

FACULTY OF EDUCATION



Dr André du Plessis

**NMMU Emerging  
Engagement Award**

**Application**

**2012**

**ICT in Schools Project**

**PLEASE VISIT:** [www.nmmu.ac.za/helpingteachers/individualprojectduplessis](http://www.nmmu.ac.za/helpingteachers/individualprojectduplessis)

1. **Name of Applicant:** Dr A. du Plessis
2. **Names of Team Members:** Professor Paul Webb, Vernon Naidoo, Renita Affat and Eldridge van der Westhuizen.
3. **Indicate the Award Category being applied for**

3.1.	NMMU Engagement Excellence Award	
3.2.	NMMU Engagement Excellence Team Award	
3.3.	NMMU Emerging Engagement Award	X

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[www.nmmu.ac.za/helpingteachers/individualprojectduplessis](http://www.nmmu.ac.za/helpingteachers/individualprojectduplessis)

in order to obtain a more comprehensive picture. This online website provides all the Appendices refer to in a comprehensive manner.

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#### 4. Nature of the engagement activity/project

Provide a brief summary of the engagement activity/project being reported on. The summary should provide details on the nature of the activity, its aims and objectives, the internal and external partners, and the expected outcomes. Also indicate which of the four engagement categories these activities are linked to i.e. Community Service and Outreach, Engagement through Teaching and Learning etc. (Maximum of 400 words)

##### **The Integrated Schools ICT Development and Improvement Project**

This project aims at the promotion of more effective ICT school usage for management, administration as well as introducing ICTs for teaching and learning. It is designed to allow schools (teachers and learners) to identify and act on problems they identify related to ICT usage.

During meetings of the Nelson Mandela Metropolitan University's Centre for Educational Research Technology and Innovation (CERTI) throughout 2007, teachers and principals who are part of the Science Mathematics Information in Schools (SMIS) and Hermann Ohlthaver Trust project, voiced their concerns and needs related to computers, e.g. the Internet has to be introduced to teachers and learners, but teachers do not have access to the Internet, nor do they know how to introduce the Internet, or how to implement Internet or related strategies in teaching and learning.

As a result of the above, the following aims emerged:

- \* To develop a strategy (Cyberhunts) to introduce the participating teachers to the Internet in an integrative manner.
- \* To establish what the problems, concerns and barriers are that mitigate against the implementation and integration of the Cyberhunts as an ICT learning and teaching strategy and how the identified barriers can be addressed.
- \* To establish, on a continuous basis, how participants experienced the professional training development process used to prepare them for Cyberhunt implementation in order to address teacher needs during the process with a view to make any necessary changes and to assist with future planning and teacher development-training sessions.
- \* To ascertain whether the Cyberhunt approach can address the critical outcomes of the South African National Curriculum Statement.
- \* To establish to what extent the Cyberhunt approach can enhance motivation and interest in teachers as well as collaboration

It was also envisaged that the research findings would make a contribution towards computer technology integration within the curriculum at the participating schools and that the participating teachers would serve to inform the debate and contribute to future teacher development programs related to ICT. These outcomes were sought, as it has been argued that Cyberhunts have the potential to address the development of the critical outcomes that form the basis of Outcomes Based Education (OBE) as indicated in Curriculum 2005 (1997), the

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Revised National Curriculum Statement (Department of Education, 2002), the Paper on e-Learning (Department of Education, 2004) and the current National Curriculum Statement (NCS) in South Africa.

The project and related research is linked to all four of the NMMU engagement categories. The YELLOW highlighted aspects (see table below) indicate the links.

Outreach & Community Service	Professional/Discipline Based Service Provision	Teaching and Learning	Research and Scholarship
<ul style="list-style-type: none"> <li>Graduate Placement</li> <li>Networking and Partnership Development</li> <li>Open Days/Careers Fairs</li> <li>Clinical Service</li> <li>Non-disciplined based volunteerism</li> <li>Media Consultation</li> <li>Outreach programmes to under serviced communities</li> <li>Winter Schools</li> <li>Counseling Services</li> <li>Socio-cultural activities</li> </ul>	<ul style="list-style-type: none"> <li>Consulting and professional services</li> <li>Partner in socio-economic projects</li> <li>Contribute to public debate/Conferences</li> <li>Partnerships with local and national agencies</li> <li>Research based policy recommendations</li> <li>Expert testimony</li> <li>Public scholarship</li> <li>Technology Commercialisation</li> </ul>	<ul style="list-style-type: none"> <li>Service Learning</li> <li>Work-integrated/Based learning/Clinical Practice</li> <li>Discipline related Volunteerism</li> <li>CPD/Customised Programmes/SLP's</li> <li>Part-time off-campus programmes</li> <li>Project based learning</li> <li>Internships</li> <li>Clinical Practical Conferences</li> </ul>	<ul style="list-style-type: none"> <li>Participatory</li> <li>Action Research</li> <li>Applied Research</li> <li>Collaborative Research</li> <li>Professional Services</li> <li>Technology Transfer</li> <li>Contract Research</li> <li>Evaluation and Impact studies</li> <li>Problem analysis and solving.</li> </ul>

## REFERENCES

- Department of Education [DOE] (1997). *Curriculum 2005: Lifelong Learning for the 21<sup>st</sup> Century - A User's Guide*. Retrieved March 31, 2002 from <http://www.polity.org.za/govdocs/misc/curr2005.html>
- Department of Education [DOE] (2002). *Strategy for Information and Communication Technology in Education* [SICTE]. Department of Education and Department of Communications 22 January 2002 Retrieved March 3, 2002 from <http://education.pwv.gov.za/teli2/ICT%20strategy.htm>
- Department of Education [DOE] (2003). *Transforming Learning and Teaching through Information and Communication Technologies. (Draft White Paper on e-Education of September 2003)*. Retrieved February, 22, 2008 from [www.info.gov.za/whitepapers/2003/e-education.pdf](http://www.info.gov.za/whitepapers/2003/e-education.pdf)
- Department of Education [DOE] (2004). *Transforming Learning and Teaching through Information and Communication Technologies. (Draft White Paper on e-Education, Government Gazette, 246 August 2004): Gazetted Version*. Retrieved February, 25, 2008 from [http://www.polity.org.za/attachment.php?aa\\_id=1528](http://www.polity.org.za/attachment.php?aa_id=1528)

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## 5. **Assessment Criteria**

Motivate stating how you meet the criteria for the award for which you are applying. Refer to the Assessment Criteria section of the application form above for the information you have to provide under each criteria.

