflections, tasks and assessments successfully, you can download your certificate and print it.
3. If you wish to earn SACE Professional Development (PD) points for this session, you must complete all the online assessments in the session successfully. Our system will notify us of your success, and we will send the points allocation request to SACE.
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Abbreviations and terms

Bloom's Revised Taxonomy: A pedagogical framework for eLearning. [See pedagogy, See eLearning]

eLearning: Learning that is supported by, enhanced by, or facilitated through Information Communication Technologies (ICTs), and that is supported by reconsiderations of content, and a relevant pedagogy. [see ICT]

ICT: Information and communication technologies.

PD Points: Professional Development Points [See SACE]

Pedagogy: The how and why of what we do in the classroom. The method and practice of teaching, especially as an academic subject or theoretical concept.

PedTech: Pedagogical Technology for what happens when we want to use technology in the classroom

RAT: Replace, Amplify, Transform. A pedagogical framework for eLearning. [See pedagogy, See eLearning]

SACE: South African Council for Educators. Awards Continuous Professional Development Points (CPDP) to teachers.

SAMR: Substitution, Augmentation, Modification, Redefinition. A pedagogical framework for eLearning. [See pedagogy, See eLearning]

TPACK: Technological, Pedagogical and Content Knowledge. A pedagogical framework for eLearning. [See pedagogy, See eLearning]

Contents

Outcomes and content

Outcomes of the session

By the end of the session, the participant will be able to:

- consolidate their understanding of what ICT is in a school environment
- understand what ICT Management Policies are and why we need them to be effective
- know the role stakeholders play in ICT management
- have insight into how to plan a policy for their school
- have a draft of their own ICT Management Policy
- have a draft of their own ICT Implementation Plan
- have a draft of their own Acceptable Use Policy

Content of the session

This session will focus on:

- defining ICT in a school environment
- the importance of managing ICT
- stakeholders in ICT at school
- ICT Management Policy
- ICT Implementation Plan
- ICT Acceptable Use Policy

Overview

Welcome to **Managing and using ICTs in schools**. This is the third session of Via Afrika's **Digital learning in schools Course**. In this session, you will learn more about Information and Communication Technologies (ICT) Policies that will help you effectively manage and use ICTs in your school.

Laying the groundwork

What is ICT and why do we need policies?

The abbreviation ICT stands for Information and Communication Technologies. It's the use of any equipment that allows users to communicate electronically. ICT incorporates all activities and devices, as well as hardware and software on those devices, including computers, laptops, tablets, printers, interactive whiteboards, apps, digital content, and the software used on these devices.

Learners and teachers are already using ICT in the classroom and school environments in various ways. For this reason, managing the ICTs in the school is very important.

We need to manage ICT activities for the following reasons.

- To monitor what sites learners and teachers can access.
- To monitor with whom learners communicate.
- To safeguard devices and hardware.
- To use the most appropriate content.

Effective ICT management will have the following effects.

- The whole school community will develop a shared vision for eLearning in their school.
- Day-to-day ICT practices will be made easier, more efficient and more effective.
- Money will be saved by providing teachers and learners with guidelines for the safe handling of their devices.
- The roles and responsibilities of teachers and learners will be clear to all involved.

Stakeholders

A school's stakeholders should be involved in creating their school's vision for eLearning. Good ICT management is underpinned by insights from all the people who will be involved in making it a success.

Stakeholders include:

- teachers
- learners
- parents
- the school community
- possible technology sponsors

Developing policies for how ICT is to be managed is the best way to ensure the effective use of ICTs in schools.

Reflection

- Make notes in your PD Journal.
- Think about how you personally use technology in your classroom.
- Which of the benefits of managing ICT appeal to you most?
- Why is that?

Policy planning

ICT Policy principles

Every ICT Plan or Policy needs to take five basic principles into consideration.

Learner-centredness

The ICT Team has to choose software or devices based on placing the learners' needs first whenever they have to make a decision about ICTs.

