



SIMLA MANUAL

**Follow the step-by-step guide to
complete the online modules.**

SIMLA

Self-Initiated Micro-Learning Activities

eManual compiled by: MDoE eLearning

Published: 2025

The **SIMLA Manual** is a comprehensive guide designed to assist educators in effectively utilizing the Self-Initiated MicroLearning Activity (SIMLA) platform. This manual provides a step-by-step approach to navigating the platform, enrolling in courses, and leveraging its various features to enhance professional development.

Key sections of the manual include an introduction to the purpose and target audience, detailed instructions for getting started, and an overview of the platform's user interface. The manual also explores the core functionalities of SIMLA, such as the Course Catalogue, Progress Tracker, Resource Library, and Discussion Forums. Additionally, it highlights examples of microlearning activities, including quick tutorials, interactive quizzes, and case studies, to illustrate the diverse learning opportunities available.

The troubleshooting section addresses common issues and provides support resources to ensure a smooth user experience. The manual concludes with a summary of key points, future updates, and a feedback mechanism to continually improve the MicroLearning platform.

This manual aims to empower teachers by providing clear, concise, and practical guidance, enabling them to maximize their learning and professional growth through the SIMLA platform.

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Overview

The **Professional Development Framework for Digital Learning 2019** by the Department of Basic Education is designed to enhance the competencies of educators in integrating digital tools and resources into their teaching practices. Here is an overview of the key elements of the framework:

Purpose and Goals

The framework aims to:

- Improve access, quality, equity, redress, and efficiency in education through digital learning.
- Provide clear guidelines for the professional development of educators in digital learning.
- Support the integration of digital tools and resources to enhance teaching and learning outcomes.

Key Components

1. Digital Learning Competencies:

- The framework defines thirteen competencies that educators should aspire to develop. These competencies cover a range of skills necessary for effective digital learning integration.

2. Knowledge Framework:

- It provides a structure for integrating digital tools and resources into the curriculum, ensuring that educators can effectively use these tools to meet specific learning outcomes.

3. Teaching Change Frame:

- This component addresses the pedagogical factors influencing digital learning competence, including awareness and use of digital tools, and provides a model for measuring progress.

4. **Professional Learning Communities (PLCs):**

- The framework emphasizes the establishment of PLCs to strengthen teacher professionalism and support continuous professional development.

5. **Diagnostic Self-Assessment Tools:**

- Educators can use these tools to assess their current competencies and identify areas for improvement.

6. **Recognition of Professional Development Activities:**

- The framework outlines how professional development activities will be recognized and credited, encouraging ongoing learning and development.

Implementation and Support

- **Guidelines for Teacher Training:** The framework includes guidelines for teacher trainers, school leaders, e-learning specialists, and curriculum subject specialists to support the professional development of educators
- **Integration with Existing Policies:** It aligns with the DBE's Action Plan to 2019 and the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED), ensuring consistency with broader educational goals.

Conclusion

The Professional Development Framework for Digital Learning 2019 is a comprehensive guide aimed at building educator competencies in digital learning. By providing clear guidelines, diagnostic tools, and support structures, it seeks to empower educators to effectively integrate digital tools and resources into their teaching practices, ultimately enhancing the learning experience for students

Download the policy here now. <https://www.schoolnet.org.za/wp-content/uploads/PROFESSIONAL-DEVELOPMENT-FRAMEWORK-FOR-DIGITAL-LEARNING-REVISED-2019.pdf>

Introduction to the SIMLA Manual

Welcome to the **SIMLA Manual**! This guide is designed to support teachers in navigating and utilizing the Self-Initiated MicroLearning Activity (SIMLA) platform effectively. Whether you're a seasoned educator or new to digital learning, this manual will provide you with a step-by-step approach to enhance your teaching and professional development.

Purpose of the Manual

The SIMLA Manual aims to empower teachers by providing clear instructions and practical tips for using the SIMLA platform. Our goal is to make your learning experience seamless and enjoyable, enabling you to focus on what you do best—teaching.

Overview of SIMLA

SIMLA is an innovative platform that offers a variety of microlearning activities tailored to meet the needs of educators. By engaging in these activities, you can enhance your skills, stay updated with the latest educational trends, and improve your teaching practices.

Target Audience

This manual is intended for teachers who are eager to take control of their professional development through self-initiated learning. Whether you prefer studying on a computer or a mobile device, SIMLA provides the flexibility to learn anytime, anywhere.

Getting Started

To begin your journey with SIMLA:

1. Open your web browser and type **dbe-tpd.org** in the address bar.
2. Press **Enter** on your keyboard or tap **Go** on your mobile device.
3. Enter your Surname and ID No. Press Enter to go to the platform landing page.
4. Make sure you have a stable internet connection.

We hope this manual serves as a valuable resource as you explore the SIMLA platform. Let's embark on this learning journey together and make the most of the opportunities that SIMLA offers!

