WESTERN CAPE EDUCATION DEPARTMENT
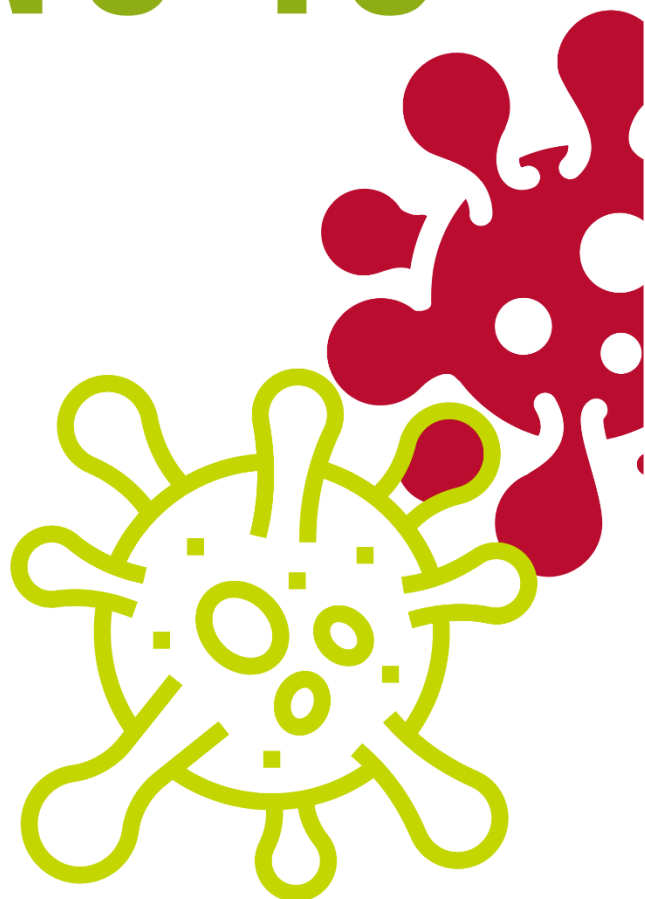
DIRECTORATE: E-LEARNING

SCHOOL IS CLOSED

LEARNING IS OPEN
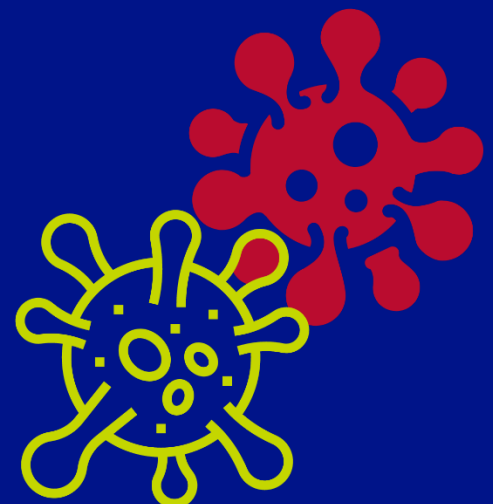
CONTENTS

Background

On Sunday evening, 15 March, our President Cyril Ramaphosa, in a televised address to the nation, declared that COVID-19, the respiratory disease spreading globally, had become a "national disaster". Social distancing may be challenging in crowded areas, and it is not clear how confinement would practically work in constrained households where remaining home presents challenges. (AAAS; 2020). It is important to communicate to schools what alternatives could be used to reach learners, teachers and parents digitally with guidance, interim lessons, resources and teaching notes.

Purpose

This document seeks to provide guidance which includes considerations to help principals and teachers to plan for the continuity of teaching and learning if there is a need to quarantine learners or staff or during extended periods of school closure.

WCED Approach

Communities, government, and educational institutions will have to collaborate and gear towards a shared vision of healthy and safe habits and processes. The videos below provide insight into the COVID-19 virus and how schools can prepare.
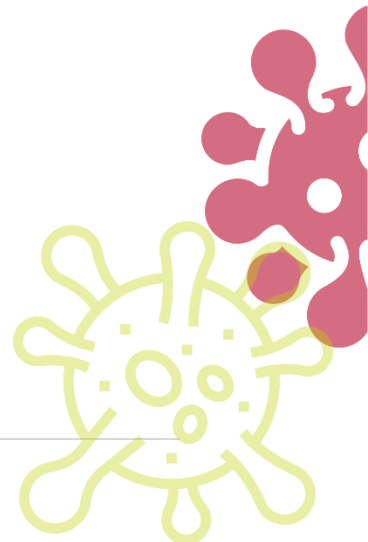
Message from the Western Cape Premier	View the video
- Know and follow healthy habits - When you cough, or sneeze do so in the crook of your arm - Don't post any fake news on this virus - Make use of the Coronavirus Hotline 0800 029 999 - For information visit the website www.westerncape.gov.za/coronavirus **Source:** https://www.youtube.com/watch?time_continue=61&v=2oEuxsm_Vek&feature=emb_logo	

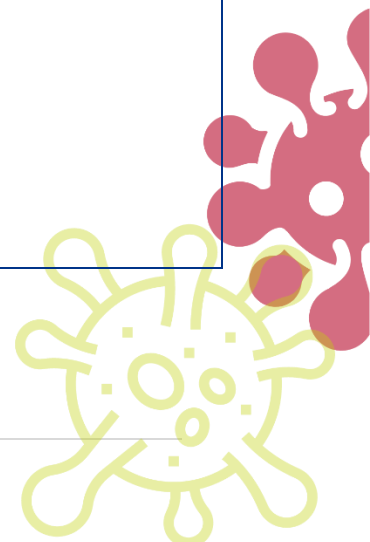| How can schools be COVID-19 - vigilant?	View the video
- Follow Health department protocols - Develop a tentative plan to deal with continued school closure. - Coordinating smaller, essential gatherings as opposed to bigger group sessions - Create communication plans to better share and collaborate. **Source:** https://qrgo.page.link/Y7sR6]	

A Tentative Plan

A three-phased approach towards incorporating and embedding eTeaching and eLearning is proposed to intervene during the period of school closure. **The Teacher Support website will be continuously updated with relevant resources and guidance. Please visit www.wcedeteacher.wixsite.com/covid19**

Phase 1

Immediate recommendation for action: Information and Communication

To shift towards a blended/online teaching and learning approach it is important to strategize for disruption in a) school processes, b) teaching and learning, c) communications, and d) teamwork.

Phase 2

Next steps: Sharing Best Practice and Digitization

Time constraints drive WCED to respond swiftly to provide initial support for teaching and learning. This proposed overarching approach would be inclusive of additional digital support and resourcing. The successful development and implementation of a scalable solution is being crafted in consultation with various WCED and industry stakeholders. We are keen to collaborate with partners.

