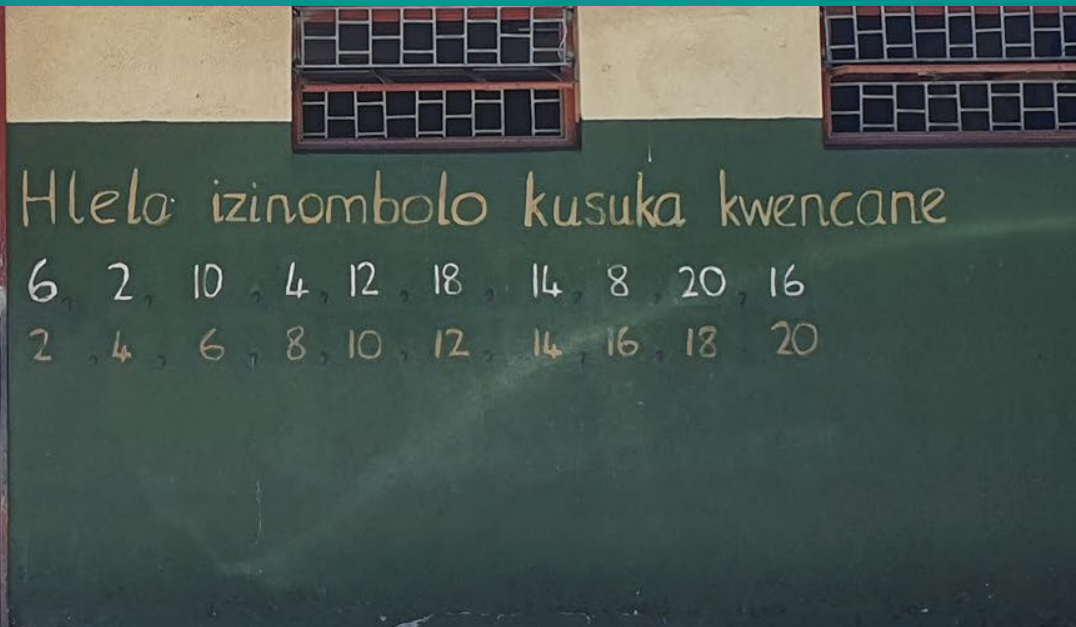




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# LESSONS LEARNT while Evaluating BLEND

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**PRESENTATION**

**28 March 2023**

RESEARCH • IMPLEMENTATION • MONITORING & EVALUATION

Impact: Improved quality of in-service professional development support to educators