Stakeholder representativity

It is important to consult with the school, parents and community. Involve all stakeholders to help with the creation of a school vision for eLearning.

User-friendliness

All ICT Policies, Plans and other documents must be written in plain language. All users should understand what is expected of them without having to ask for further explanations.

Identify roles and responsibilities

The policy needs to identify the roles and responsibilities of all stakeholders. This is also managed with the Acceptable Use Policy. The policy must say who is accountable and who will correct any problem.

Relevancy

ICT is always changing. Policies must be reviewed every year and kept up to date.

ICT Policies

There are three policies that need to be developed.

1. The ICT Management Policy
2. An ICT Implementation Plan
3. An ICT Acceptable Use Policy

Reflection

- Make notes in your PD Journal.
- Think about the different Computer Use Policies you have encountered before.
- Did they meet the five principles outlined here?
- If not, where were they lacking?
- Were there any other principles you would keep in mind when you write your own policy?

The ICT Management Policy

The ICT Management Policy will give us the broad outline of who the role-players are, and what the management structure will look like. It will outline the ICT Infrastructure, the use of online resources, how ICT will fit into the curriculum and how Professional Development will take place.

Components of the ICT Management Policy

Each school must have its own policy, based on its context. However, the following structure and sections are common to all good ICT Management Policies.

Role-players and management structure

This first component is about setting up the ICT Team and defining the management structure of the team.

Roles and responsibilities

The roles and responsibilities of members of the management structure must be clearly set out. The same needs to be done for all other stakeholders such as parents, the community, teachers and learners.

Access and permissions

There should be very clear guidelines about who has administrative access to apps, data, network and devices. Permissions and roles should be set up for online and offline content, devices and networks.

Audits

An audit is a check of which devices and software exist in a school and which devices and software should exist, based on an initial document that lists all these things. A policy for the audits must be developed. This must include having audits documented properly and updated regularly, along with information about who has which devices and who uses which software licences. Regular checks to see if the ICTs are being used must be made and training must be given where and when it is needed.

Policy reviews

ICT has a limited timespan because the digital world is continually being updated and upgraded. That means that the ICT Policy should specify regular policy reviews and regular replacement of outdated devices or software.

Budget

A budget is necessary for buying infrastructure and software and for technical support and Professional Development. The policy must state who controls the budget and how it is spent. Your school will have a Procurement Policy and you should include that here, too.

ICT Infrastructure

By infrastructure we mean the physical and organisational structures and facilities that are needed for ICTs in a school. This includes the devices and the software, as well as information on how they are to be managed. Once the infrastructure is in place, the ICTs can be used.

Setup and expansion

You need to think about setting up the infrastructure.

Think about these key questions.

- Which devices will we use?
- What sort of network will we have?
- Which connectivity solution is appropriate?
- What software will we need?

Plan for future expansion of the infrastructure to accommodate an increase in the number of learners and teachers.

Internet connectivity

An important consideration in your setup is the choice you make with respect to internet connectivity. Too many eLearning plans have been disappointing because of connectivity issues. In schools, it is less about the speed of the data, and more about the bandwidth.

When you are indicating your internet requirements in the ICT Infrastructure part of your plan, you need to consider how online resources will be used.

It is useful to base your decision on the following considerations.

- Who is online?
- When are they online?
- How much digital content is in the curriculum?
- How many devices are there?
- How rich is the media use?

	Basic use of technology	Intermediate use of technology	High use of technology
Who is online?	One class at a time ICT Lab	All teachers and learners 1:1 device ratio	All teachers and learners 1:1 device ratio
Digital curriculum	In only a few subjects	In some subjects	In all subjects
Online resources	Low	Everyone expects to have access when they want it	Almost continual use of video and other media
Media use	Low to medium	Medium to high	High
Bandwidth needed	100 kilobytes per second (Kbps) per learner	One megabyte per second (Mbps) per learner	More than one Mbps per learner

Technical issues

You need to be able to handle technical issues that may come up. If you do not have someone on your staff who can troubleshoot, you will need to put external support in place. If you need external resources, how will you pay for these?