Phase 3

Considerations: Embedding change

There are multiple platforms and tools for online teaching and learning that could be used. These will be explored in a subsequent communication to schools.

This document will provide recommendations towards implementation of Phase 1. Information regarding phase 2 and 3 will follow. This document will be updated and be available on www.wcedeportal.co.za under the eTeacher Sidekick section.
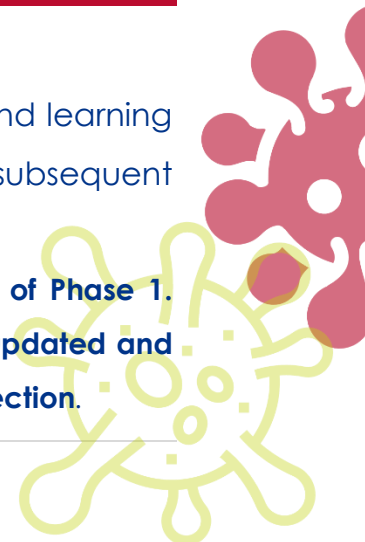
Phase 1

Immediate recommendation for action: Information and Communication

## SCHOOL PROCESSES AND COMMUNICATION

Who is this guide for?

This interim guidance is intended for WCED public schools and provides a framework to continue teaching and learning during extended periods of school closure.

What is the role of the school, teacher, learner and parent?

Schools have an important role in slowing the spread of diseases to help ensure learners have safe and healthy learning environments. Schools need to inform parents of their approach and how they are dealing with the virus. As a core facilitator of learning, the teacher will translate learning into a more digitally friendly environment to allow for continued learner engagement. This interaction could be live (synchronous) or pre-recorded (asynchronous). Shared resourcing, and up-skilling of teachers to provide basic yet valuable digital activities will need to be facilitated within the school.

Self-paced learning and self-discipline is key for learners to take responsibility for their own learning especially within this time of COVID-19. Parents and other learner support structures should also be guided to support learning at homes or at community centres.
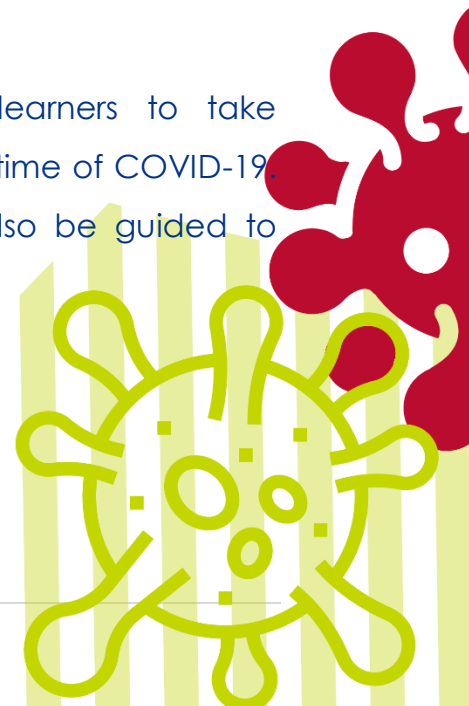
ROLES OF TEACHERS, LEARNERS, PARENTS AND SCHOOLS FOR ONLINE LEARNING

Western Cape Government
Education

School

- Determine how learners will receive technology support at home
- Create an online workflow document for teachers and parents
- Ensure teachers are prepared and provided with suitable training in order to deliver online learning
- Practice online learning delivery
- Create a structure for online lessons
- Communicate expectations of teachers and learners
- Create a checklist or resource documents to help parents help their children with online learning
- Check all platforms and applications that will be used to ensure all learners have access
- Create opportunities to establish PLCs and Communities of Practice
- Maintain positive morale and facilitate the process for a smooth transition to online learning

Teacher

- Commit to lesson scheduling times
- Be present and available online during your scheduled sessions.
- Provide regular and constructive feedback to learners
- Communicate with learners using relevant platforms
- Provide a range of activities and learning opportunities during periods of school closure
- Provide resources to support learning
- Create and share learning resources
- Communicate with parents and schools regarding learning process and progress
- Maintain positive morale and good digital citizenship
- Create a learning checklist for learners
- Communicate learning checklist with parents
- Monitor morale and workload of the the learners, adjust if necessary
- Be a lifelong learner

Learner

- Check agreed learning platforms to access assigned resources and work
- Join live online sessions scheduled at specific times of the day
- Read, watch and work through resources provide by your teacher
- Engage and complete tasks and assignments set for you
- Ask questions and communicate with your teachers using the relevant platforms platforms
- Complete the tasks set by the due date
- Engage with teachers during Q & A sessions
- Be a good digital citizen

Parent

- Create a conducive environment at home for learning to take place
- Provide accessibility and internet connectivity for online learning and engagement to take place
- Communicate with your child's teachers regarding lesson scheduled times
- Maintain positive morale and ensure good digital citizenship
- Motivate and support your child during this transition period
- Reinforce learning checklist provided by teachers
- Ensure your child is completing and submitting tasks due
- Keep an eye on your child's progress and note opprtunities and barriers in learning

Figure 1: Roles of Stakeholders for Online Learning

What can a school do?

Schools need to ensure that teachers are enabled to **reach** learners, establish a **teacher presence** and create remote **learning opportunities**. It is critical that the school harvests contact details of learners and/or parents to ensure an online learning environment would be possible through sharing notes, lessons, videos, assignments etc. Further a short list of Teacher Actions is suggested. First however, the school management team should consider how best to create a more structured approach when deciding on how the school is going to engage with its learners electronically.

School Preparation Checklist	√
Ensure that learners know **where** and **how** to access information digitally; for example, such as libraries, communal centres and even family resources.	
Ensure that teachers have a plan on **how** to engage learners, either as a class or individually.	
Ensure teachers have a plan on **when, where and how** to share necessary teaching and learning resources.	
Communicate these action steps to teachers, learners and parents.	
Ensure that teachers **connect** with their curriculum advisory teams and other teacher networks.	

Where are the teachers?

In the event of the continued compulsory school closure, we are assuming that teachers would prepare and deliver learning support online either from their home office, a communal space or conducting teaching from their schools.

Where are the learners?

Similarly, learners would be expected to participate in **online** school activities. The school will have to determine what is the best fit for their context. However, as directed by the school, certain small group interaction could still be facilitated face-to-face.