## INTRODUCTION & BACKGROUND

Setting the scene

Theory of Change

## ONLINE LEARNING

Lessons about learning online

## LEARNING THROUGH PLAY FOR MATHEMATICS

Lessons about learning through play for mathematics

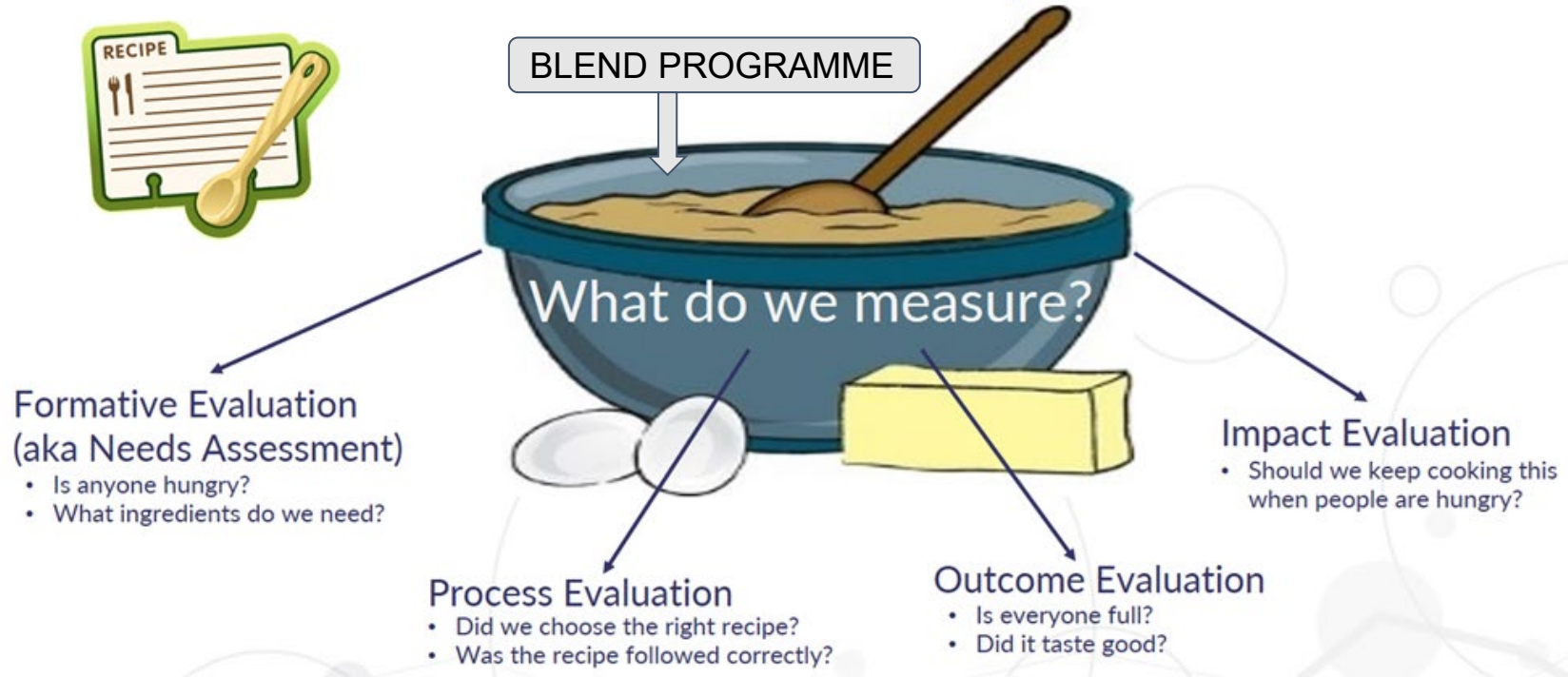