### 5.1. **Criteria 1**

#### **The impact and significance of the engagement activity.**

The project in its current form has run since January 2008 as a four year intervention strategy with a cohort of 5 schools (three primary and two high schools). Another primary school and two high schools were added at the end of 2011. The project has been funded by Absa (2008 to 2009) and the Hermann Ohlthaver Trust in 2009 to 2011. Much of the impact of these activities were realised in 2010 and 2011.

#### **During these two years the impact and significance of the project is signified by:**

- \* The close working relationship developed with the Department of Education (See Appendix 1)
- \* Working with a core group of five schools and 40 teachers, plus engaging with schools which were not originally on the designated list at their request
- \* Establishing 'line of site' internet connection to eight schools (five of the schools were equipped with 20 computers each via an earlier linked project, and three schools which already had computer facilities in collaboration with the Radisson Blu Hotel (See Appendix 2) and their general manager director, Mr Clive van Oudtshoorn.
- \* A research study that underpinned the project that resulted in a PhD and MEd study in progress studies (See Appendix 3) and a MEd support site for education students (See Appendix 4 or visit <http://tutor.nmmu.ac.za/med/index.htm>)
- \* Three articles in accredited journals, one paper published in conference proceedings AND four conference presentations (See below):

#### **ACCREDITED JOURNALS**

Du Plessis, A., & Webb, P. (accepted and in press). **A teacher proposed heuristic for ICT professional teacher development and implementation in the South African context.** *Turkish Online Journal of Educational Technology.*

Du Plessis, A., & Webb, P. (2012). **Digital immigrant teacher perceptions of an extended Cyberhunt strategy.** *Australasian Journal of Educational Technology*, 28(2), 341-363.

Du Plessis, A., & Webb, P. (2011). **An extended Cyberhunts strategy: Learner centred learning-by-design.** *Australasian Journal of Educational Technology*, 27(7), 1190-1207.

Du Plessis, A. & Webb, P. (2011). **An extended 'learning by design' framework based on learner perceptions.** *African Journal of Research in Mathematics, Science and Technology Education*, 15(2), 16-29.

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### CONFERENCE PROCEEDINGS

Du Plessis, A. & Webb, P. (2010). **The CRAR<sup>3</sup>FS<sup>2</sup> framework for developing teachers' ICT skills for Science Education through Cyberhunts.** *Socio-cultural and Human Values in Science and Technology Education, IOSTE 15 Symposium, Bled, Slovenia.* 361-371.

### CONFERENCE PRESENTATIONS

Du Plessis, A. & Webb, P. (2011). **Internet learning through learners as designers of Extended Cyberhunts: A South African Developed Strategy.** *Africa Higher-Ed ICT Conference, Johannesburg, South Africa.* 30-31 March 2011.

Du Plessis, A. (2010). **Action Research might hold the key to improving teachers' mathematics practices.** *AMESA 2010 Mathematics Conference.* Port Elizabeth, South Africa. May 2010.

Du Plessis, A. (2009). **The WA (Way Ahead framework) & SMART CRAR<sup>3</sup>FS<sup>2</sup> framework for developing teachers.** Presentation for the Department in Education LAIS Conference, East London, South Africa. December 2009.

Du Plessis, A. & Webb, P. (2009). **The CRAR<sup>3</sup>FS<sup>2</sup> framework for developing teachers' ICT skills for e-Education.** *Walter Sisulu University E-Learning Conference.* East London, South Africa. 3-4 November 2009.

\* The design of one SLP

\* Further initiatives with the Department of Education: Wiki Project

The activities of the project contribute to the NMMU vision of being a values-driven university, optimising the potential of our education communities by contributing to their transformation and development in terms of their needs. The ICT intervention is a national imperative (Department of Education, 2004). The research studies undertaken support the NMMU's mission to be both an engaged university that serves the needs of its diverse communities and which provides academic and support staff access to research and community engagement projects. The project contributes to understandings of better school ICT usage and ICT administration, as well as to using ICT for teaching and learning. The supported research components of the project have led to further initiatives such as a WIKI Teacher Project that has been started in Port Elizabeth and East London and that will be rolled out further towards the end of 2012 in collaboration with the DOE in East London - Dr Drik Greef. This project has also assisted in developing research capacity of staff and students.

The focus of the project is to align with the vision and mission of the NMMU, i.e. being "a dynamic African university, recognised for its leadership in generating cutting-edge knowledge for a sustainable future", as well as its mission "to provide a vibrant, stimulating and richly diverse environment that enables staff and students to reach their full potential". The project specifically aims at contributing to more functional ICT usage in schools.

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## 5.2. Criteria 2

### The intellectual endeavors contributed by the engagement activity.

The knowledge applied was as a result of previous endeavours as well as engaging with the literature pertaining to ICT, including theoretical perspectives. The technological expertise required to connect schools to the internet and the training of the participating teachers was provided by myself. ICT services assisted and here Mr Eldridge van der Westhuizen and Mr Steve Viljoen played a vital role with the technical aspects. The project also allowed for the development of one SLP related to ICT in Education.

Contributions were made to the body of knowledge in terms of one PhD (See Appendix 3) on ICT in Education (the integration of technology in schools - A du Plessis), as well as papers that were published in accredited journals which focused on ICT in Schools. Presentations were also made during Conferences and in Published Conference Proceedings (See below):

#### ACCREDITED JOURNALS

Du Plessis, A., & Webb, P. (accepted and in press). **A teacher proposed heuristic for ICT professional teacher development and implementation in the South African context.** Turkish Online Journal of Educational Technology.

Du Plessis, A., & Webb, P. (2012). **Digital immigrant teacher perceptions of an extended Cyberhunt strategy.** Australasian Journal of Educational Technology, 28(2), 341-363.

Du Plessis, A., & Webb, P. (2011). **An extended Cyberhunts strategy: Learner centred learning-by-design.** Australasian Journal of Educational Technology, 27(7), 1190-1207.

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#### CONFERENCE PROCEEDINGS

Du Plessis, A. & Webb, P. (2010). **The CRAR<sup>3</sup>FS<sup>2</sup> framework for developing teachers' ICT skills for Science Education through Cyberhunts.** Socio-cultural and Human Values in Science and Technology Education, IOSTE 15 Symposium, Bled, Slovenia. 361-371.

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Du Plessis, A. & Webb, P. (2011). **Internet learning through learners as designers of Extended Cyberhunts: A South African Developed Strategy.** Africa Higher-Ed ICT Conference, Johannesburg, South Africa. 30-31 March 2011.