## How can we re-group and rethink online contact time?

Learners can be grouped online in grades, subjects, classes etc. to allow for smaller groups to work together to engage with the teacher. In the case where shared resourcing is preferred in schools, scheduling recording time of lessons by its teachers would be required. Teachers might also want to schedule time-slots to engage learners for question and answer sessions (consultation).

[The use of a cellphone camera and its voice recording feature is a simple way of creating content to be shared on WhatsApp, as an example.]

TEACHER RESPONSIBILITIES

For teaching and learning processes to continue, it is important that teachers collaborate. Together, they should **prioritize lessons** topics, **digitize** the activity and content, find platforms or tools to deliver the content to learners and plan for learner-learner, learner-teacher, teacher-parent and learner-parent engagements. The teacher activities that would lead to successful delivery of content to learners are summarized as follows:

- Teachers should schedule a routine and time for learners to communicate with them online.
- Give clear guidance to parents and learners on what is expected from them during the remote learning period.
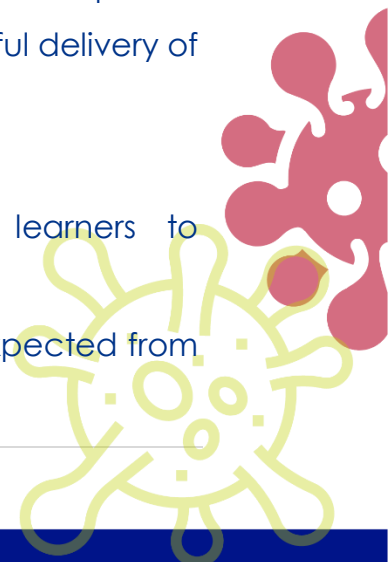
- The identified learning activities should best convey key aspects of the topic.
- Design simple tasks that will help you track the progress of the learner.
- Be sensitive to parents and learners being overloaded and overwhelmed by the remote learning process. The principle of keeping it simple and less-is-more should serve as a guide.
- Create online communities for teachers and parents to support learners when facing technical, coping strategies and learning difficulties (e.g. WhatsApp Groups have proven to be effective)
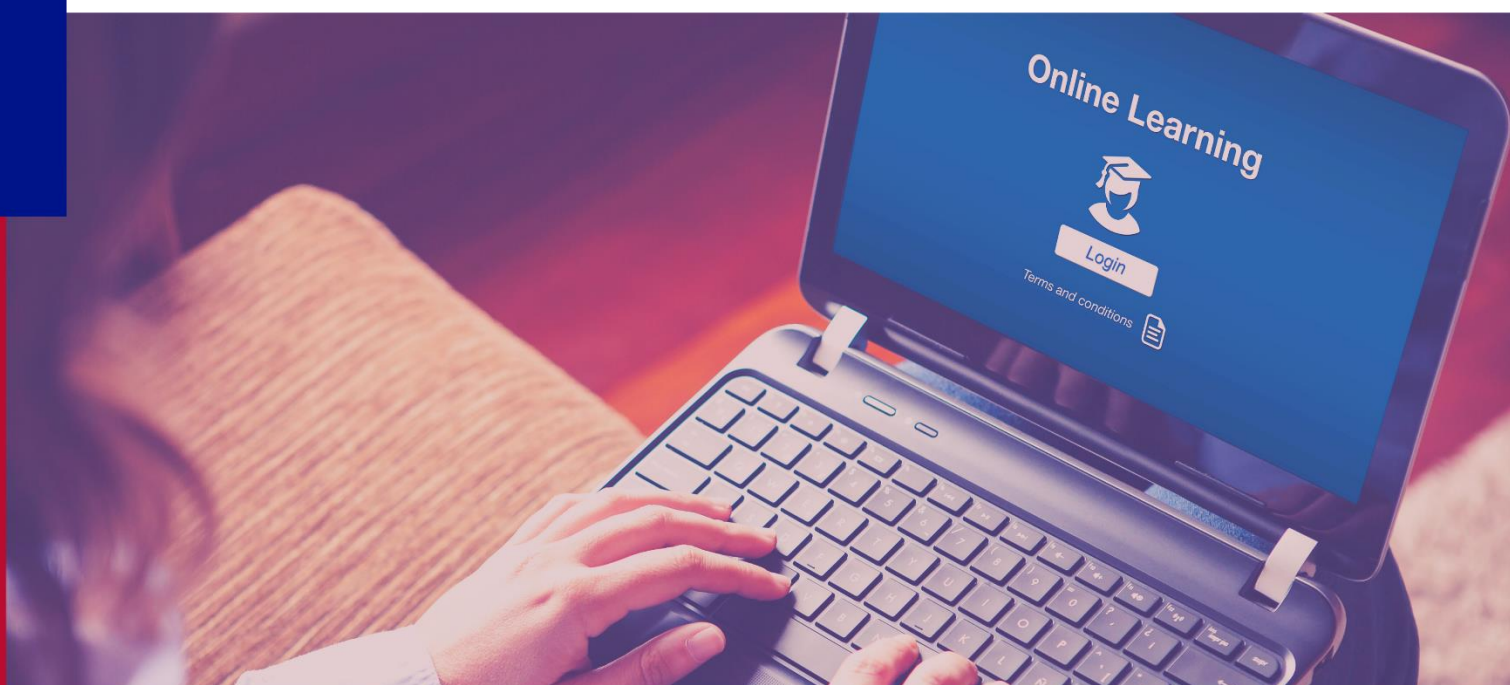
Teacher Action	Description	BASIC INTERACTION Example: Using WhatsApp	SCHOOL-WIDE INTERACTION Example: Using LMS	INNOVATIVE INTERACTION Example: Using multiple fit-for-purpose tools
Lesson Preparation	Action on decisions from the completed School Preparation Check List.	School is going to use WhatsApp as its sharing platform. Teachers will digitize key resources and share it using WhatsApp.	School is going to use a Learning Management Systems (LMS) such as Moodle, as its online teaching and learning platform. Teachers can digitize content and learning experiences as per their Teaching Assessment Plans (TAPS).	Schools use a variety of tools for different purposes and to accommodate different learning styles. Teachers will digitize key resources and use multiple platforms to enhance the learning experience.