Key Features of the SIMLA Platform

1. Course Catalogue

The Course Catalogue is your gateway to a wide range of microlearning activities. Here, you can browse through various courses tailored to different subjects and skill levels. Each course is designed to be concise and focused, allowing you to learn efficiently.

2. Progress Tracker

The Progress Tracker helps you monitor your learning journey. It provides insights into the courses you have completed, your current progress, and upcoming activities. This feature ensures you stay on track with your professional development goals.

3. Interactive Dashboard

The dashboard is the central hub of the SIMLA platform. It offers a user-friendly interface where you can easily access your courses, track your progress, and find important updates. The dashboard is designed to be intuitive, making navigation simple and straightforward.

4. Mobile Compatibility

SIMLA is optimized for mobile devices, allowing you to learn on the go. Whether you're using a smartphone or a tablet, you can access all the features of the platform seamlessly. This flexibility ensures that you can continue your learning journey anytime, anywhere.

5. Resource Library

The Resource Library is a comprehensive collection of materials that support your learning. It includes articles, videos, and other educational resources that complement the courses. You can use these resources to deepen your understanding and enhance your teaching practices.

6. Discussion Forums

Engage with fellow educators through the Discussion Forums. This feature allows you to share insights, ask questions, and collaborate with peers. It's a great way to build a community of practice and learn from others' experiences.

7. Quizzes and Assessments

To reinforce your learning, SIMLA offers quizzes and assessments at the end of each course. These tools help you evaluate your understanding of the material and identify areas for improvement. The feedback provided is constructive and aimed at enhancing your skills.

8. Certification

Upon completing courses, you can earn certificates that recognize your achievements. These SACE-endorsed certificates can be added to your professional portfolio, showcasing your commitment to continuous learning and development.

9. Support and Help Centre

If you encounter any issues or have questions, the Support and Help Centre (Any provincial or district eLearning Specialist) is there to assist you. It provides FAQs, troubleshooting guides, and contact information for further assistance. The goal is to ensure you have a smooth and enjoyable learning experience.

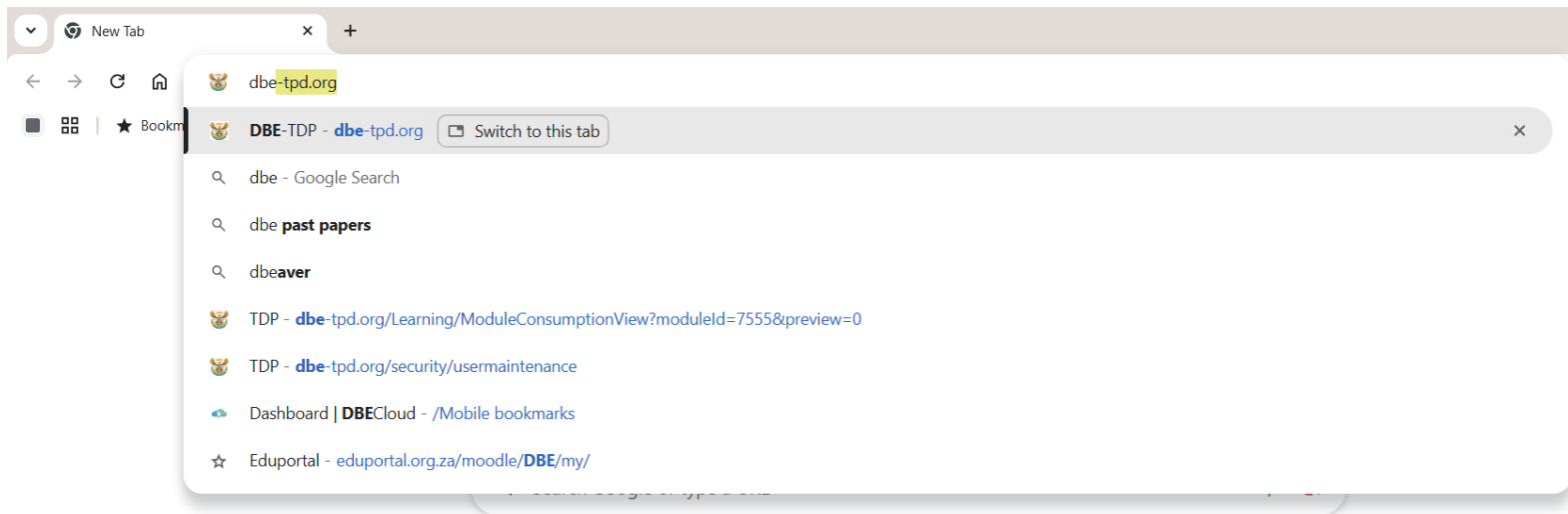
How to Use These Features

- **Explore the Course Catalogue:** Regularly check for new courses and enrol in those that interest you.
- **Track Your Progress:** Use the Progress Tracker to stay motivated and on schedule.
- **Engage with the Community:** Participate in Discussion Forums to share knowledge and gain new perspectives.
- **Utilize Resources:** Make the most of the Resource Library to supplement your learning.
- **Complete Assessments:** Take quizzes and assessments seriously to gauge your understanding.
- **Earn Certificates:** Collect certificates to demonstrate your professional growth.