Du Plessis, A. (2010). **Action Research might hold the key to improving teachers' mathematics practices.** AMESA 2010 Mathematics Conference. Port Elizabeth, South Africa. May 2010.

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Du Plessis, A. (2009). **The WA (Way Ahead framework) & SMART CRAR<sup>3</sup>FS<sup>2</sup> framework for developing teachers**. Presentation for the Department in Education LAIS Conference, East London, South Africa. December 2009.

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The project is creative and innovative, as it makes use of the latest knowledge and practical applications in ICT in Education. The project also has a mentoring teacher professional development side, as the heuristic and developed strategies seem to be replicable and can be taken over by departments of education for their own Professional Development Programmes. This initiative has also started to have an influence on the re-circulation of the Education Faculty's programmes, as it enables the faculty to ascertain where the needs are related to teacher education with specific reference to ICTs, i.e. thinking how we should prepare and empower our prospective students in the faculty.

**The ICT involvement has also assisted with the creation and development of several new initiatives, such as:**

- \* The creation of an online Academic Journal for the Faculty of Education at the NMMU - Educational Research for Social Change [ERSC] - myself being the finder, a co-editor and the web master (See Appendix 5). The live site is available at <http://ersc.nmmu.ac.za>
- \* The establishment of our Twitter page (<https://twitter.com/#!/erscnmmu>)
- \* The establishment of our Faculty MEd research web site to assist students and staff (<http://tutor.nmmu.ac.za/med/index.htm>)
- \* Being a regional committee member and the webmaster of the international IOSTE (International Organisation for Science and Technology Education). (<http://www.ioste.org>).
- \* Assisting to contribute to the process in developing HUBS in the Education Faculty - Providing a presentation how theory used in this project can be related to the HUB initiative

### 5.3. Criteria 3

#### Communication and dissemination of knowledge and expertise.

In the previous 'Assessment Criteria' Sections, it have been indicated that various research disseminations have occurred on a wide spectrum: i.e. through publications in accredited journals and conference presentations and proceedings (Papers, Conference proceedings AND Conference presentations). These disseminations are indicated below:

##### ACCREDITED JOURNALS

Du Plessis, A., & Webb, P. (accepted and in press). **A teacher proposed heuristic for ICT professional teacher development and implementation in the South African context.** *Turkish Online Journal of Educational Technology.*

Du Plessis, A., & Webb, P. (2012). **Digital immigrant teacher perceptions of an extended Cyberhunt strategy.** *Australasian Journal of Educational Technology*, 28(2), 341-363.

Du Plessis, A., & Webb, P. (2011). **An extended Cyberhunts strategy: Learner centred learning-by-design.** *Australasian Journal of Educational Technology*, 27(7), 1190-1207.

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Du Plessis, A. & Webb, P. (2010). **The CRAR<sup>3</sup>FS<sup>2</sup> framework for developing teachers' ICT skills for Science Education through Cyberhunts.** *Socio-cultural and Human Values in Science and Technology Education, IOSTE 15 Symposium, Bled, Slovenia.* 361-371.

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Du Plessis, A. (2010). **Action Research might hold the key to improving teachers' mathematics practices.** *AMESA 2010 Mathematics Conference.* Port Elizabeth, South Africa. May 2010.

Du Plessis, A. (2009). **The WA (Way Ahead framework) & SMART CRAR<sup>3</sup>FS<sup>2</sup> framework for developing teachers.** Presentation for the Department in Education LAIS Conference, East London, South Africa. December 2009.

Du Plessis, A. & Webb, P. (2009). **The CRAR<sup>3</sup>FS<sup>2</sup> framework for developing teachers' ICT skills for e-Education.** *Walter Sisulu University E-Learning Conference.* East London, South Africa. 3-4 November 2009.

A PhD study related to the project is also available online from the NMMU library and the endeavours have been reported to the donors on a regular basis. Mr Alan Appel of the Hermann Ohlthaver Trust has visited us in April 2011 and has subsequently donated more funding towards the ICT project. Reports have also been provided on a regular basis to the Hermann Ohlthaver Trust (If online, [click here for 2010 report](#) AND [here for 2011 report](#)) [Or see Appendices 6 and 7)

As a result of our initiative, I was invited as a key speaker at the Africa Higher Ed ICT Conference in March 2011 in Johannesburg. I also chaired the conference. The organiser was very impressed about my chairing skills as well as my presentation (If online, [click here](#)).

The progress of our initiative is also shared with the Faculty of Education on a regular basis, especially during our semester Hub Colloquiums.

The project has ethical approval from the NMMU Ethics Committee and we have always worked closely with the Department of Education.

A personal website containing what I am busy with (If online, [click here](#)), as well as an online website regarding the developed Cyberhunt strategy to be explored by anyone (If online, [click here](#)) have been made available online (If online, [click here for an image of the site](#)).

#### 5.4. Criteria 4

##### **The strategic importance of the role performed by the individual/team.**

The project was conceptualised and designed by Dr Andre' du Plessis in collaboration with Professor Paul Webb (See Appendix 8). Prof Webb presented the project proposal to the Dell Foundation, ABSA, the DG Murray Trust and the Herman Ohlthaver Trust. Prof Webb facilitated the donation of 120 computers from the Dell Foundation for six schools during an earlier project. Five of these schools were provided with line of sight Internet connectivity during 2011. Professor Webb also promoted me as PhD student and takes the final responsibility for the ICT project. The Wiki part has been formally proposed to Dr Drik Greef of the DOE (If online, [click here for the presentation](#)).

Vernon Naidoo was the CERTI Project Manager and took responsibility to assist with the administrative and logistical aspects pertaining to the ICT intervention. He was the 'face' of the project in schools and the Department of Education. He facilitated all workshops, meetings, ceremonies, strategic planning sessions, etc., and placed order, booked venues, and made travel arrangements.

Dr André du Plessis (me) trained the teachers in internet and ICT use in schools and was the leader in terms of facilitating line of sight connectivity from NMMU to the participating schools (See Appendix 9). The teacher training programme used, emanated from my PhD study on IT in schools that was undertaken during the engagement activities using the Dell donated computers that preceded this particular project.

I have written a number of papers on these findings (These papers and presentations were indicated in previous sections). Another paper is currently awaiting feedback from the editors. I am also currently the supervisor of a Uitenhage DoE district office official's MED study on use of laptop computers in multi-grade schools (2011-2012), another research project which emanated as a result of my engagement.

Renita Affat of the NMMU Trust has facilitated contact with appropriate donors, chased up payments, monitored the effects of the programme, and has been a source of encouragement and strength throughout the ICT aspect of the project.