Co-create resources	Teachers work together to plan and design subject content for teaching and learning	Find short reading passage or video clip for comprehension reading (listening). A teacher can even take a photo of an existing reading piece to share.	An LMS allows for activities and resource creation. Resource examples: folders, files, pages interactive multimedia books, and links (URLs). Activity examples: Quiz; Assignments; Chats, Forums; Lessons; Interactive Videos; Glossaries; Teachers can work together to co-design activities to share the load.	Different tools allow for different kinds of learner engagement, such as: • PowerPoint • PDF • Word • Online tools • Screen recording • Video recording • Interactive tools • Simulations For more tips and tools, visit the Teacher SideKick for classroom lessons: https://wcedonline.westerncape.gov.za/elearning/elearning-tips-and-tools-classroom
Packaging	Getting notes, images, presentations, video, etc. ready to send to learners. Sequence the release of the resources in bite-size chunks (not entire term	**Resource:** Afr video_Picasso Afr Quiz_Picasso	An LMS is ideal to package the content and facilitate learning experiences in the context of the particular lesson, and online classroom.	Use sharing and collaborative tools, LMS platforms, WhatsApp, teacher blogs, online classrooms or websites. Use online storage to organize resources and present

			interactive resources and activities for download.
	resources). Label it for easy sharing and referencing.		One can also provide a more personalized approach for some learners and sequence work according to their progress and their needs.
Schedule time for interaction	Consider when and how your will talk to learners. It is important to create structure and routines for engagement. Teachers might want to engage in different ways: 1) Discussion groups/forums 2) whole class teaching 3) live streaming 4) content sharing 5) Scheduled contact time for Q & A 6) Pre-recorded lessons	Teacher shares a resource every morning at 8:00. Learners need to respond by 11:00 and 13:00 there is a Q&A opportunity where teacher can answer any questions. A live streaming using WhatsApp video call for face to face teaching as needs be (for small groups)	LMS platforms allow fro functions such as start and end dates, reminders and scheduling of forum discussions; lessons; assignments and due dates.	Schedule times for engagement on the LMS platform, WhatsApp, social media or other platforms of your choice. Use forums, chatting tools, Q&A sessions, to facilitate the engagement. Clear communication is key. Be present and prompt in providing feedback.

| Reach learners | Create groups that are easily managed by the platform of your choice. | Teacher use WhatsApp Broadcast/groups function to share content.

Using the WhatsApp video call is limited the 4 participants and therefor learners are grouped for such engagements. | Examples of LMS tools to reach learners include:
• Moodle
• Google Classroom
• O365 Teams
• EdModo | Examples of communication tools to reach learners:
• WhatsApp
• Kaizala
• O365 Teams
• Zoom
• Hangouts
• Skype
• Interactive white board
• Flipgrid
• Padlet |
|---|---|---|---|---|
| Online/Digital teaching and presentation skills | You might want to start by having a fellow teacher recording short snippets of your (chalkboard) lesson. Get familiar with teaching in front of a camera. Read/Search about how to be an effective online presenter and how to deliver online lessons Using voice recording to accompany digital | It is key to maintain the teacher presence.

Example: make eye contact in video recording Keep your personal touch Connect with other teachers through teacher hubs, networking and sharing

Being part of a network of teachers will also assist in | The LMS have a shared webinar space with whiteboard and shared screen capability for online teacher-learner engagement. | Present content in various ways, using multiple tools ensuring teacher presence drives the content. Example of modes of presentation:
• Screen recording with voice-over
• Demonstration video to show guided notes or practical experiments or using interactive whiteboards |

	resources is great way of explaining content.	growing your skills to practice remote learning.		• Talking-head video over a presentation • PowerPoint, Prezi or SlideShare Remember when presenting when recording video presentation: • Ensure even lighting • Frame the shot • Avoid background noise • Check audio quality
Sharing and Feedback (Online Question and Answer)	Invite learners to actively participate by allowing question and answer. Allow sharing of resources, links and other that will enhance learning. Encourage input and feedback to strengthen online communication skills and good digital citizenship	Use WhatsApp to host Q&A sessions to consolidate learning. Share resources, links, updates with learners and parents. Allow learners to pose questions and connect with their peers. Provide prompt feedback and guide clear and structured responses to ensure the needs of all learners are met.	The LMS allows for automated online quizzes with feedback and the capability to record learner results. Easily import existing questions into a question bank from Word Processing tool to allow for automated questions and answers. The LMS has feedback built into its quiz engine to allow	Create opportunities for engagement through forum discussions, discussion groups, focused learning groups, chatting, peer mentoring groups, a Q&A feedback form and so forth. Be prompt with your feedback, set notifications for learner responses within stipulated times to ensure promptness and teacher presence is established and sustained.

| | | This is an opportunity for them to take ownership of their learning and to harness a culture of sharing. | for assessment for learning (as opposed to testing). | |

Knowledge of the pandemic

Keep learners informed on current progress/status without spreading panic and fear regarding the virus.

Encourage learners to check the validity of information so that they do not spread fake news.

For further information and posters, visit:
https://www.westerncape.gov.za/department-of-health/coronavirus

Teaching & Learning Process

Basic Interaction: A guide to teaching online using WhatsApp

Why use WhatsAPP?

WhatsApp can provide a channel through which teachers can achieve faster and more seamless communication with their learners. It can also increase the level of communication between learners and create another venue for learning.

Teacher Action	Description	Example: Using WhatsApp
Preparation	Action on decisions from the completed School Preparation Checklist	Schools are to use WhatsApp as a platform for sharing, collaboration & engagement
Co-Create Resources	Teachers work together to plan and design subject content for teaching and learning	Find short reading passage or video clip for comprehension reading (listening). A teacher can even take a photo or scan in an existing reading piece to share.
Packaging	Sequence the release of the resources in bite-size chunks Label it for easy sharing and referencing.	Resource Afr video_Picasso Afr Quiz_Picasso
Schedule time for interaction	Create structure and routines for engagement. Teachers might want to engage in different ways: 1) Discussion groups/forums 2) whole class teaching 3) live streaming 4) content sharing 5) Scheduled contact time for Q & A 6) Pre-recorded lessons	Teacher shares a resource every morning at 8:00. Learners need to respond by 11:00 and 13:00. A Q&A to follow for more interaction. Use WhatsApp video call to live stream for face to face teaching as needed (for small groups)

Using WhatsApp 1 of 2

Visit www.w.wcedeportal.co.za for digital resources
Visit eTeacher Sidekick
https://wcedonline.westerncape.gov.za/elearning