## PROFESSIONAL LEARNING COMMUNITIES

Lessons about professional learning communities

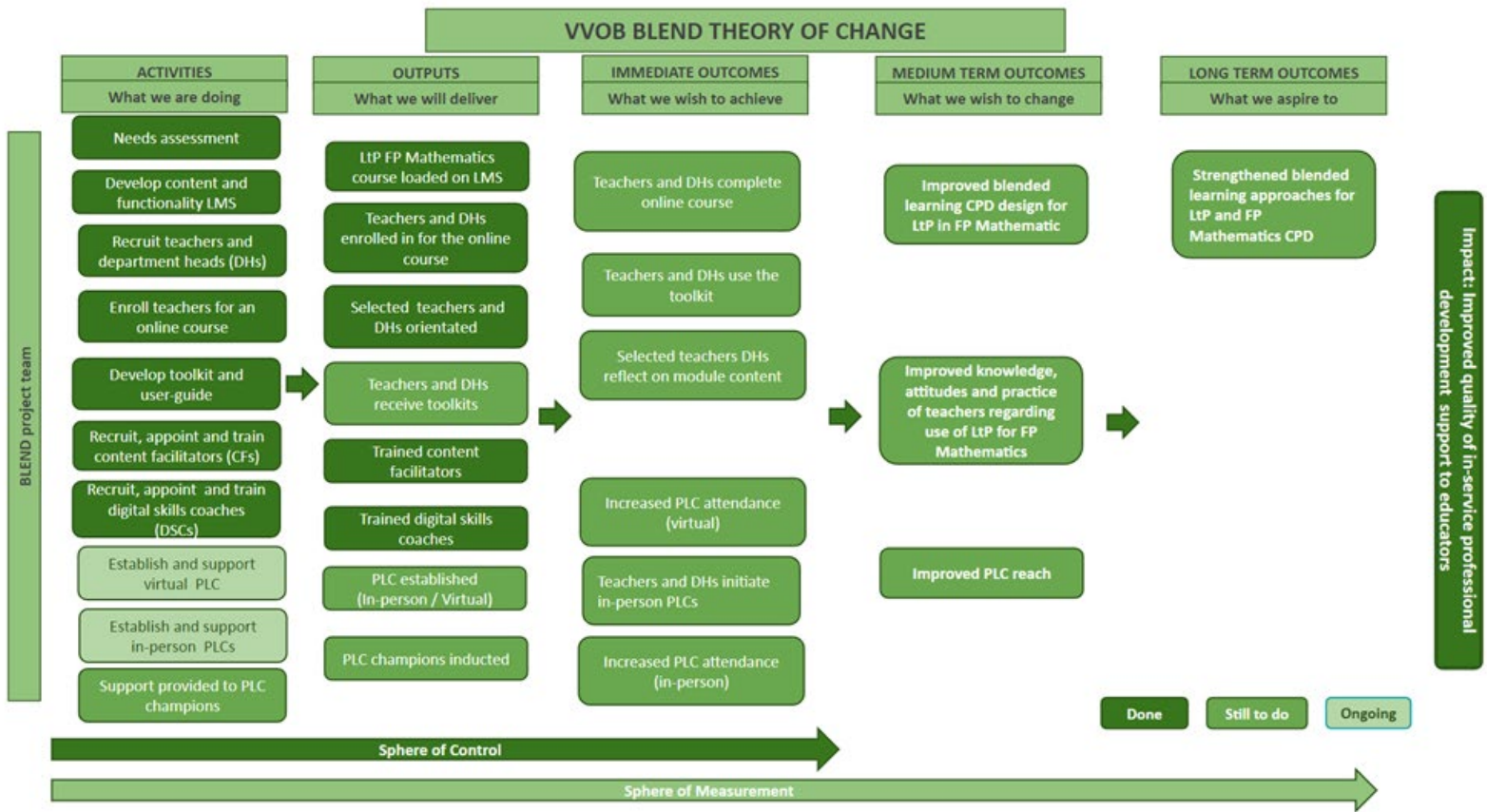


# INTRODUCTION AND BACKGROUND

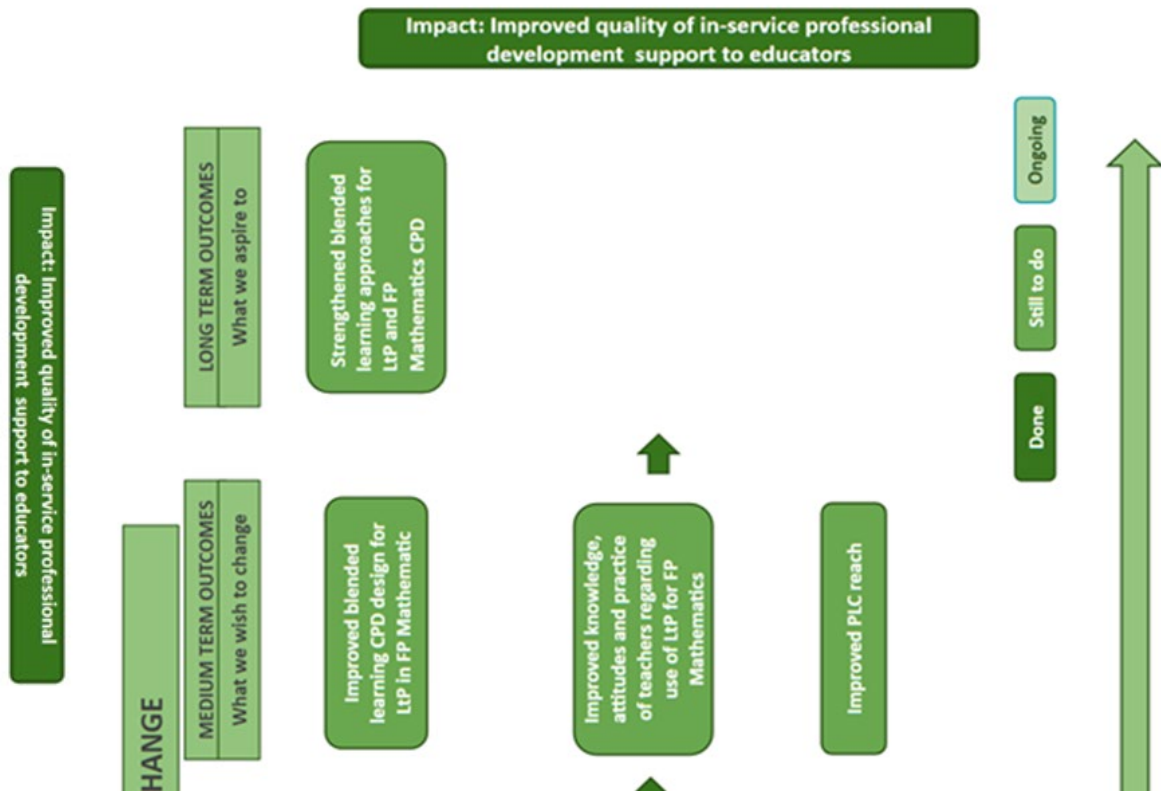
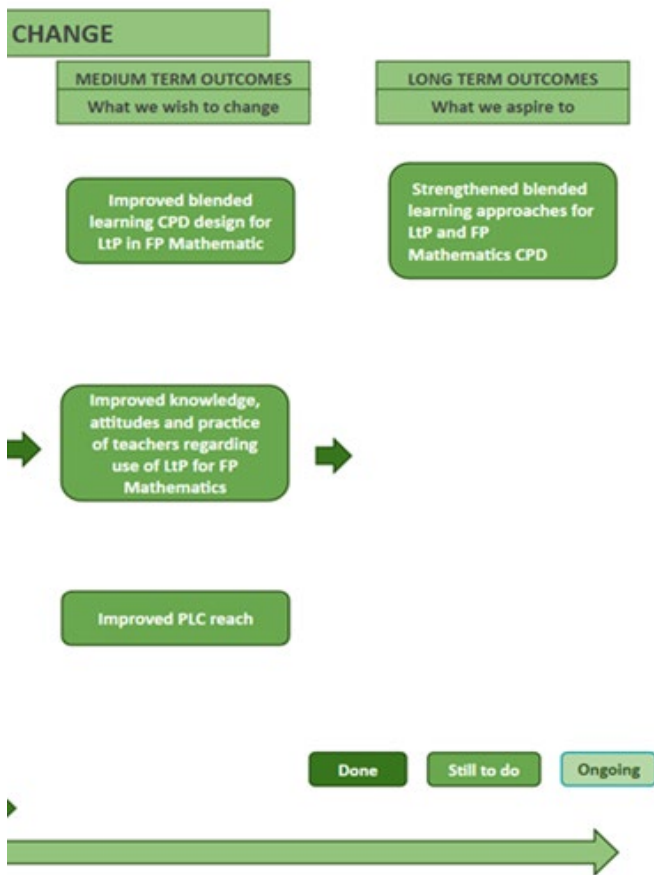
## Evaluation Types