How to Engage with Microlearning Activities

- **Select Activities Based on Your Interests:** Choose activities that align with your professional development goals.
- **Set Aside Short Time Blocks:** Dedicate small chunks of time to complete these activities, making it easier to fit into your busy schedule.
- **Apply What You Learn:** Try to implement the strategies and techniques you learn in your classroom to see their impact firsthand.
- **Reflect and Share:** Use the Discussion Forums to share your insights and learn from others' experiences.

By engaging in these microlearning activities, you can continuously enhance your skills and stay updated with the latest educational practices. Enjoy your learning journey!



Type dbe-tpd.org as indicated above then press enter on the keyboard or go on your mobile device. Learning on the platform can be done using a mobile device. You need Internet to study on this platform.

STEP 1: Type

STEP 2: Type

STEP 3: Click Login

A login form for the Department of Basic Education, Republic of South Africa. The form is white with a blue header. It features the South African coat of arms and the text 'basic education', 'Department: Basic Education', and 'REPUBLIC OF SOUTH AFRICA'. Below this, it says 'Please provide 2 fields to login.' There are two input fields: 'ID Number' and 'Last Name'. A green 'Log in' button is at the bottom, with a 'Need help?' link below it. The form is overlaid on a background image of students in a classroom.

STEP 1. Type: Digital

STEP 2. Select:

STEP 3. Select:

STEP 4. Click

TDP / Dashboard HELP

basic education
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Home

Questionnaires

My Learning Pathways

Administration

Org Admin

Learning

Recommendations

Questionnaires Done: 1

Questionnaires Available: 21

[View Questionnaires](#)

Conversations

Participated Topics: 0

Recent Messages

Search Modules

Search module by title ?

Search by Category (e.g Subject) ?

Search by Sub-Category (based on Category)

Search

Save my search

Clear my search

MY MODULES

MY LEARNING PATHWAYS

My Modules

Show Completed Modules

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Questionnaires Done: 1

Questionnaires Available: 21

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Conversations

Participated Topics: 0

Recent Messages

Search Modules

Search module by title ?

Search by Category (e.g Subject) ?

Search by Sub-Category (based on Category)

Digital Learning Competencies

Overview/Introduction

TPACK knowledge framework

Search

Save my search

Clear my search

MY MODULES

MY LEARNING PATHWAYS

My Modules

Show Completed Modules

Modules

Title

Learning Objective

Completed Module

Actions

Understanding TPACK

Understand how learning experiences should integrate digital tools and resources.

☒

Preview

Start Module

Show

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Next

»

STEP 5: Click Start Module

TDP / Module Consumption

HELP

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Home

Questionnaires

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Activities

(1) What is TPACK?

To introduce the TPACK knowledge framework.

Completed

View Activity

(2) Possible answers to question 1: How does my approach to teaching (pedagogy) harness the potential of technology?

To share some thoughts about how to respond to such a question.

Completed

View Activity

(3) Possible answers to question 2: How do I manipulate digital subject content to enhance the effectiveness of my teaching (pedagogy)?

To share some thoughts about how to respond to such a question.

Completed

View Activity

(4) Possible answers to question 3: How can I lead learners to better understand the subject content using digital tools and subject content resources? (TPACK)

To share some thoughts about how to respond to such a question.

Completed

View Activity

(5) Conclusion and Final Quiz

To conclude the module.

STEP 6: Click View Activity

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Activity Text

Technological Pedagogical Content Knowledge (TPACK) is a framework that helps describe and clarify the kind of knowledge needed by a teacher for effective pedagogical practice in a technology-enhanced learning environment.

Discuss (TP), (PK) & (CK)

Click to go to the next Activity

As a qualified teacher you should begin by asking yourself these initial inter-related questions, bearing in mind your own and your learners' contexts:

- Technological Knowledge (TK): What do I know about the opportunities that technology offers my teaching?
- Pedagogical Knowledge (PK): What do I know about different teaching approaches?
- Content Knowledge (CK): How well do I know the content of my subject? (CK)

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Conclusion and Final Quiz

Back to module

Prev Activity

1

Sometimes you see Multiple-Choice

Activity Purpose

To conclude the module.

Activity Text

Complete this final quiz to earn the right to claim five Type 1 CPTD points.

Question

Question 1 of 2

Question:

TPACK is about how to teach technology skills.