Figure 2: Using WhatsApp as Basic Interaction 1

Teaching & Learning Process

Basic Interaction: A guide to teaching online using WhatsApp

Teacher Action	Description	Example: Using WhatsApp
Reach learners	Create groups that are easily managed by the platform of your choice.	Teacher uses WhatsApp Broadcast/groups function. UIse WhatsApp Video call to host small group sessions of 4 participants.
Teach and Explain online	• Start by having a fellow teacher recording short snippets of your (chalkboard) lesson. • Get familiar with teaching in front of a camera. • Do research on effective video presentation skills • Use audio recording to accompany resources as an additional resource • make eye contact in video recording • Keep your personal touch	It is key to maintain the teacher presence. • Sharing multimedia resources to enhance learning • Prompt feedback • using WhatsApp video recording option
Sharing & Feedback (Q&A)	• Invite learners to actively participate by allowing question and answer. • Allow sharing of resources, links and other that will enhance learning. • Encourage input and feedback to strengthen online communication skills and good digital citizenship.	• Use WhatsApp to host Q&A sessions to consolidate learning. • Allow learners to pose questions and connect with their peers. • This is an opportunity for them to take ownership of their learning and to harness a culture of sharing and collaboration,

Using WhatsApp 2 of 2

Visit www.w.wcedeportal.co.za for digital resources
Visit eTeacher Sidekick
https://wcedonline.westerncape.gov.za/elearning

Western Cape
Government

Education

Figure 3: Using WhatsApp as Basic Interaction 2

Teaching online tips and tricks

Changing your teaching methods requires a growth mindset as you explore new teaching strategies. Below are a few examples stimulate some creative ideas:

|	Teaching Strategy
	Flipped Classroom is a type of blended learning where learners are introduced to content at home and practice working through it when they connect with the teacher. Video: https://www.youtube.com/watch?v=qdKzSq_t8k8
	Content Design
	Effective PowerPoints It is important to think of how you create a presentation. Here is a video to see how to avoid common design mistakes when designing digital resources. Video: https://www.youtube.com/watch?v=mOA0WH00reA&t=355s
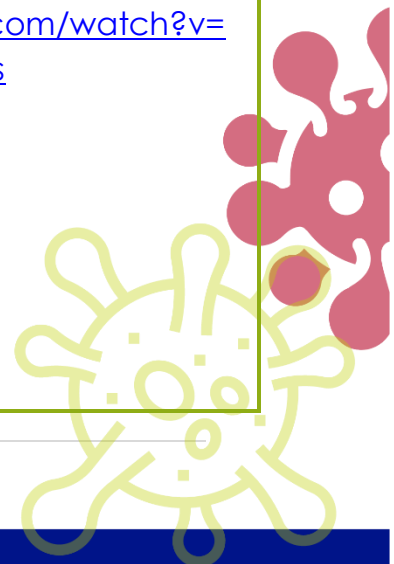
Communication Tools

Sharing Content using QR Codes

 "QR" stands for "Quick Response", which refers to the instant access to the information hidden in the Code. A teacher can upload a resource to the cloud and use a QR code generator for easy access. Learners can then use a QR code reader to scan the QR code with a mobile device.
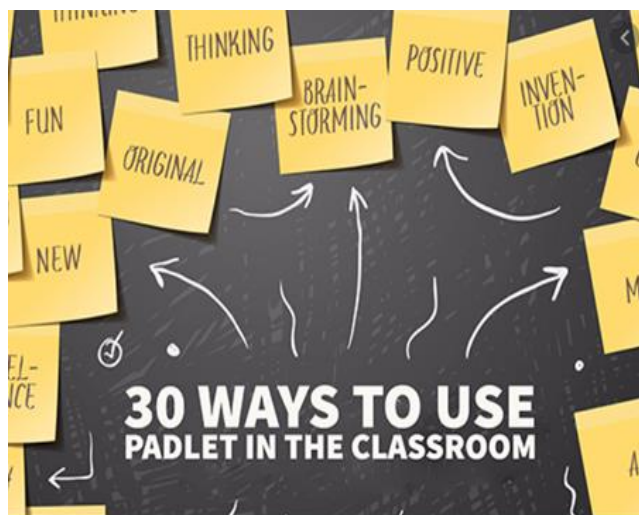
Explainer video:
https://youtu.be/aXW-1yAu1pw

QR code generator: https://www.the-qrcode-generator.com/

QR code reader:
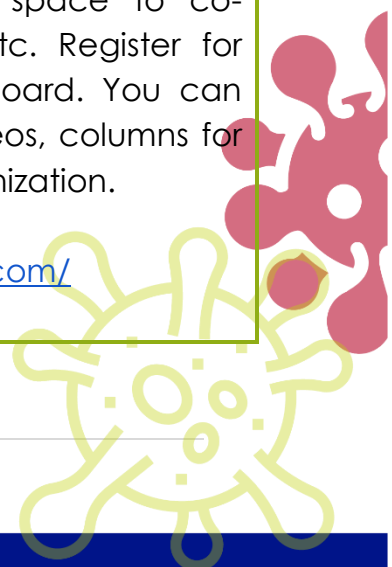Visit your mobile app store and download the app.

Collaboration Tools

Padlet: Working better together

Padlet is an application to create an online shared space for collaboration or to use as a notice board. Use it to display information, reminders, notices, etc. Learners can also use it as a Q & A board, a communal space to co-create assignments etc. Register for free to create your board. You can add images, links, videos, columns for sorting or refining organization.

Padlet: https://padlet.com/

|	Reading:: https://www.bookwidgets.com/blog/2017/08/30-creative-ways-to-use-padlet-for-teachers-and-students
	Teaching and Learning Tools **eTeacher Sidekick** WCED provides a simple instructional and helpful website that provides teachers with digital tools and tips, supporting resources and tutorials to assist teachers to transform teaching and learning. **eTeacher Sidekick:** https://wcedonline.westerncape.gov.za/elearning
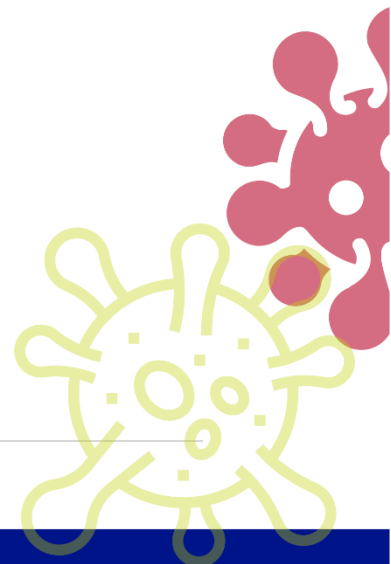
HOW TO USE WHATSAPP

**WHATSAPP CAN BE USED ON YOUR COMPUTER IN TWO WAYS:**

1. **WhatsApp Desktop:**
   An application that you can download on your computer
2. **WhatsApp Web:**
   A browser-based version of WhatsApp

1. Installing WhatsApp on your computer (Windows 8.1 and newer)

Step 1: On your computer's browser, navigate to https://www.whatsapp.com/download to download the **.exe file**.