# What are the contributions of blended approaches to teachers' and school leaders' continuous professional development?



# Medium outcomes, long term outcomes and impact



# ONLINE LEARNING



- Learners are now more independent

Q2

• For me, someone which was her first time exploring online course I found it challenging at first then on my next attempt I find help then I was able to finish the course.

- We explore new activities which were interesting and very easy and more understandable to learners like - using empty container.

Q3

• This learning content is very useful to most



# Online course and social learning page - LESSON = TECHNICAL CHALLENGES AND TIME [CAN BE OVERCOME]

Improved blended learning CPD design for LTP in FP Mathematic

Strengthened blended learning approaches for LTP and FP Mathematics CPD

Completed online course - LMS user data [midline - Nov]						
	No	No	Yes	Yes	Total	Total
Modality	<i>Number</i>	<i>Proportion</i>	<i>Number</i>	<i>Proportion</i>	<i>Number</i>	<i>Proportion</i>
Asynchronous	146	34%	279 [96]	66% [70%]	425	100%
Synchronous/ blended	137	29%	344 [178]	72% [82%]	481	100%
Total	283 [274]	31%	623 [274]	69% [78%]	906 [353]	100%

A total of 71 educators [midline survey] indicated that they had **NOT** been able to complete the online course, citing a number of reasons.

- Unstable internet connectivity (34%) (synchronous/blended 19%, asynchronous 15%)
- Lack of time (31%) (synchronous/blended 11%, asynchronous 20%)
- Challenges with logging on to the course after registration (30%) (synchronous/blended 17%, asynchronous 13%)
- High data costs (n=15) (synchronous/blended 6, asynchronous 9)







# LEARNING THROUGH PLAY FOR MATHEMATICS



# Learning through Play for Mathematics - LESSON - Completion

## = Enhanced reported knowledge and confidence

Improved knowledge, attitudes and practice of teachers regarding use of LTP for FP Mathematics