Maintenance and disposal

Hardware must be maintained. It might need to be fixed. It will depreciate and you need to have a process through which you can dispose of it when the time comes to do so. Please remember that e-waste cannot just be thrown into the rubbish bin. It must be disposed of safely and in an environmentally-friendly way.

Licensing and updates

Not all software will be free. Licensing could differ from app to app. You must ensure that updates happen regularly, and you need to have a procedure for new software that you want to buy.

Backup and storage

Backup and storage are extremely important. Do not run out of storage space; have someone check on this every week. All important documents, statements and results must be backed up offsite or in the cloud. This will also have financial implications that you need to consider.

Version control and file system architecture

Version control and file system architecture are critical if you want to ensure that the right file is in the right place at the right time. Don't leave this to chance; plan for it, and check that it is being done.

Safety and security, monitoring and protection

Make sure that all ICT is safe and secure, both from physical threats like theft and vandalism, and from virtual threats such as hackers and viruses. If you plan to use portable devices, you have to be able to monitor and protect them.

Ergonomics

Ergonomics is the study of people's efficiency in their work environment.

- Are the computer users sitting up straight and protecting their backs?
- Are they positioning their hands correctly and protecting their wrists?
- What have you set in place for learners or teachers with disabilities in terms of software or devices?

Other aspects of an ICT Management Policy

Online resources

The internet and online resources need careful attention.

Data use

This includes how much data can be used and by whom. If you have unlimited data, this is not a problem, but you will need to have the appropriate budget to keep paying for it. But if you have limited data, you will need to put in place some guidelines, particularly when it comes to downloads.

Off-limit websites

Decide which sites are off limits. Think carefully about this and consider what sort of appeal process you want to put in place to remove a site from the off-limits list.

Consider carefully which social media will be used and what guidelines there should be for its use.

App Stores and apps

Discuss the use of App Stores and which apps may be downloaded, and by whom.

Online safety

An important part of this component deals with online safety and all its subsections, such as cyberbullying, sharing online information and avoiding malicious sites.

Use of email

The use of email for academic and personal reasons also needs to be covered here.

ICT in the curriculum

You work in an educational institution. How you will use ICT in the curriculum and in related activities, like learning and teaching, is a very important section.

How the school uses ICT

A critical part of the plan is how your school wants to use ICT effectively and pedagogically. This must be spelled out clearly with plans for introducing ICT and then monitoring its use with clear pedagogical principles.

Group planning

ICT and alignment with the curriculum for each subject and all grades should not be left to individual teachers. It should be monitored and planned for by the ICT Team and teachers as a group.

Assessment with ICT and of ICT

The planning and use of ICT itself needs to be assessed, but assessment also can happen through ICT. You need to plan for both these aspects.

Learner progress

Learner progress can be recorded and reported on regularly. It would be useful to develop an annual plan that indicates this (as well as assessment) within the broader ICT Plan.

Professional Development

Each teacher's Professional Development is a critical part of the ICT Plan.

Continuous?

Continuous Professional Development should be planned for all teachers and managed by the ICT Team. Just to be clear though, continuous does **not** mean continual. Do not put in place a plan that keeps teachers forever learning new things. They must have time to use what they have learned, as well as complete all the other tasks teachers need to do.

When?

The Professional Development must be flexible so that the training schedule can be adjusted to respond to a specific need or interest.

Remember that Professional Development needs to happen after hours and cannot be scheduled or allowed for during class time. Various modes of delivery might make this more viable for teachers, for example, online courses or webinars, rather than just weekend, after-hours or holiday workshops.

Accredited?