True or false Questions

True

False

Next Question

3

Click Next Question

2

Click False

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Conclusion and Final Quiz

Back to module

Prev Activity

Activity Purpose
To conclude the module.

Activity Text
Complete this final quiz to earn the right to claim five Type 1 CPTD points.

Question

Question 2 of 2

Question:
The three areas of knowledge in TPACK are:

Multiple Choice

Option

Technology, Assessment and Content

Technology, Pedagogy and Content

Teaching, Pedagogy and Curriculum

Choose and answer

Select

Click

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Conclusion and Final Quiz

Back to module

Prev Activity

Activity Purpose
To conclude the module.

Activity Text
Complete this final quiz to earn the right to claim five Type 1 CPTD points.

Question

Question 1 of 2

Question:
TPACK is about how to teach technology skills.

True or false Questions

True

False

Next Question

1
Sometimes you see
Multiple-Choice

2
Click
False

3
Click Next
Question

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Questionnaires Done

1

Questionnaires Available

21

View Questionnaires

Conversations

Participated Topics

0

Recent Messages

0

View Conversations

Rewards

CPTD Points

55

Search Modules

Search module by title

Search by Category (e.g Subject)

Digital Learning Competencies

Search by Sub-Category (based on Category)

Topic (Based on Sub-category)

Overview/Introduction

SAMR Model for assessing impact

Search

Save my search

Clear my search

MY MODULES

MY LEARNING PATHWAYS

Click Search

My Modules

Show Completed Modules

Show Recent Modules

Title	Learning Objective	Status	Actions
The SAMR Model	Use the SAMR module to help you reflect on the impact of your learning programme when supported by digital tools and resources.	Show 5 Prev 1 Next	Preview Start Module

Modules

Title

Learning Objective

Completed Module

Actions

The SAMR Model	Use the SAMR module to help you reflect on the impact of your learning programme when supported by digital tools and resources.	Show 5 Prev 1 Next	Preview Start Module
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Click Start Module

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The SAMR Model

Back to Modules

Download Text Only

Download All Files

Learning Objective

Use the SAMR module to help you reflect on the impact of your learning programme when supported by digital tools and resources.

Activities

(1) What is the SAMR model?

To introduce the SAMR model.

Completed

View Activity

(2) More about SAMR

To explain a bit more about SAMR.

Completed

View Activity

(3) The Task

To explain how the task changes at different levels.

Completed

View Activity

(4) Learner Engagement

To explain how learner engagement changes at different levels.

Completed

View Activity

(5) Reflect and Share

To reflect on lessons that you have designed and share your ideas.

Completed

View Activity

(6) Conclusion

To conclude the module with a final quiz.

Completed

Final Quiz

Click View Activity

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Activity Text

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Analysing the impact of learning technologies

The SAMR model (Puentadura, 2012) is a useful way of analysing the impact of learning technologies on task design and learner engagement. When teachers design learning, the impact to learning resulting from the use of digital tools and resources may vary greatly.

"SAMR" represents the first letter of the four level descriptors:

Task remains unchanged. Tools are substituted

Task improved through better use of tools

Significant change in task supported

New learning experiences possible

Discuss SAMR

S

A

M

R

SUBSTITUTE

AUGMENT

MODIFY

REDEFINE

Click to go the next page



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- Pathways
- Administration
- Org Admin
- Learning