The partnerships that have developed from this project are primarily with the DoE and other local entities. Our relationship with the Port Elizabeth district office via Dr Nyathi Ntsiko of the DOE is sound, as well as with the provincial office - Dr Drik Greeff (See Appendix 1). We have also established sound cooperation with the Radisson Blu Hotel – Mr Clive van Oudtshoorn.

## 5.5. Criteria 5

### The extent to which the engagement activities are acknowledged/recognized.

The achievements of the project are recognised by the Department of Education, in particular the Port Elizabeth District Office and the Provincial Office (If online, [click here](#)). The project has formed a highly effective co-operative relationship and as a result I was asked to assist with the WIKI initiative (see <http://ictschools.wikispaces.com>). The ICT project has also been recognised by Individual schools showing their appreciation (See Appendix 10), as well as by the press (See Appendix 9).

Below is an extract from an interview with a teacher at one of the five schools.

*"I don't think justice is done in terms of us acknowledging and appreciating your efforts. We didn't do much. I can't recall we even wrote you a letter saying thank you. I think you just pitched up here and said ok and even from that day there was hope for us and I knew you would come through for us. You didn't leave us with nothing. Whatever you say is different and that means a lot especially when I have to report to staff. I told them we going to get computers and internet. I just knew it was going to happen. You deliver. You are hands on and practical and personality you try and understand and you are not difficult to work with and I enjoy working with you. Even the people you send. Helpful, informative. You don't demand what we can't deliver. You inform us early about the visitation so we can't have an excuse."*

From the above, it seems that the participating schools really appreciate my involvement.

I am also involved in the development of learners in under privileged township schools. I have started to assist them with developing email accounts and the use of email. I also introduced the Internet to them and they are working in groups to create Cyberhunts in areas in the Science curriculum pertaining to science aspects that they struggle with. See their comments about the project from their emails as indicated in Appendix 11. Prof Webb alerted Renita Affat of the NMMU Trust and Mr Alan Apple of the Hermann Ohlthaver Trust to show that we are making a difference in learners' lives (See Appendix 11).

I also received a letter of a fellow academic from Rhodes University, congratulating me on the outreach and my research and presentation related to this endeavour (See Appendix 12).

## 5.6. Criteria 6

### **The integration of engagement into the core academic functions.**

This engagement project is primarily an outreach programme to under serviced disadvantaged communities. It includes partnerships in socio-economic projects with the DoE and the private sector and has contributed to public debate and conferences, including newspaper reports. Also, as noted earlier, the engagement activities of this project are integrated with teaching and learning and with research – covering all aspects pertaining to the NMMU engagement categories. The positive impact of this engagement project becomes evident from research, as indicated previously - many papers have been published and a PhD degree has been earned. Research studies have also included the generative use of ICTs in current disadvantaged schools.

My involvement in research and engagement has also been recognised by the Faculty of Education and the NMMU as was awarded Emerging Teacher of The Year, Faculty Teacher of the Year and NMMU Teacher of the Year in 2010 and 2011.

Below are letters of support regarding my teaching, leadership and engagement from:

- \* Prof Paul Webb (See Appendix 13)
- \* Prof Hugh Glover (See Appendix 14)
- \* Prof Naydene de Lange (See Appendix 15)

## 5.7. Criteria 7

**In the case of engagement through research and scholarship, the information referred to under Assessment Criteria (Criteria 7), where applicable needs to be provided.**

The methodological designs ranged from case studies using mixed research: qualitative and quantitative data. The quantitative data were rigorously treated statistically and revealed statistically and practically significant differences for different treatments (see PhD and published papers). The findings have been disseminated by means of official reports to the donors and Department of Education as well as to the participating principals and staff who attended a special dissemination meeting. A PhD, conference presentations and proceedings, and articles in accredited journals have been produced from the generated data gathering tools. The research seems not only to be in line with the NMMU research themes at the time when the research and engagement commenced, but seems also to be in line with the newly revised institutional research themes.

### ACCREDITED JOURNALS

Du Plessis, A., & Webb, P. (accepted and in press). **A teacher proposed heuristic for ICT professional teacher development and implementation in the South African context.** *Turkish Online Journal of Educational Technology.*

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### CONFERENCE PRESENTATIONS

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#### PhD

Du Plessis, A. (2010). **The introduction of Cyberhunts as a teaching and learning strategy to guide teachers towards the integration of computer technology in schools**. Unpublished Thesis. Nelson Mandela Metropolitan University, Port Elizabeth, South Africa.

## 6. Contacts

Provide the names and details of internal and external stakeholders/partners that can be contacted.

The names and details of internal and external stakeholders/partners that can be contacted:

\* **Dr Nyathi Ntsiko**, Director, Port Elizabeth District Office, Department of Education

[Annetjie.Barnard@edu.ecprov.gov.za](mailto:Annetjie.Barnard@edu.ecprov.gov.za)

Tel: 041 403 4400 (Secretary)

\* **Prof Kotie Grove & Renita Affat**, NMMU Trust

[kotie.nmmut@mweb.co.za](mailto:kotie.nmmut@mweb.co.za)

Cell: 0836275488

\* **Prof Denise Zinn**, Dean of Education, NMMU

[denise.zinn@nmmu.ac.za](mailto:denise.zinn@nmmu.ac.za)

Tel: 0415042953 (secretary)

\* **Prof Paul Webb**, CERTI

[Paul.webb@nmmu.ac.za](mailto:Paul.webb@nmmu.ac.za)

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7. Attach a Portfolio of evidence and supporting documents linked to the above criteria

**PLEASE VISIT:** [www.nmmu.ac.za/helpingteachers/individualprojectduplessis](http://www.nmmu.ac.za/helpingteachers/individualprojectduplessis)

8. Please confirm that all the information provided is correct by signing your application

Name: Dr Andre' du Plessis

Signature:

**PLEASE VISIT:** [www.nmmu.ac.za/helpingteachers/individualprojectduplessis](http://www.nmmu.ac.za/helpingteachers/individualprojectduplessis)

# APPENDIX 1: APPRECIATION OF DEPARTMENT OF EDUCATION




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**Curriculum Information Management**

Steve Vukile Tshwete Complex, Zone 6 Zwellitsha, 5608, Private Bag X0032, Bhisho, 5605  
REPUBLIC OF SOUTH AFRICA, Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za) E-mail: [drik.greeff@gmail.com](mailto:drik.greeff@gmail.com)

Ref. No:	André du Plessis	Tel.:	083 763 8327
Enquiries:	HP Greeff	Fax:	086 615 4459

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**TO: TO WHOM IT MAY CONCERN**

**FROM: CHIEF EDUCATION SPECIALIST (CES): eLEARNING & CURRICULUM INFORMATION MANAGEMENT SYSTEMS  
DR. H.P. GREEFF**

**SUBJECT: DR. ANDRÉ DU PLESSIS**

**DATE: 27 JULY 2011**

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It is with great pleasure that the undersigned testifies in favour of Dr. André du Plessis.