Include only accredited training in your plan. Teachers need to earn Professiona Development Points, and adding in training that is not accredited takes away time from a teacher's very busy schedule.

Task
Write a draft ICT Management Policy for your classroom. Use the following headings. • Role-players and management structure • ICT Infrastructure • Online resources • ICT in the curriculum • Professional Development Evaluate your ICT Management Policy with this rubric. **ICT Management Policy Rubric**

Requirement	Evaluation
Role-players and management structure	
Roles and responsibilities	All stakeholders are identified. Yes ☐ No ☐ A management structure is included. Yes ☐ No ☐ A clear statement of who is responsible for each role is included. Yes ☐ No ☐
Access and Permissions	Administrative access to apps, data, network and devices is allocated. Yes ☐ No ☐ Permissions for online and offline content, devices and networks is provided. Yes ☐ No ☐

Audits	An audit policy including dates and roles is provided with: ☐ too little information ☐ all relevant information ☐ too much irrelevant information
Policy reviews	Policy review dates are provided. Yes ☐ No ☐
Budget	A figure is provided. Yes ☐ No ☐
ICT Infrastructure	
Setup and expansion	Devices are listed. Yes ☐ No ☐ Network details are noted. Yes ☐ No ☐ Connectivity information is provided. Yes ☐ No ☐ A list of software is provided. Yes ☐ No ☐ Plans for expansion are given with: ☐ too little information ☐ all relevant information ☐ too much irrelevant information

Technical issues	Suitable people are identified. Yes No ☐ ☐ Budget is allocated if necessary. Yes No ☐ ☐
Maintenance and disposal	A maintenance plan is included with: ☐ too little information ☐ all relevant information ☐ too much irrelevant information A device disposal plan is included. ☐ too little information ☐ all relevant information ☐ too much irrelevant information
Licencing and updates	A detailed schedule of all apps, licence terms and renewal information is included. Yes No ☐ ☐ A procedure for new app purchase is included. Yes No ☐ ☐
Backup and storage	A backup and storage plan is included with: ☐ too little information ☐ all relevant information ☐ too much irrelevant information

Version control and file system architecture.	A version control and file system architecture plan is included with: ☐ too little information ☐ all relevant information ☐ too much irrelevant information
Safety and security, monitoring and protection	A safety and security plan is included with: ☐ too little information ☐ all relevant information ☐ too much irrelevant information
Ergonomics	A guide on safe use of devices is included. Yes No ☐ ☐ An access plan for learners with disabilities is included. Yes No ☐ ☐
Internet resources	
Data use	A Data Use Statement is included with: ☐ too little information ☐ all relevant information ☐ too much irrelevant information
Off-limit sites	A list of off-limit sites is present with details as to why each is off limits. Yes No ☐ ☐

App Stores and apps	A statement on App Stores and their use is included with permissions information. Yes ☐ No ☐
Online safety	Guidelines on online safety, cyberbullying, sharing of information is included. Yes ☐ No ☐ Guidelines have: ☐ too little information ☐ all relevant information ☐ too much irrelevant information
Use of email	Guidelines on the use of email is included. Yes ☐ No ☐ Guidelines have: ☐ too little information ☐ all relevant information ☐ too much irrelevant information
ICT in the curriculum	
How the school uses ICT	A vision statement on how the school uses ICT effectively and in pedagogically sound ways is included with: ☐ too little information ☐ all relevant information ☐ too much irrelevant information

	There is a detailed plan for introducing ICT in a pedagogically sound way that has: ☐ too little information ☐ all relevant information ☐ too much irrelevant information
Group planning	There is a detailed plan for group planning per grade that has: ☐ too little information ☐ all relevant information ☐ too much irrelevant information
Assessment with ICT and of ICT	There is a detailed plan for assessing with ICT that has: ☐ too little information ☐ all relevant information ☐ too much irrelevant information There is a detailed plan for assessing the use of ICT that has: ☐ too little information ☐ all relevant information ☐ too much irrelevant information
Learner progress	There is a detailed plan for learner progress reporting that has: ☐ too little information ☐ all relevant information ☐ too much irrelevant information