More about SAMR

The SAMR Model

Prev Activity Next Activity

Activity Purpose

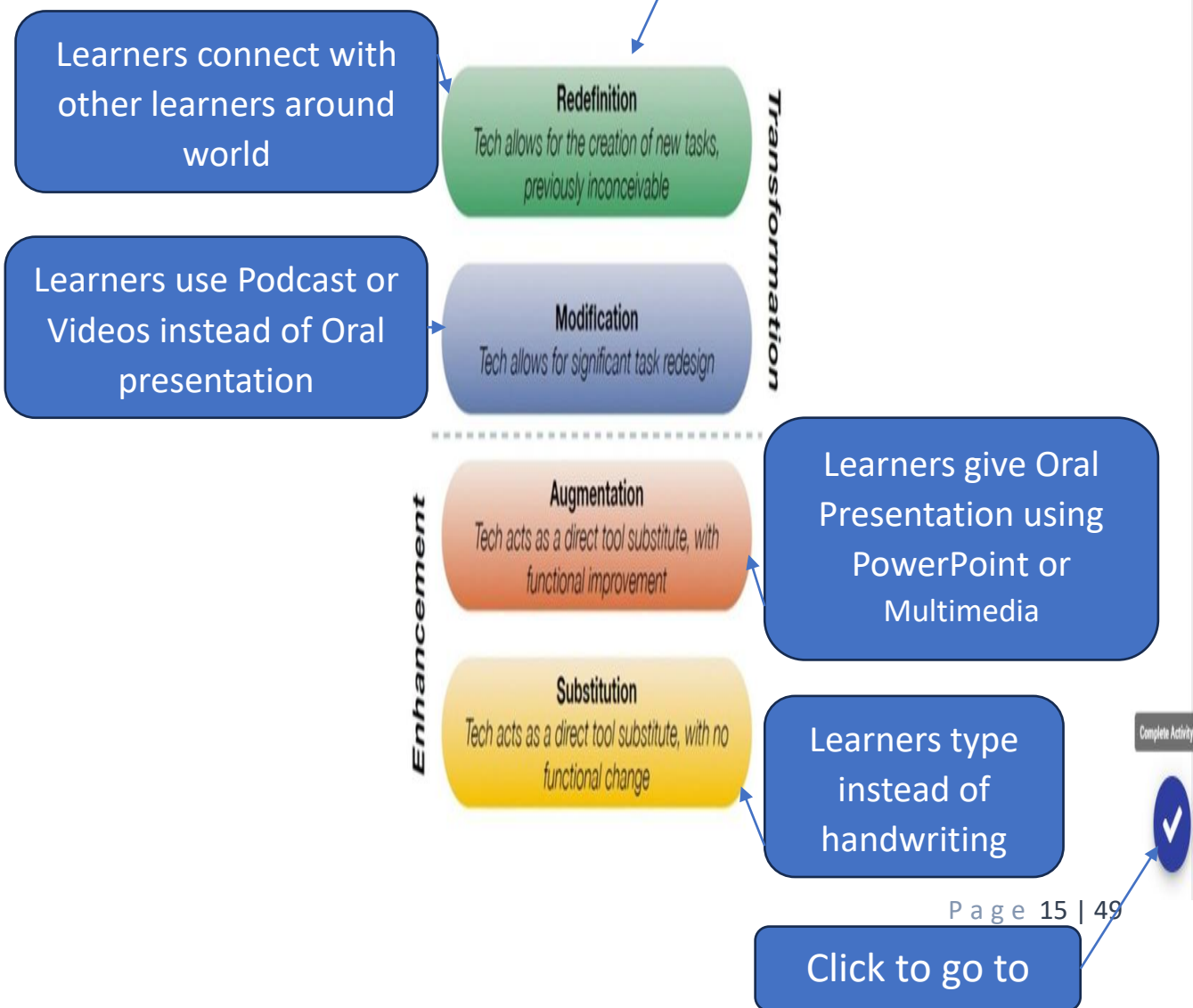
To explain a bit more about SAMR.

Activity Text

The first two levels of SAMR, **S**ubstitute and **A**ugment, refer to ways in which the learning task and learner engagement can be **Enhanced**.

The last two levels of SAMR, **M**odify and **R**edefine, refer to ways in which the task and learner engagement can be **Transformed**.

Doesn't mean high tech. but include Collaboration, Communication and Technological Literacy



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Conclusion

Back to module

Prev Activity

Activity Purpose

To conclude the module with a final quiz.

Activity Text

Complete the final quiz and earn five Type 1 CPTD points.

Question

Question 1 of 2

Question:

SAMR stands for:

Multiple Choice

Option

Substitute, Augment, Modify, Redefine

Simplify, Add, Merge, Reuse

Simplify, Augment, Modify, Redesign

Choose and answer

Next Question

STEP 1:

STEP 2:

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Conclusion

Back to module

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Activity Purpose

To conclude the module with a final quiz.

Activity Text

Complete the final quiz and earn five Type 1 CPTD points.

Question

Question 2 of 2

Question:

The SAMR module can be used as a reflection tool.

True or false Questions

True

False

Previous Question

Complete Quiz

STEP 1: Click

STEP 2:

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Questions for discussions

1. What are the key characteristics that define microlearning?
2. How does microlearning improve knowledge retention compared to traditional learning methods?
3. In what ways can microlearning be integrated into a busy professional's schedule?
4. What types of content are most effective for microlearning modules?
5. How can interactive elements like quizzes and games enhance the microlearning experience?
6. What are the main benefits of using microlearning for professional development?
7. How does microlearning support personalized learning experiences?
8. Can you provide examples of microlearning activities that can be used in a classroom setting?
9. What challenges might educators face when implementing microlearning, and how can they overcome them?
10. How can the effectiveness of microlearning be measured and evaluated?

Why Microlearning?

Summary of Microlearning-Based Learning

Microlearning is an educational approach that involves delivering content in small, manageable chunks, typically focusing on a single learning objective at a time. This method is designed to be efficient and effective, catering to the needs of modern learners who often have limited time and attention spans. Here are the key aspects of microlearning-based learning:

Key Features

- **Bite-Sized Content:** Information is broken down into short, focused segments, making it easier to digest and retain.
- **Flexibility:** Learners can access content anytime, anywhere, fitting learning into their busy schedules.
- **Engagement:** Interactive elements such as quizzes, videos, and games are often used to keep learners engaged.