Step 2: Once the download is complete, open the **WhatsApp.exe** to install WhatsApp on your computer.

Step 3: When the installation is complete, open WhatsApp on your phone. Tap **Menu** or **Settings** and select **WhatsApp Web** Point your phone to the screen to capture the **QR code** and **scan** the QR code to **log in.**

2. Using WhatsApp Web in your web browser

Step 1: **Launch** WhatsApp on your phone and go to **more options** (the three dots at the top right corner)

Step 2: Select **WhatsApp Web** from the drop-down menu

Step 3: Visit https://web/whatsapp/com via your computer/laptop/tablet **browser**

Step 4: **Scan** the **QR Code** on your computer browser to complete verification of WhatsApp Web.
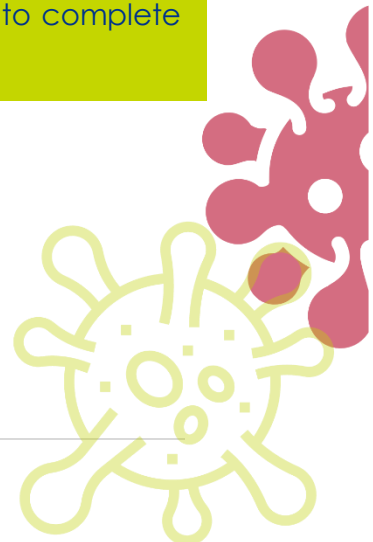
How to send any file on WhatsApp

Step 1:
Launch WhatsApp and tap on an ongoing conversation in the Chats tab to open an existing thread, or tap on a contact in the Contacts tab to start a new conversation

Step 2:
- Tap the **paperclip** icon at the bottom right of the screen in the **message bar to add an attachment** to your message.
- Here you will see **six icons** pop up.
- **Tap** the **icon** most suitable to your needs.
- Based on your **icon selection**, WhatsApp will bring up **a list stored on your phone**
- **Select** the file of your **choice** and press **Send**. You can also **add** a **caption** to explain the **context** of the file sent.

How to video call on WhatsApp

Step 1:   **Open** a WhatsApp **conversation**

Step2:   Tap the **video camera** at the top right of the window. The video call will **automatically commence**, and the recipient's phone will ring

How to group video call on WhatsApp

Step 1:   **Open** a WhatsApp **conversation**

Step 2:   Tap the **video camera** at the top right of the window. The video call will **automatically commence**, and the recipient's phone will ring.

Step 3:   Once your recipient has **answered**, tap the **add user icon** at the top right corner of the screen

Step 4:   Select a **second recipient** to add them to the call. Once they have joined you can also **add a third recipient**.

How to group video call from a WhatsApp group

Step 1:   **Open** the WhatsApp **Group conversation**

Step 2:   Tap the **phone icon** at the top right of the window

Step 3:   You will be prompted to **select up to 3 recipients** in the group.

Step 4:   Select the **video camera** option to **group video call**

HOW TO DOWNLOAD VIDEOS FROM YOUTUBE

6 EASY STEPS TO DOWNLOAD A VIDEO FROM YOUTUBE

Step 1:

Go to the **YouTube url: www.youtube.com**

Step 2:

Search for the video you wish to watch

Step 3:

Once the webpage has **loaded** the **video link**. Go to the **URL address bar**

Step 4:

In the address bar, add '**ss'** between **https://www.** and **youtube.com/...**

Original URL: https://www.youtube.com/watch?v=-9nvETp3KA8

URL for downloading: https://www.ssyoutube.com/watch?v=-9nvETp3KA8

Step 5:

This will direct you to an external link**: http://en.savefrom.net** at which the video is **downloadable**. (Please wait until the page has fully loaded)

Step 6:

Click the **Download button**. You can choose the quality of the video. The video will save in your '**download' folder** on your hard drive. (Please wait for the download to start)

Disclaimer:

Downloading videos from YouTube should only be considered if videos need to be viewed offline and for educational purposes. It is recommended that teachers attribute the creators of the video to ensure fair use of the content.
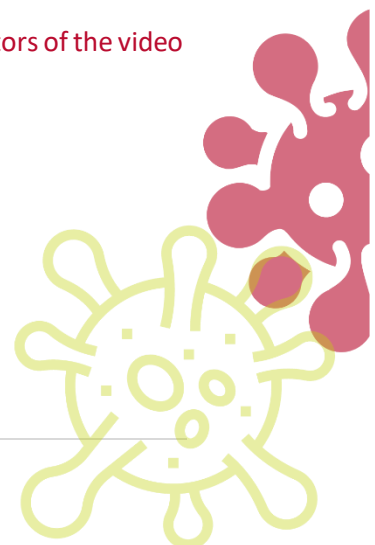
HOW TO SET UP GOOGLE CLASSROOM:

- **How to create a class in Google Classroom**
- **How to invite learners to a class**
- **How to add content or assignments to your class**

For more assistance with Google Classroom, use the following link: https://bit.ly/g_classroomhelp

HOW TO CREATE A CLASS IN GOOGLE CLASSROOM

As a teacher, one of the first things you'll do in **Classroom** is **create a class** for each of the classes you teach. In a class, you can assign work and post announcements to learners.

Steps:

1. Go to classroom.google.com
2. On the **Classes** page, click Add **Create class**
3. Enter the **class name**.

- **(Optional)** To enter a short description, grade level, or class time, click **Section** and enter the details.
- **(Optional)** To add a subject, click **Subject** and enter a name, or click one from the list that appears when you enter text.
- **(Optional)** To enter the location for the class, click **Room** and enter the details.
- Click **Create.**

Next steps: When you create a class, Classroom automatically creates a class code. You use it to invite learners to the class. You can always view the class code on the Stream page.
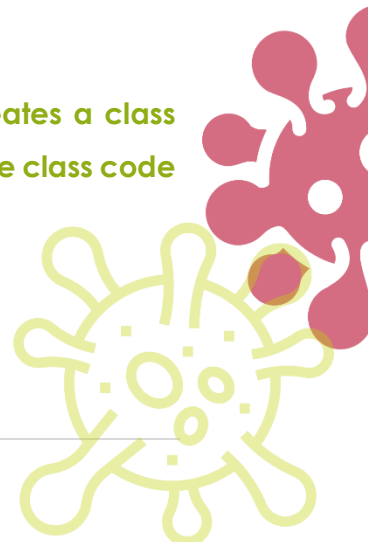
HOW TO INVITE YOUR LEARNERS TO A CLASS

To enroll learners in your class, you need to invite them or give them a **code to join.**

Note: Learners can unenroll themselves from classes. If they unenroll, their grades are removed.