Professional Development	There is a detailed plan for continuous accredited Professional Development that has: ☐ too little information ☐ all relevant information ☐ too much irrelevant information

How to mark your rubric		
Answer	**Mark**	**What to do**
Yes	1	You're good to go!
No	0	Please do this.
Too little information	½	Please add all relevant information.
All relevant information	1	You're good to go!
Too much irrelevant information	½	Edit your document for clarity and conciseness.

The ICT Implementation Plan

Developing the ICT Implementation Plan

The ICT Implementation Plan is the document that will outline how your school will implement ICT and continue to expand ICT based on what is outlined in the ICT Infrastructure section in your ICT Management Policy.

This document formalises what all stakeholders can monitor during the implementation.

The ICT Implementation Plan consists of four main elements.

1. Where you are now
2. Where you want to be
3. The Action Plan
4. Evaluation of the plan

Where you are now

Evaluate your current situation honestly using these categories as a guide.

Teaching and Learning

- What are the current practices that take place in your classrooms?
- How many teachers are using technology?
- How many teachers are using technology in ways that are not simply substitution or augmentation according to the SAMR model?
- What is being taught?
- How is it being taught?
- Does the way in which it is being taught give the desired results?

Technology

- What technology do you currently have in your school? (Computers, tablets and internet, secure storage, and security systems?)
- How much money do you have available?

People

- How much technological knowledge and how many technological skills do the stakeholders have?
- How many teachers are using technology? How many teachers are using technology in ways that are not simply substitution or augmentation according to the SAMR model?
- What is the level of the PedTech knowledge and skills of the teachers?
- What is the digital fluency level of the learners?

Where you want to be

- As a group of stakeholders, consider where you would like to be one year, three years and five years from now. This part of the Implementation Plan should not be rushed. You do not want to move to the next part to discover you missed something or left something out.
- Now set a budget for where you want to be. This should take into account what you currently have and what you can, in reality, get in the near future.

The Action Plan

Follow these steps to develop the Action Plan.

- Identify the Action Plan Coordinator whose responsibility it is to make sure that each task is completed on time and within budget so that the overall plan is achieved.
- Identify every task necessary to achieve what you want. Break larger tasks down into smaller tasks.
- Assign a budget to each task.
- Give a deadline for each task and each smaller task.
- Identify the person responsible for each task.
- Check that the budgets for each task when added together is still within the budget you set in the last phase of where you want to be.
- Write a monitoring and evaluation plan.
- Start!

Monitor and evaluate the plan

No plan is worth anything unless it is monitored and evaluated. This is done not to find fault, but to check that things are going according to plan, and that you have achieved your goal. Where necessary, steps can be put into place to fix things before they cause problems down the line.

Monitoring and evaluation will take place against the Action Plan that has been written.

Consider the following questions.

- How often will monitoring take place?
- Who will do it?
- What will you do with the information?

Once you have reached the goal, evaluate it against the criteria you set in the beginning. You can then learn from the experience and get ready for the next implementation project.

<table>
<tr><th colspan="2">Task</th></tr>
<tr><td colspan="2">• Use the four-step process we have outlined in developing an ICT Implementation Plan to write a draft Implementation Plan for a small-scale ICT Project for your classroom.
• Use the rubric below to evaluate your plan.