- **Relevance:** Content is tailored to meet specific learning needs and objectives, ensuring that it is directly applicable to the learner's context.
- **Immediate Application:** Learners can quickly apply what they have learned, reinforcing knowledge through practice.

Benefits

- **Improved Retention:** Short, focused learning sessions help improve memory retention and recall.
- **Increased Motivation:** The manageable size of microlearning modules makes learning less daunting and more motivating.
- **Personalization:** Learners can choose topics that are most relevant to their needs, creating a personalized learning experience.
- **Cost-Effective:** Microlearning can be more cost-effective than traditional training methods, as it often requires fewer resources and less time.

Examples

- **Quick Tutorials:** Short instructional videos or articles that teach a specific skill or concept.
- **Interactive Quizzes:** Engaging quizzes that test knowledge and provide immediate feedback.
- **Case Studies:** Real-world scenarios that help learners apply concepts in practical situations.

Conclusion

Microlearning-based learning is a powerful approach that aligns with the needs of modern learners. By delivering content in small, focused chunks, it enhances engagement, retention, and the ability to apply knowledge immediately. This method is particularly effective in professional development, where continuous learning and skill enhancement are crucial.

While microlearning offers many benefits, it also comes with its own set of challenges:

1. **Fragmentation:** Breaking down content into small chunks can sometimes lead to a lack of coherence and context, making it harder for learners to see the bigger picture.
2. **Depth of Learning:** Microlearning is great for quick, focused learning, but it may not be suitable for complex subjects that require deep understanding and extended study.
3. **Engagement:** Keeping learners engaged with very short modules can be challenging, especially if the content is not interactive or varied.
4. **Assessment:** Evaluating the effectiveness of microlearning can be difficult, as traditional assessment methods may not be applicable.
5. **Consistency:** Ensuring consistency in quality and delivery across multiple microlearning modules can be a challenge, especially if created by different authors.
6. **Technology Dependence:** Microlearning often relies on digital platforms, which can be a barrier for learners with limited access to technology or internet connectivity.
7. **Overload:** With the ease of creating and distributing microlearning content, there is a risk of overwhelming learners with too many modules, leading to cognitive overload.
8. **Motivation:** Learners may struggle to stay motivated without the structure and support of traditional learning environments.
9. **Integration:** Integrating microlearning into existing training programs and curricula can be complex and may require significant adjustments.
10. **Retention:** While microlearning can improve short-term retention, ensuring long-term retention and application of knowledge can be more challenging without reinforcement and practice.

Addressing these challenges requires thoughtful design, careful planning, and ongoing evaluation to ensure that microlearning is effective and beneficial for learners.

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Recommendations

Questionnaires Done
1

Questionnaires Available
21

View Questionnaires

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Participated Topics
0

Recent Messages
0

View Conversations

Rewards

CPTD Points

Search Modules

Search module by title

STEP 2

Search by Sub-Category (based on Category)
Overview/Introduction

Search by Category (e.g Subject)
Digital Learning Competencies

STEP 1

Topic (Based on Sub-category)
Understanding the digital learning competencies

STEP 3: Third

Search

Save my search

Clear my search

MY MODULES

MY LEARNING PATHWAYS

My Modules

Your recent activity.

Show Completed Modules

Show Recent Modules

STEP 5: Click

Title	Learning Objective	Status	Actions
21st Century Skills and Digital Learning Competencies	Align 21st Century skills to digital learning competencies.	Completed	Preview Start Module
Examples of Digital Learning Competency No. 1	Adopt the habit of an enquiring mind regarding the educational value of using digital tools and resources.	Completed	Preview Start Module
Examples of Digital Learning Competency No. 2	Be reflective about challenging current digital learning and teaching practice.	Completed	Preview Start Module
Examples of Digital Learning Competency No.10	Integrate learners' skills development in terms of digital literacies with curriculum-based learning.	Completed	Preview Start Module
Examples of Digital Learning Competency No.11	Demonstrate commitment to the vision for digital learning in the province, district and school.	Completed	Preview Start Module

Click Start Module

Modules

Title	Learning Objective	Completed Module	Actions
21st Century Skills and Digital Learning Competencies	Align 21st Century skills to digital learning competencies.	✓	Preview Start Module
Examples of Digital Learning Competency No. 1	Adopt the habit of an enquiring mind regarding the educational value of using digital tools and resources.	✓	Preview Start Module
Examples of Digital Learning Competency No. 2	Be reflective about challenging current digital learning and teaching practice.	✓	Preview Start Module
Examples of Digital Learning Competency No.10	Integrate learners' skills development in terms of digital literacies with curriculum-based learning.	✓	Preview Start Module
Examples of Digital Learning Competency No.11	Demonstrate commitment to the vision for digital learning in the province, district and school.	✓	Preview Start Module