Steps:

1. Go to classroom.google.com
2. Click the **class** you want to add leaners or a group of learners to.
3. At the top, click **People**: **Invite learners**
4. Enter the **learner's or group's email address**. As you enter text, an autocomplete list might appear.
5. Under Search results, click a **learner** or a **group**.
6. (Optional) To invite more learners or groups, repeat steps 4 and 5.
7. Click **Invite**

After you have emailed the invitation, the class list updates to show the names of invited learners.

ANOTHER OPTION: GIVE LEARNERS A CODE TO JOIN:
1. Click the **class**.
2. **Copy the code**: To copy the code to share with your learners, in the **General section,** next to the **code**, click the **Down arrow > Copy.**

GIVE THE STUDENTS THESE INSTRUCTIONS:
- Go to classroom.google.com
- On the **Classes page**, click **Add** > **Join class.**
- **Enter the code** and click **Join**.
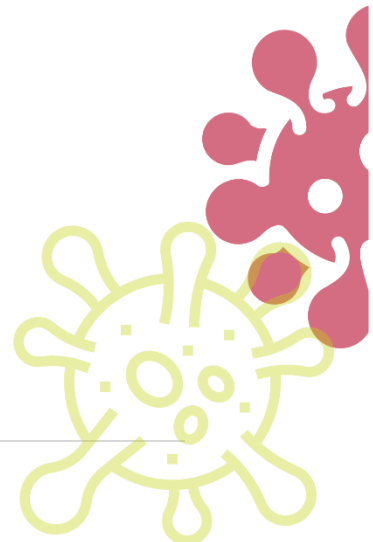
HOW TO ADD CONTENT OR ASSIGNMENTS TO YOUR CLASS

When you add content or assignments to the **Classwork page**, you can:

- **Post to one or more classes**
- **Post to individual learners**
- **Add a topic**

Steps: Add content or assignments

1. Go to classroom.google.com
2. Click the class: **Classwork**.
3. At the top, click **Create**: **Choose the option best suits intention**

Steps: Add attachments to Materials (Content Resource)

You can add Google Drive files, links, or YouTube videos to your materials.
To upload a file, click **Attach**. **Select** the **file** and click **Upload**.

TO ATTACH A GOOGLE DRIVE FILE:

1. Click **Drive**
2. **Select** the **item** and click **Add**.
3. **Note**: If you see a message that you don't have permission to attach a file, click **Copy**. Classroom makes a copy to attach to the material and saves it to the class Drive folder.

TO ATTACH A YOUTUBE VIDEO

1. Click **YouTube** and choose an option
2. **To search for a video to attach**:
   In the search box, enter **keywords** and click **Search**
3. Click the **video> Add**

To attach a video link:

4. Click **URL**.
5. **Enter** the **URL** and click **Add**.
6. To **attach** a link, **click Link**, **enter** the **URL**, and click **Add Link**.
7. To **delete** an **attachment**, next to it, click **Remove**
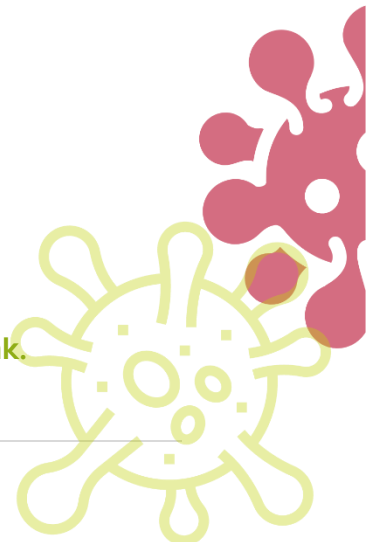
What's the difference between a profile, Page and group on Facebook?

Profiles

A profile is a section on Facebook where you can share information about yourself, such as your interests, photos, videos, current city and so forth. To see your profile, click or tap your name or profile picture at the top of Facebook.

Pages

You must have a profile to create a Page or help manage one. Pages are used for specific purposes such as for educational purposes, for marketing and updates on businesses, public figures, brands, organizations and so forth. It is a place to connect with fans, customers, followers and in this case, learners and teachers. When someone likes or follows a Page on Facebook, they can start seeing updates from that Page in their News Feed.
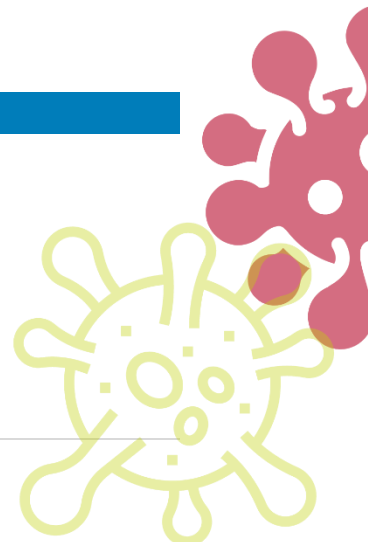
Groups

You must have a profile to create a group or help manage one. Groups are a place to communicate about shared interests with certain people. You can create a group for anything — your family reunion, your after-work sports team, your book club — and customize the group's privacy settings depending on who you want to be able to join and see the group. When you join a group on Facebook, you start seeing content from that group in your News Feed.

HOW TO CREATE A FACEBOOK PAGE:

Steps:

1. Go to facebook.com/pages/create
2. Click to choose a **Page type**
3. Fill out the required information.
4. Click **Continue** and follow the **on-screen instructions**

HOW TO CREATE A FACEBOOK GROUP:

Steps:

1. Click **Create** in the top right of Facebook and select **Group**.
2. Enter your **group name**, add group members and then choose the **privacy option for your group.**
3. Click **Create**

HOW DO I TURN ON MEMBERSHIP APPROVAL FOR A FACEBOOK GROUP I ADMIN?

If you're a **group admin**, you can choose to **turn on membership approval** for your group. This means **admins or moderators** will have to approve membership requests before someone can join the group.

To turn on membership approval:

1. From your **News Feed**, click **Groups** in the left menu and **select** your group.
2. Below your cover photo, click **More** then select **Edit Group Settings**.
3. Next to **Membership Approval**, select **Only admins and moderators**.
4. Click **Save** at the bottom.

GROUP PRIVACY:

Group admins can choose to make their groups public or private.

- **Public**: anyone can see who's in the group and what they post.
- **Private**: only members can see who's in the group and what they post.