Implementation Plan Rubric</td></tr>
<tr><th>Requirement</th><th>Evaluation</th></tr>
<tr><td colspan="2">Where you are now</td></tr>
<tr><td>Evaluate your current situation honestly using these categories as a guide.</td><td>How well is each section covered? Does it have:
☐ too little information
☐ all relevant information
☐ too much irrelevant information</td></tr>
<tr><td colspan="2">Teaching and Learning</td></tr>
<tr><td>What are the current practices that take place in your classrooms?</td><td>All current practices are detailed.
Yes ☐ No ☐</td></tr>
</table>

How many teachers are using technology?	A number is provided. Yes ☐ No ☐
How many teachers are using technology in ways that are not simply substitution or augmentation according to the SAMR model?	A number is provided. Yes ☐ No ☐
What is being taught?	A detailed description is given with: ☐ too little information ☐ all relevant information ☐ too much irrelevant information
How is it being taught?	A detailed description is given with: ☐ too little information ☐ all relevant information ☐ too much irrelevant information
Does the way in which it is being taught give the desired results?	A detailed description is given with: ☐ too little information ☐ all relevant information ☐ too much irrelevant information
Technology	
What technology do you currently have in your school? (computers, tablets and internet, secure storage, and security systems)	A list of items with quantities is provided. Yes ☐ No ☐
How much money do you have available?	A figure is provided. Yes ☐ No ☐

People	
At what level are each of the stakeholders' technological knowledge and skills?	All stakeholders are identified. Yes ☐ No ☐ The level of technological skills is provided per stakeholder. Yes ☐ No ☐
How many teachers are using technology?	A number is provided. Yes ☐ No ☐
How many teachers are using technology in ways that are not simply substitution or augmentation according to the SAMR model?	A number is provided. Yes ☐ No ☐
What is the level of PedTech knowledge and skills of the teachers?	A detailed description is given with: ☐ too little information ☐ all relevant information ☐ too much irrelevant information
What is the digital fluency level of the learners?	A detailed description is given with: ☐ too little information ☐ all relevant information ☐ too much irrelevant information

Where you want to be	
Consider where you would like to be one year, three years and five years from now.	There is a one-year forecast. Yes ☐ No ☐ There is a three-year forecast. Yes ☐ No ☐ There is a five-year forecast. Yes ☐ No ☐ A detailed description is given with: ☐ too little information ☐ all relevant information ☐ too much irrelevant information All stakeholders have been included. Yes ☐ No ☐
Set a budget for where you want to be.	A budget figure that matches the intention described above is given. Yes ☐ No ☐
The Action Plan	
Identify the Action Plan Coordinator.	A person is identified. Yes ☐ No ☐
Identify every task necessary to achieve what you want. Break larger tasks down into smaller tasks.	Each task is listed and suitably broken down. Yes ☐ No ☐

Assign a budget to each task.	A budget is assigned for each task. Yes ☐ No ☐
Give a deadline for each task and each smaller task.	A date is assigned for each task. Yes ☐ No ☐
Identify the person responsible for each task.	A person is assigned to each task. Yes ☐ No ☐
Check that the budget for each task when added together is still within the budget you set in the last phase of where you want to be.	The total of the various budgets matches the overall budget. Yes ☐ No ☐
Write a monitoring and evaluation plan.	There is a monitoring plan stating who will monitor, when it will be done, how it will be reported and what will be done with the report. Yes ☐ No ☐
	There is an evaluation plan stating who will evaluate, how it will be reported and what will be done with the report. Yes ☐ No ☐
Start!	There is a clear start date. Yes ☐ No ☐

How to mark your rubric		
Answer	**Mark**	**What to do**
Yes	1	You're good to go!
No	0	Please do this.
Too little information	1/2	Please add all relevant information.
All relevant information	1	You're good to go!
Too much irrelevant information	1/2	Edit your document for clarity and conciseness.

The ICT Acceptable Use Policy

Components of the ICT AUP

An Acceptable Use Policy (AUP) has three functions.

1. An AUP helps users understand what is expected of them when they are using ICT. It is a set of guidelines of what behaviour is acceptable and what is not. It applies to how users use the internet, hardware, software and networks.
2. It provides guidelines that encourage users to become independent, ethical, and responsible users of ICT. It encourages Good Citizenship.
3. It keeps the users, especially the learners, and the data safe.