Show 5

Prev 1 2 3 Next

Go through all the Modules

Click Start Module again. May look different as I have done this Module

The screenshot shows the TDP Dashboard interface. A modal dialog titled "Confirm Start Module" is centered on the screen. The dialog contains a question mark icon and the text: "Would you like to add this Module to a Pathway or start module as an activity?". Below the text are three buttons: "Start Module" (highlighted with a blue arrow from the callout), "New Pathway", and "Add To Existing Pathway". A "Close" button is at the bottom right of the dialog. The background dashboard shows sections for "Recommendations" (Questionnaires Done: 1, Available: 21), "Conversations", "Rewards", and "My Modules". The left sidebar includes links for Home, Questionnaires, My Learning, Administration, Org Admin, and Learning.

Click View Activity

The screenshot displays the "Module Consumption" page for the module "21st Century Skills and Digital Learning Competencies". The page includes a "Back to Modules" button, "Download Text Only", and "Download All Files" buttons. Under the "Learning Objective" section, it states: "Align 21st Century skills to digital learning competencies." The "Activities" section lists six items, each with a "View Activity" button (except for the final quiz):

- (1) Integrating Cross-Curricular Skills with the Curriculum: To provide an introduction to digital learning competencies, 21st Century and 4th Industrial Revolution skills. Completed.
- (2) Digital Learning Competencies - Professional Growth: To introduce the digital learning competencies 1-5 which focus on professional growth. Completed.
- (3) Digital Learning Competencies - Curriculum Focus: To introduce the digital learning competencies 6-10 which focus on professional growth. Completed.
- (4) Digital Learning Competencies - Leadership: To introduce the digital learning competencies 11-13 which focus on leadership. Completed.
- (5) Digital Learning, 21st Century Skills and the 4th Industrial Revolution: To show the relationship between the skills sets of digital learning, 21st Century skills and 4IR skills. Completed.
- (6) Conclusion and Final Quiz: To conclude the module. Completed. Includes a "Final Quiz" button.

The left sidebar is identical to the first screenshot. A blue callout box with the text "Click View Activity" points to the "View Activity" button for activity (1).

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21st Century Skills and Digital Learning Competencies

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Activity Purpose

To provide an introduction to digital learning competencies, 21st Century and 4th Industrial Revolution skills.

Activity Text

Our curriculum in South Africa is designed so that learners in each subject are able to develop subject-focused depth of skills, knowledge and understanding. There are many opportunities for teachers to make use of an **interdisciplinary** approach, achieved by integrating the skills, knowledge and understanding of more than one subject. For example, a knowledge of geography will help history learners to understand the circumstances on the ground during certain historical events. A knowledge of cultural history may help learners better understand the characters and events of a novel.

Certain **cross-curricular** skills can be integrated across all subjects. **Literacy** and **numeracy** are well-established cross-curricular skills. The *Minimum Requirements for Teacher Education Qualifications (MRTEQ)* also identifies **digital literacy** (ICT integration) as a cross curricular skill.

The *National Curriculum Statement* aims which appear in every CAPS document are cross-curricular skills which are closely aligned to the **21st century (21C) learning skills**. The DBE recognizes that these skills are important for learning in the 21st century as well as the 4th Industrial Revolution. The curriculum aims to produce learners that are able to:

- Identify and **solve problems** and make decisions using **critical and creative thinking**;
- work effectively as individuals and with others as members of a team (**collaboration**);
- organise and manage themselves and their activities responsibly and effectively (**self-regulation**);
- collect, analyse, organise and critically evaluate information (**information literacy**);
- communicate** effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively (**digital literacy**) and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(Source: CAPS)

Having stated these aims, the curriculum does not make many specific references to how these aims may be integrated across the curriculum. The words that appear in bold in the list above strongly align to 21st century skills. The most common **skills for the 4th Industrial Revolution (4IR)** currently include:

- Complex problem solving

Click

✓

Click on



to go to the next page.

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Conclusion and Final Quiz

Back to module

Prev Activity

Activity Purpose

To conclude the module.

Activity Text

During this module you have seen how much common ground there is between digital learning competencies, 21st Century skills and several 4th Industrial Revolution skills. To explore more modules on the topic of 21st Century skills, search for *Digital Learning Competencies | Overview*.

Complete the final quiz to earn the right to claim five CPTD (Type 1) points.

Question

Question 1 of 3

Question:

The three categories of digital learning competencies are:

Multiple Choice

Option

Professional Growth, Curriculum Focus, Administration

Professional Growth, Assessment, Leadership

Professional Growth, Curriculum Focus, Leadership

Choose and answer

2

1

Next Question

Click this option (1) then Next Question (2)

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Conclusion and Final Quiz

[Back to module](#) [Prev Activity](#)

Activity Purpose
To conclude the module.