Dr. Du Plessis showed a keen interest in education over the past years. He contacted me, as webmaster of the Curriculum website of the Eastern Cape Department of Education (ECDoE), regularly regarding educational policies and material in order to ensure that his own tuition is in line with official educational policies.

In 2011 Dr. Du Plessis created the Wikispaces Internet platform where teachers from the Eastern Cape could share their teaching and learning material with their colleagues and learners. Although it was meant for teachers from the Eastern Cape, this invaluable educational resource is available to teachers anywhere in the world. This website is an innovative, educational application of software and it has the potential to benefit education in the Eastern Cape, as well as in South Africa.

Dr. Du Plessis works closely with the Department of Education, because he regards the Wikispaces Project as a joint venture. He acknowledges the role the Department of Education and we worked together in planning and organizing the workshops that were conducted by him. He has good facilitation skills and interpersonal relationships and as a result the teachers enjoyed the workshops.

Dr. Du Plessis motivates the teachers he works with and his untiring zest and enthusiasm serve as an example to everybody.

My best wishes accompany him.

**HP GREEFF (BA, Ph D, HDE)**  
eLEARNING & CURRICULUM INFORMATION MANAGEMENT SYSTEMS

## APPENDIX 2: WIRELESS INTERNET PROJECT (WINP)

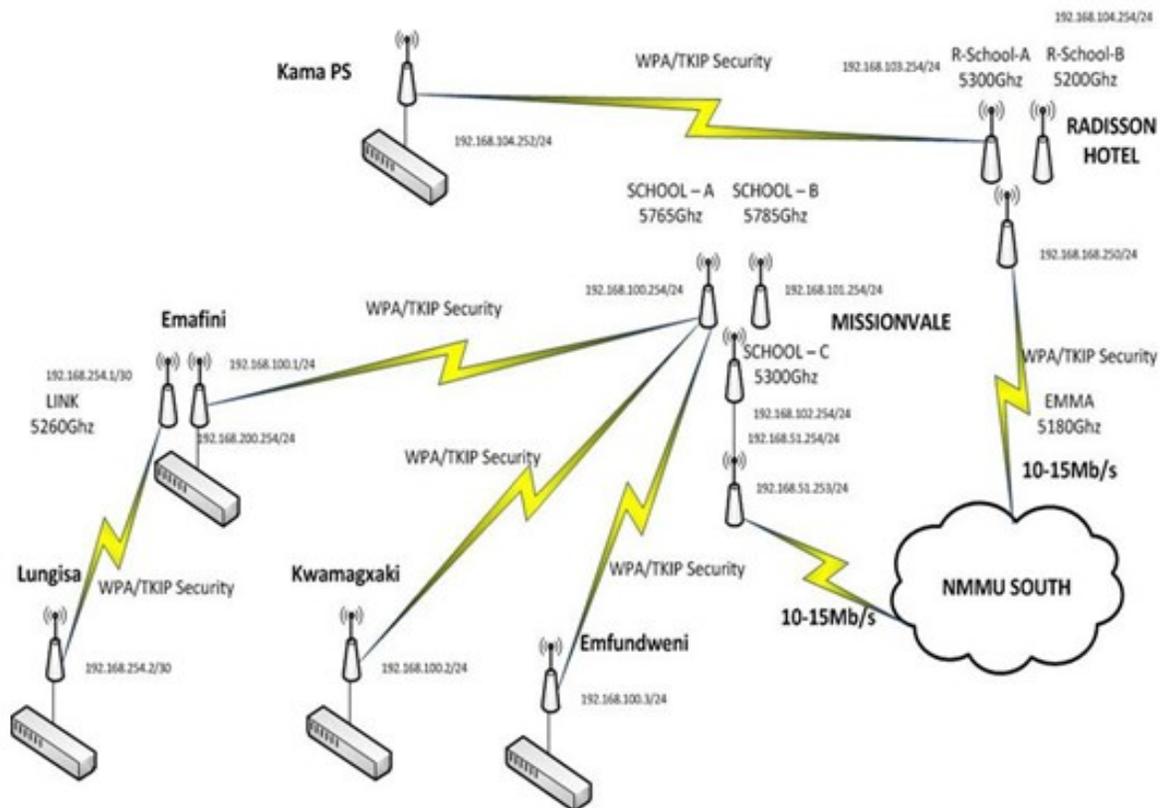
### Wireless Internet Network Project (WINP)

Linking disadvantaged schools in Port Elizabeth sponsored by the Hermann Ohlthaver Trust

- Kwamagaxki High
- Lungisa High
- Emafini Primary
- Emfundweni Primary
- Kama Primary
- Paterson High
- Woolhope High
- Malabar Primary

[Click here](#) for a full page display of the below

### MISSIONVALE – SCHOOLS INTERNET PROJECT



## **APPENDIX 3: RESEARCH RELATED PHD and MEd**

### **PhD**

Du Plessis, A. (2010). **The introduction of Cyberhunts as a teaching and learning strategy to guide teachers towards the integration of computer technology in schools**

### **Research masters**

Subramanien, B. (in progress). Multi-Grade Teachers use of ICTs

# APPENDIX 4: MED SUPPORTIVE WEBSITE



## MEd Research Group 2010

Homepage
Booklet for M's & D's
Role of Student
Searching: Using Google
Electronic Library resources
Academic Skills
How to Start
Literature Readings: ICT
Methodology Readings
Web Resource Links
The Proposal
Proposal: Examples
Rubric: Proposal Assessment
Structure of Thesis
Examples of Thesis'
Thesis Assessment

**Welcome** to the MEd Research Group for 2010. We hope that you will find our sessions fruitful and that you will enjoy the interactions. This website has been built especially for all our post-graduate students. Please email us with any suggestions. If you can email links to us that you think are useful, we will add the hyperlinks / www addresses to this site.

Click on the HYPERLINKS in the NAVIGATIONAL PANE on the LEFT- and RIGHT HAND SIDE of this screen.