Strengthened blended learning approaches for LTP and FP Mathematics CPD

- While respondents had expressed *confidence* in their understanding of teaching mathematics with a play-based approach in the baseline survey, in the midline survey, they were more likely (**in the endline 58%, 34% in the midline compared to 13% in the baseline**) to *strongly agree* that they were confident in their understanding of learning through play for mathematics. And in the endline, even more likely strongly agree (**4%/13 in the baseline**)
- Moreover, respondents in the **synchronous cohort were** more likely (64%) than in the **asynchronous cohort** (37%) to strongly agree. [endline]
- A greater proportion of respondents at rural schools (64%) than at urban schools (27%) indicated that the online course had greatly enhanced their knowledge of learning through play. [endline - greater diff than midline]
- **Most** educators that responded to the endline survey reported **enhanced knowledge** of learning through play as a result of the Teaching and Learning Foundational Mathematics through Play online courses.
- There was **less** of a difference between the level of **concern about having enough time to meet curriculum** schedules from endline (agreed and strongly agreed = **49%**) to midline (agreed and strongly agreed = **64%**) to baseline (agreed and strongly agreed = **83%**) responses.
- The level of concern about having enough time to meet curriculum schedules if they use play-based learning activities in mathematics **decreased** in both the **synchronous and asynchronous** cohorts.



## It would be easier for me to include play-based learning (Responses to yes - midline)

	Lessons Plans		Play-based resources [endline - 41% = ONE THING]		Less learners in my class		More space in my classroom		Support from my principal	
Modality	Yes		Yes		Yes		Yes		Yes	
	Number s	Proportion	Number s	Proportion	Number s	Proportion	Number s	Proportion	Number s	Proportion
Synchronous	136	63%	190	88%	150	69%	165	76%	129	60%
Asynchronous	107	78%	119	87%	96	70%	95	69%	75	55%
Total	243	69%	309	88%	246	70%	260	74%	204	58%

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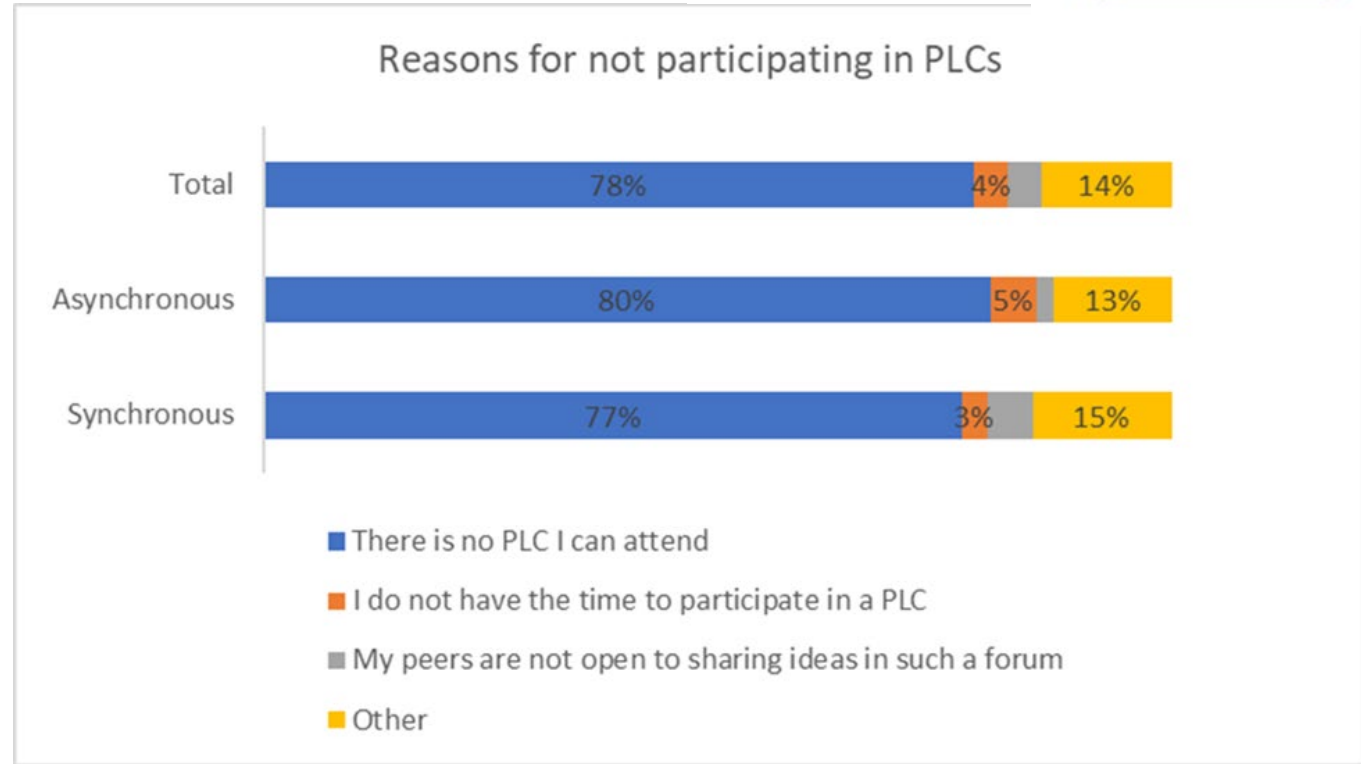
# PROFESSIONAL LEARNING COMMUNITIES