It is important that everyone who agrees to an AUP understands that it is **not a set of rules** for the breaking of which they will be punished. It is not a punitive document. Rather, it is a set of guidelines that they can use to teach themselves about the acceptable use of ICT.

The focus of an AUP is on what you want the ICT implementation in a school to achieve every day. It serves to enhance learning, and it should be a helpful resource to which teachers and learners can refer.

Core categories in an AUP

The following table provides the core categories found in an AUP. Your context may require more or fewer of these.

1. Content	2. Data use	3. Safety and Security	4. Social media	5. Devices	6. Sanctions
• What is defined as acceptable? • Games? • Internet browsing? • How to deal with copyright and plagiarism?	• What are the limitations? • What types of downloads? • How to be aware of possible viruses? • Is personal use acceptable?	• How will you deal with data and personal information? • What about passwords? • How to protect your system against computer viruses? • How to prevent cyber bullying	• What is acceptable? • When may it be accessed?	• Care, what and when? • Maintenance, what and when? • May personal devices be used?	• What will happen in the case of a serious breach?

Guidelines for writing an AUP

There are three key guidelines to bear in mind when you are writing an AUP.

1. Make it user-friendly.
2. Write statements that are clear and specific.
3. Use plain language.

Task

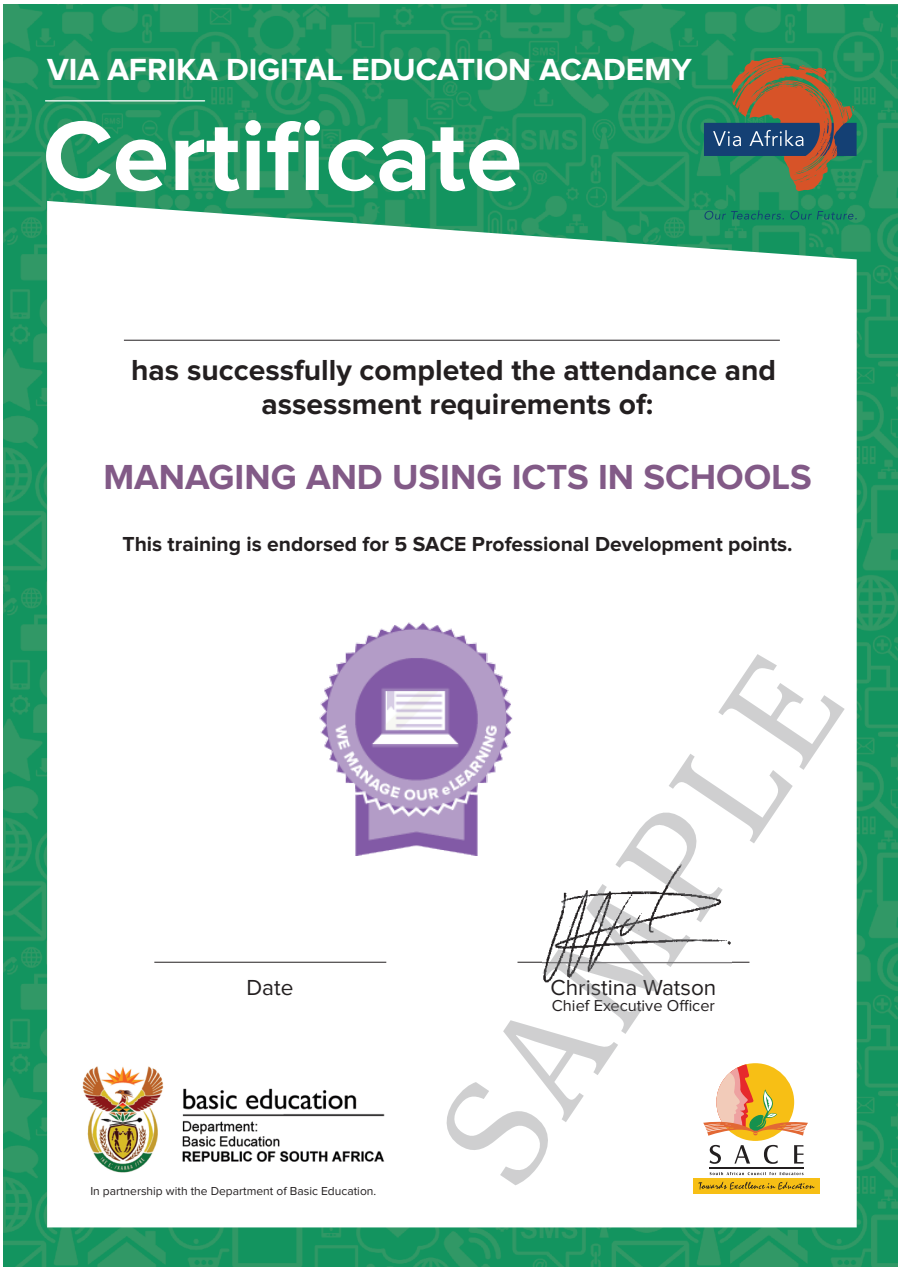
- Develop a draft ICT Acceptable Use Policy for your classroom. Follow these steps.
- Identify the categories you will include.
- Prepare the Acceptable Use Statement for each.
- Discuss the draft AUP with your learners.
- Rework the AUP based on your discussions.
- Discuss the second draft of your AUP with your Head of Department.
- Evaluate the AUP against these criteria.
  - Language and layout is user-friendly.
  - Statements are clear and specific.
  - Plain language is used, allowing the reader to read and act with understanding after one reading.
- Write your final draft.