For webrelated queries, contact

Nelson Mandela Metropolitan University  
Education Faculty  
Summerstrand Campus (South)  
PO BOX 77000  
Port Elizabeth  
6031  
South Africa

Contact us on the following email addresses

International students: [international@nmmu.ac.za](mailto:international@nmmu.ac.za)  
Do you want to study here? [admissions@nmmu.ac.za](mailto:admissions@nmmu.ac.za)  
Neither of the above - [info@nmmu.ac.za](mailto:info@nmmu.ac.za)

Campus	Summerstrand		George	Missionvale
	(South)	(North)		
Switchboard	041-5042111	041-5043911	044-8015111	041-5041111
Marketing	041-5042742	041-5042742	044-8015038	
Admissions	041-5042593	041-5043235	044-8015048	041-5041252
Student Finance - bursaries - accounts	041-5042550 041-5044229	041-5043501 041-5043090	044-8015098	041-5041122
Student Housing On-campus Off-campus	041-5042261 041-5042403	041-5043350	044-8015034	

### Quick Links

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## APPENDIX 5: ERSC [Faculty of Education Academic Journal]



**Nelson Mandela  
Metropolitan  
University**  
*for tomorrow*  
Port Elizabeth & George



**Educational Research for Social Change**  
An Online Journal

ISSN 2221-4070  
Key title: Educational research for social change  
Abbreviated key title: Educ. res. soc. change

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### Contents: Volume 1 Number 1 (2012)

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Editorial Vol 1 No 1 April 2012  
Lesley Wood

---

Educational Research for Social Change with Living Educational Theories  
Jack Whitehead

---

Developing Work-Based Practice: Conceptualising an Action Research Mode  
Mark Schofield

---

Time to play: My reflections on pictographic prompts and their potential use as a creative and educational tool  
Lee Scott

---

Flamenco Dance in Primary Education: A living theory approach to dance education  
Linda Vargas and Demi Fernandez

---

Competing with the tuck shop: How can I influence teenage food choices in this South African high school?  
Déirdre Kroone and Busisiwe Alant

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How Do I Assist in Enterprise Development through Action Research?  
Bonnie Kaplan

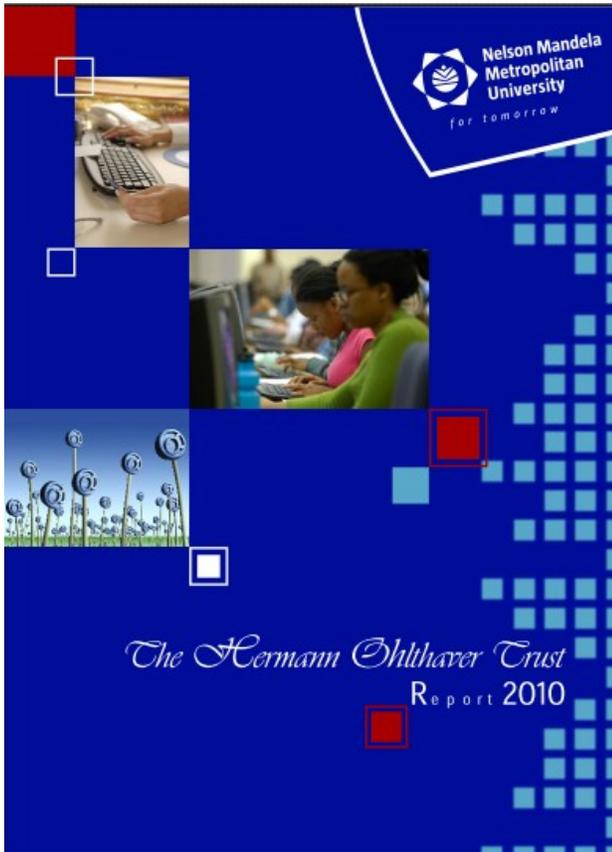
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Report on the Action Research and Self-Study (ARaSS) Special Interest Group (SIG) at the Higher Education Learning and Teaching Association of South Africa (HELTASA)  
Joan Conolly and Kathleen Pithouse-Morgan

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A review of "Action research for sustainable development in a turbulent world" for Educational Research for Social Change by O. Zuber-Skerritt  
Kathleen Pithouse-Morgan with Teboho Hlao

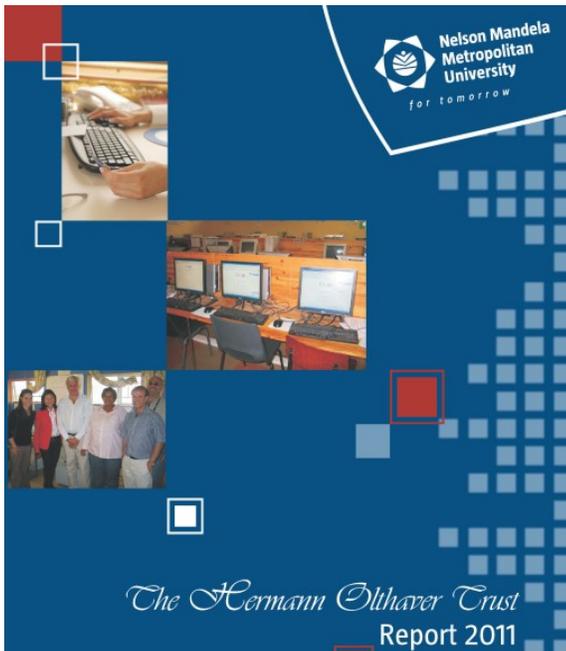
## APPENDIX 6: FRONTPAGE OF REPORT TO HERMANN OHLTHAVER TRUST 2010



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## APPENDIX 7: FRONTPAGE OF REPORT TO HERMANN OHLTHAVER TRUST 2011



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Newspaper report on the connectivity aspect of the project.....	4
Email responses from participating learners.....	5-6
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## APPENDIX 8: EXTRACT FROM PROPOSAL TO DOE



Faculty of Education  
Department of Science, Mathematics and Technology Education

PO Box 77000  
Nelson Mandela Metropolitan University  
Port Elizabeth  
6031

0835655560  
041-5041633 (FAX)  
5 February 2008

Dear Mrs Mbopa

### RESEARCH PROJECT: COMPUTERS IN SCHOOLS

The SMIS project would like to assist schools to become Learning Organizations which have a passion to develop and improve teaching and learning. This will be in line with the Draft White Paper on e-Education which was gazetted in 2004.