To change the privacy of a Facebook group:

1. From your **News Feed**, click **Groups** in the left menu and select your **group**.
2. Click **More** then select **Edit Group Settings.**
3. Scroll down to **Privacy** and click **Change Privacy Setting**.
4. Select **Public** or **Private** and then click **Confirm**.
5. Scroll down and click **Save**

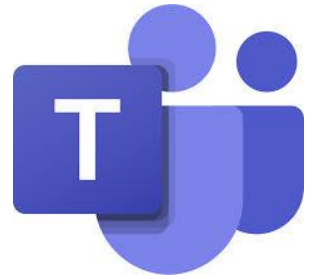For more assistance with Creating Facebook Groups and Pages, use the following link: **https://bit.ly/fb_educhannelhelp**
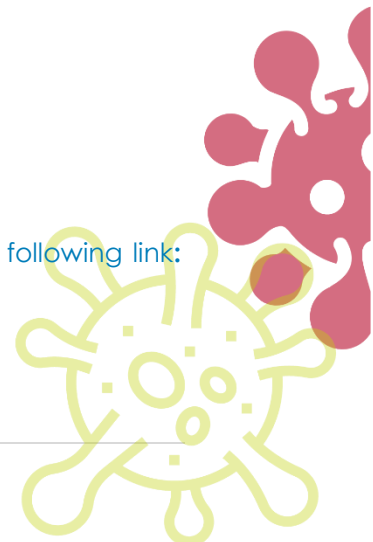
HOW TO USE MICROSOFT TEAMS FOR EDUCATION

With Microsoft Teams learners, teachers, and staff can seamlessly work together, create content, and share resources all from a single, easy-to-learn and simple to use platform.

- **COLLABORATION:**
  Co-author files and share resources with built-in Office 365 apps.
- **COMMUNICATION:**
  Stay connected with persistent chat, channel conversations, and meetings.
- **PERSONALIZATION:**
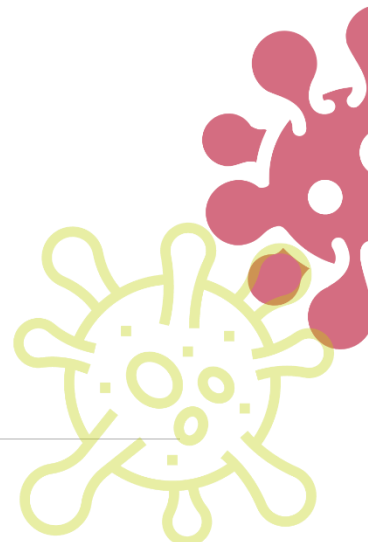 Personalize Teams with your favorite education and organization tools

Download a step by step guide on how to use Microsoft Teams for Education:

https://bit.ly/MS_teams_eduguide

Watch live and recorded webinars on Microsoft Teams for Education:

https://microsoftteams.eventbuilder.com/TeamsEducation

Shared eResources play a vital role in assisting teachers to make the shift to eLearning. A number of quality eResources have been collated and curated by the WCED to alleviate the need for teachers to spent time countless hours online. The WCED is a keen believer in creating a sharing culture as it supports our value-driven education and Transform to Perform initiatives. During extended school closure periods in particular, working together is key to ensuring our learners are not left behind.

Making digital resources available and communicating this effectively to learners is one way in keeping teaching and learning alive whilst not physically at school. The added advantage is that we are engaging our learners in independent and collaborative learning in line with 21st Century expectations. We are determined to enable our learners to succeed while exposing them to new ways of learning and working.

To this end digital resources have been made available by WCED for teachers and learners on several platforms. Below is a table illustrating some of the resources available:

| WCED ePortal	• More than 7 000 free eResources categorised per grade and subject (guide) • **https://wcedeportal.co.za**	**View:** **How to find resources on the ePortal**
Learner Dashboard	• Learners in Gr 10 - 12 can register on the WCED ePortal to receive eResources according to their subject offering (guide) • View **Learner Space Guidelines** • **https://wcedeportal.co.za/register**	**View** **Learner Space Guidelines**
School Closure Pack	• Curriculum suppliers offering eResources at no cost across a variety of subjects and grades. • **https://wcedeportal.co.za/partners**	
Sharing eResources	• Teachers are encouraged to share eResources with peers by contributing them to the ePortal (guide) • **https://wcedeportal.co.za/add/eresource**	**View** **ePortal Content Contribution Form**

LEARNER RESPONSIBILITIES

The concept of **School is closed, Learning is Open** places a responsibility on the learner to be prepared for the learning experience at home. The learner needs to:

- Ensure that you know how remote learning will happen and what expectations are placed on them, e.g. assignments, discussion boards, forums, and projects.
- Check agreed learning platforms to access assigned resources and work
- Make arrangements with the teacher and/or the school as needed if resources such as workbooks and textbooks need to be collected.
- Check-in at the start of a normal school day or other time as set by the teacher. Join live online sessions scheduled at specific times of the day.
- Read, watch and work through resources provided by your teacher.
- Engage with teachers during Q & A sessions and complete tasks and assignments set for you.
- Set a consistent work schedule to cover all your subjects as you would if you were physically at school.
- Connect with and support your peers for learning, studying and completing tasks.
- Be a good digital citizen; respect everyone within the learning space.
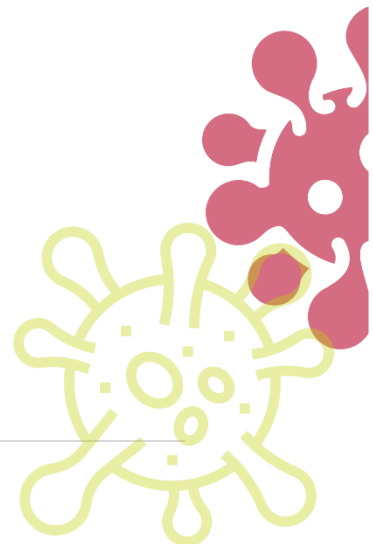
PARENTAL SUPPORT

The concept of **School is closed, Learning is Open** seeks to motivate all communities to help our learners to continue their learning whilst not being physically at school. Fostering a culture of learning in both the home and school environment is necessary. Parents, grandparents, siblings and other support structures should also be offered guidance on how to better support learners at home.

The learning process is a collective responsibility involving parents and teachers with learners at the core.

ENTER TO LEARN

WCED wishes to instill in all its learners that schools represent places of learning and opportunity, so too online schooling extends learning opportunities during times of extended school closure.

Better Together remains a solution for us as a province as we face extreme challenges like the Coronavirus (COVID-19) pandemic.