(Note, we have left parents out of this activity, but in a real school situation they must be included.)

About the Final Assessment

At the end of this training session, you will be asked to complete the Final Assessment.

If you complete the Final Assessment successfully, you will qualify for your virtual badge and certificate. You can see a sample here.



Final Assessment

Indicate the ONE correct response for each question.	
1	Learner-centredness only applies to classroom activities, not to ICT Policies.
a	True
b	False
2	Managing ICT means getting the most appropriate ICTs in the hands of learners and teachers.
a	True
b	False
3	Managing ICT means keeping learners safe from bullying and inappropriate contact from adults.
a	True
b	False
4	Parents are not meant to be part of the ICT Policy discussions.
a	True
b	False
5	Three policies that are needed for managing ICT in a school are: The ICT Management Policy, The ICT Indoctrination Plan, The ICT AUP.
a	True
b	False
6	One principal of a user-friendly ICT Policy is that it is written in plain language.
a	True
b	False
7	It is best to limit the number of stakeholders in policy discussions to the School Management Team and the School Governing Body.
a	True
b	False

Final Assessment (continued)	
Indicate the ONE correct response for each question.	
8	The ICT Policy must clearly identify roles and responsibilities.
a	True
b	False
9	Learners have no role in ICT Policy making.
a	True
b	False
10	Teacher Professional Development is an important part of an ICT Management Plan.
a	True
b	False
11	Online resources should be excluded from an ICT Management Plan.
a	True
b	False
12	PedTech is a way of talking about using technology in education.
a	True
b	False
13	Another name for the Action Plan Coordinator is a Project Manager.
a	True
b	False
14	When writing an Action Plan it is always advisable to limit the number of tasks.
a	True
b	False
15	The function of the AUP is to lead to positive citizenship and encourage learning while using ICT safely and correctly in the school environment.
a	True
b	False

Additional Resources

Samples, tips and templates

PDST eLearning Plan Templates https://tinyurl.com/mrsv55yd
Webwise AUP Guidelines https://www.webwise.ie/aup-2/
Virtual Learning Network NZ https://tinyurl.com/3r4xfnxs
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