We have received sponsorship from the DELL foundation in the form of 20 computers for each of the participating schools. Principals of the following schools have been consulted and are very excited about the possibility, as this will be an additional aspect to the ABSA SMIS project. The following schools will form part of the project (Another one might be added after we have consulted with them):

- School A
- School B
- School C
- School D
- School E
- School F

## APPENDIX 9: ACKNOWLEDGEMENT BY THE PRESS

# Project to plug PE schools into 'net set to grow in 2011

■ Team's quick thinking connects 120 new computers

**Sherman Bhana and Neo Budumelo**

FOR many, connecting to the internet is as simple a matter as reading a newspaper, but for children from impoverished communities it's taken a project run by Nelson Mandela Metropolitan University (NMMU) to show them the worldwide web.

Run by the Centre for Research, Technology and Innovation (Certi), financed through the Hermann Ohlthaver Trust and aided by a beachfront hotel, 120 connected computers have now been donated to six schools.

Emafini Primary, Emfundweni Primary, KwaNnoxolo Primary, Kama Primary, Lungisa High and KwaMmagxaki High School have all been provided with wireless connections set up at NMMU's Missionvale campus.

Project co-ordinator Andre du Plessis said cable theft meant that the schools needed to be connected "wirelessly".

At first, Kama Primary in Soweto-on-Sea was out of range and a connection could not be established, but quick thinking by a member of the NMMU team, Vernon Naidoo, solved the problem.

He noticed that the Radisson Blu Hotel enjoyed line-of-sight with the school, and suggested approaching the hotel for help. Approached by Du Plessis and Certi head Paul Webb, Radisson Blu general manager Clive van Oudtshoorn was eager to help.

The Radisson provided a



**HITECH BOOST . . .** Ayabulela Veliso (left), 14, and Siphosethu Fila, 13, from Emafini Primary School in KwaDesi, log in to one of the school's new computers. The computers have been connected to the internet via a wireless connection from Nelson Mandela Metropolitan University's Missionvale campus.

Picture: B-JAY PIERCY

site on the roof of the hotel and installed electrical points for the erection of the equipment for no charge.

"Part of our responsibility as formal business in the metro is to facilitate and get involved in whatever we can do, especially when it comes to education," Van Oudtshoorn said.

The aims of the programme – preliminary work on which began in 2009 – are to provide support to schools and also to ensure their computer labs are being utilised.

The project will continue in 2011 and Du Plessis will edu-

cate some of the teachers on his "cyber hunt strategy", a personal formulation to help students find information relative to their cognitive levels.

Emafini computer department head Brenda Thambo said: "Students are benefiting a lot and the programme caters for all learning areas. Further, it gives teachers with limited resources an opportunity to prepare effective lessons."

Training also includes teachers from the six schools, while counterparts at BJ Mnyanda, EZ Kabane, Stephen Mazangula, Tyhiliwazi and Gqebera have also benefited.

## APPENDIX 10: LETTER OF APPRECIATION FROM A PARTICIPATING SCHOOL

### EMAFINI PRIMARY SCHOOL

ABRAHAM STREET  
KWADWESI  
PORT ELIZABETH  
TEL./FAX 041 485-1245



P.O. BOX 43084  
KWADWESI  
PORT ELIZABETH  
6004

Dear Sir

I wish to express our gratitude to you Sir, for the work done to our school. When we look back and see the level of technological development, it seems as if something mysterious has happened, but not, it is because of your assistance. You even use your family valuable time to assist us with our computers, what I have observed from you is:

- You have passion to your work
- You are well vest in your field of work
- Dedication to what you want to achieve
- Highly skilled to computers
- Prepared to go out of you way to help
- Problem solving is the core of your business
- Always look for alternatives when starked

We are very much fortunate to have met with you, so that our learners could be exposed to the technological world.

Thank you once more.

Yours in education

M.E. JANUARY  
(PRINCIPAL)



## APPENDIX 11: EMAILS FROM LEARNERS

**From:** Webb, Paul (Prof) (Summerstrand Campus, South)  
**To:** Affat, Renita (Summerstrand South Campus); allangill@vodamail.co.za <allangill@vodamail.co.za>  
**Sent:** Fri Apr 22 10:30:04 2011  
**Subject:** FW: Andre's project

Dear Renita and Allan

I have cut and pasted a few emails I got yesterday from some of the children who are benefitting from Andre's work at schools. He is really making a difference. He got them to email me from their accounts which he set up at one of the schools (there are five) - we have got online via wireless (line of sight transmission). See below:

dear mr paul i'm leletu lezar speelman from kwa-magxaki high school and i'm part of the NMMU computer programme, today 12 learners from my school learnt how to use e-mail and to communicate through it, we truly are excited to finally own our own e-mail addresses and **it's all thanks to Mr Duplessis** for this wonderful opportunity which we are grateful for, i wish this programme would continue and expand to other learners as well for it is a blessing.

DEAR PROF  
 THIS EMAIL IS WRITTEN BY ONE OF KWA-MAGXAKI HIGH SCHOOL PUPIL.....MY NAME IS SIPHOSETHU BUNYULA I AM CURRENTLY DOIN GRADE 11(A) .  
 IM WRITTING THIS WITH GREAT GRATICUDE IN MY HEART ...I WANT TO THANK YOU FOR SUPPLYING US WITH THESE COMPUTERS ....INDEED IT HAS BEEN A GREAT PLEASURE TO GAIN THE EXPERIENCE OF LEARNING HOW TO SEND AN EMAIL...SUR I MUST SAY THAT ALL THIS WOULD **NOT HAVE BEEN POSSIBLE WITHOUT DR.DUPLESSIS!** HE HAS BEEN GREAT !...TO US ALL THIS COMPUTER PROJECT HAS BEEN A TRUE LIFE CHANGING EXPERIENCE.....THANK YOU SOOOOOOOOOOOO MUCH FOR MAKING A LIFE CHANGING EXPERIENCE TO US,MAY THE LORD BLEES U!!!