# Professional Learning Communities (PLCs) - LESSON = Access to a PLC is a primary requirement for participating in a PLC

- Access to PLCs that were established at schools grew exponentially from baseline to midline. At baseline, 47% of respondents indicated that there was a PLC at their school, compared to 80% who reported so at midline.
- At endline 86% reported having a PLC at their school.

Improved PLC reach

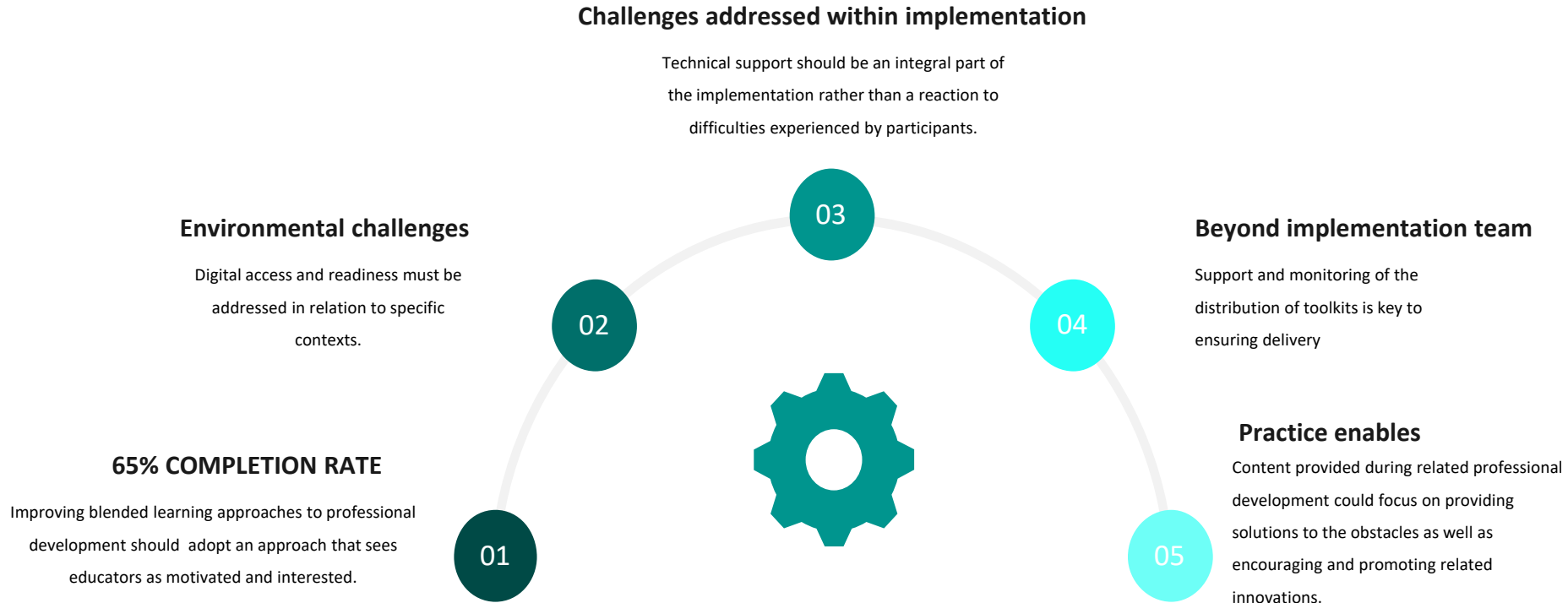
Strengthened blended learning approaches for LTP and FP Mathematics CPD



# Implications for improving blended learning approaches



# IMPLICATIONS for Improving BLENDED learning approaches





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