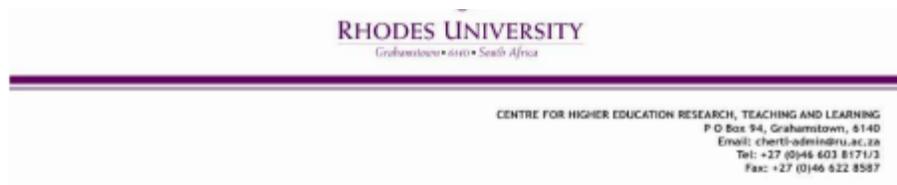
Dear PROF  
 My name is Zikhona Mfuleni im a grade 11 learner at kwaMAGXAKI high school. **I am grateful for the time that we spent with DR A Duplessis.** I have learned how to write an email and respond to it.

dear prof  
 my name is nwabisa ndolo, i am doing grade 11 at kwa magxaki high school. i am involved in the computer programme and and **our instructor is mr andre duplessis and is so wonderful and exciting.** thank you for making this possible.  
 thank you

DEAR PROF.  
 My name is Simphiwe Crouch one of the KWAMAGXAKI HIGH SCHOOL COMPUTER PROJECT and I am so greatfull because without you we would'nt have known how to send an e-mail, it was nice to know that and I am looking forward to the project.

dear prof i am zizopho sikhom from kwamagxaki high school i'm so happy to day i can write an email **mr duplessis teach me how to write an email it is a great day**

## APPENDIX 12: LETTER FROM LECTURER AT RHODES UNIVERSITY



9 November 2009

Dr André du Plessis  
Lecturer: Intermediate & Senior Phase Mathematics & ICT  
Faculty of Education  
Nelson Mandela Metropolitan University  
South Campus  
Port Elizabeth  
6001

Dear André

### Walter Sisulu University e-Learning Conference

Please allow me to congratulate you on your presentation last week at the e-Learning Conference organized by Walter Sisulu University in East London. I was particularly impressed by the ease in which you engaged with quite a wide range of social theories which you have obviously encountered in the course of your PhD research. You have certainly come a long way since being allowed in the Education Masters Programme as an *Ad Eundem Gradum* student at Rhodes University not so long ago. Well done!

I wish you all the best for your future academic career and am looking forward to read some of your work, as you continue to contribute to the field.

Yours sincerely,

Markus Mostert  
Lecturer / Coordinator: Educational Technology  
Centre for Higher Education Research, Teaching and Learning  
Rhodes University

## APPENDIX 13: TESTIMONY BY PROF PAUL WEBB



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 • South Africa • [www.nmmu.ac.za](http://www.nmmu.ac.za)

Centre for Research, Technology and Innovation  
 Faculty of Education  
 Tel: +27 (0)41 504 42565  
[Paul.webb@nmmu.ac.za](mailto:Paul.webb@nmmu.ac.za)  
 26 June 2010

### Re: Teacher of the Year Award – Andre' du Plessis

I am able to commend Andre' du Plessis' for the 'Teacher of the Year' award. My commendation is based on the fact that over the past three years he designed and researched an effective teaching and learning programme to promote the implementation of IT in schools. The programme was designed to meet the needs of the critical and developmental outcomes of the National Curriculum Statement and the South African *Draft White Paper on e-Education*. In order to achieve this he focused on the development of computer literacy in teachers using a 'cyberhunt' approach to introduce the Internet. He successfully managed the process, showed a high level of innovation, and effectively met all the aims and objectives he set out to achieve.

The participants in this project rated his teaching ability highly, both in anonymous written evaluations and anecdotally in conversations with other academics in the Faculty of Education. He has continued to champion the cause of teacher development in the field of IT and is currently involved in not only promoting teaching and learning strategies in schools around the Missionvale campus, but in a process aimed at providing connectivity and access to the Internet for the schools, teachers and learners with whom he works. In order to do this he has involved a number of stakeholders, including providers of wireless bandwidth and technical assistance within the IT service department at the NMMU.

Andre's teaching abilities are highly regarded by his colleagues who work closely with him and he is a valued member of the DG Murray Project team. His contribution to this project is a teaching and learning programme which aims at developing computer literacy in teachers and principals in the participating schools, both for academic and administrative purposes. His enthusiasm, dedication and academic capabilities have been recently recognised by his election as southern African representative of the International Organisation for Science and Technology Education (IOSTE).

Yours faithfully

*P. Webb*

**PROFESSOR PAUL WEBB**  
 DIRECTOR: CENTRE FOR EDUCATIONAL RESEARCH, TECHNOLOGY AND INNOVATION

## APPENDIX 14: TESTIMONY BY PROF HUGH GLOVER



FACULTY OF EDUCATION

Tel. +27 (0)41 504 4013

### REPORT ON DR ANDRE DU PLESSIS – AS SUPPORT FOR “TEACHER OF THE YEAR AWARD”

I had the pleasure of first meeting Dr du Plessis shortly before he joined the university. From then till now, I estimate to be about 3 years, I have been deeply impressed by him. As a person who has made a mid-career move into academia he brings to our Faculty rich and appropriate school experience combined with an excellent academic profile, including a critical mind and a mature disposition. He thus demonstrates expertise as a primary school teacher educator.

Although I have a limited exposure to his teaching approach, from discussions and observation he seems to be a dynamic and effective lecturer who through appropriate facilitation motivates and inspire his students. He spends considerable time preparing, is not afraid to ask for help, interacts well with students, understands and practises “gaining student involvement” and is prepared to be innovative. He has been prepared to integrate new technologies in his teaching and draw on the expertise of others to enhance the quality of his lectures.

I can, with conviction, state that he, over the period at the NMMU, has becoming increasingly confident in his role as a lecturer and staff member. As a newer staff member he is not afraid, in both informal and formal gatherings, to speak his mind, ask penetrating and insightful question and exercise leadership. This growth in confidence combined with a truly caring and respectful attitude towards his students and peers has seen him establish himself as a respected academic valued and appreciated by most. He thus is more and more realizing his potential to exercise academic leadership and in a short space of time established himself as a well-respected colleague and lecturer.

I believe he is well positioned to make a valuable contribution to improving the quality of education in South Africa. Based on what I have experienced and observed I rate him a really good teacher and give him my full support in seeking the recognition that goes with such an award.

*Hugh Glover*

Prof Hugh Glover

## APPENDIX 15: TESTIMONY BE PROF NAYDENE DE LANGE



### TO WHOM IT MAY CONCERN

Teacher of the year application: Dr Andre Du Plessis

It is my pleasure to provide a brief reference for Dr Du Plessis in terms of Criterion 3:  
Demonstrates academic leadership

In the few months that I have been working at NMMU in the Faculty of Education, I have observed Dr Du Plessis' leadership in initiating discussions around establishing an online journal in the faculty. He has managed to rally support, to initiate discussions, to network and to search the web for requisite information which would enable establishing a journal. He has shown energy and drive to contribute towards the success of such a collaborative endeavour. I believe that the leadership and enthusiasm he shows in this matter transfers to his teaching.

A handwritten signature in black ink that reads "Ndelange".

Naydene de Lange (Prof)  
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Office Tel Nr: 27-41-5044519  
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Email: [naydene.delange@nmmu.ac.za](mailto:naydene.delange@nmmu.ac.za)