Activity Text
During this module you have seen how much common ground there is between digital learning competencies, 21st Century skills and several 4th Industrial Revolution skills. To explore more modules on the topic of 21st Century skills, search for *Digital Learning Competencies* | Overview.
Complete the final quiz to earn the right to claim five CPTD (Type 1) points.

Question

Question 2 of 3

Question:
Digital learning is most effectively implemented when the learners are integrating 21st Century skills during learning.

True or false Questions

[True](#) [False](#) [Previous Question](#) [Next Question](#)

1 Click

2 Click

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Conclusion and Final Quiz

[Back to module](#) [Prev Activity](#)

Activity Purpose
To conclude the module.

Activity Text
During this module you have seen how much common ground there is between digital learning competencies, 21st Century skills and several 4th Industrial Revolution skills. To explore more modules on the topic of 21st Century skills, search for *Digital Learning Competencies* | Overview.
Complete the final quiz to earn the right to claim five CPTD (Type 1) points.

Question

Question 3 of 3

Question:
Creativity is a core 21st Century skill.

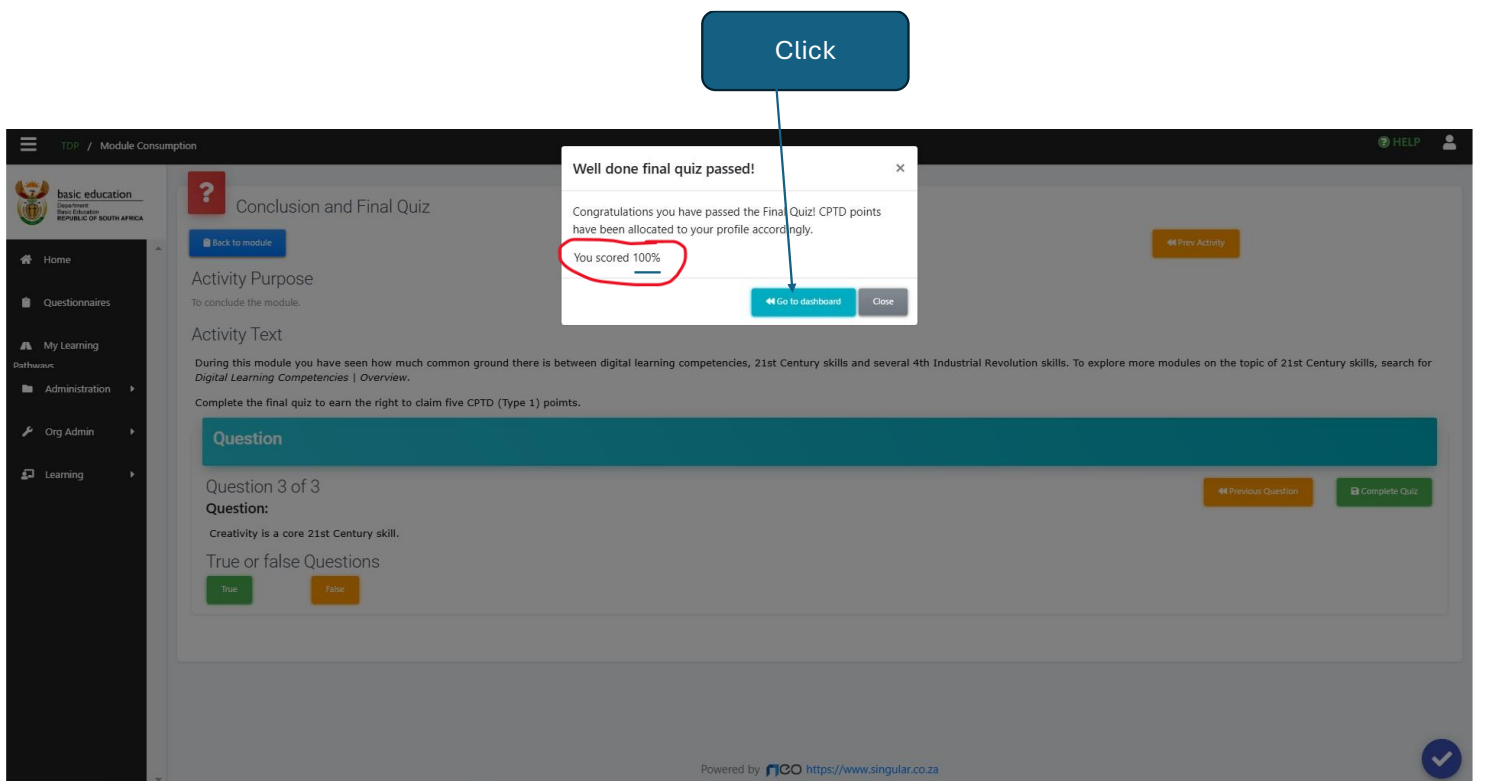
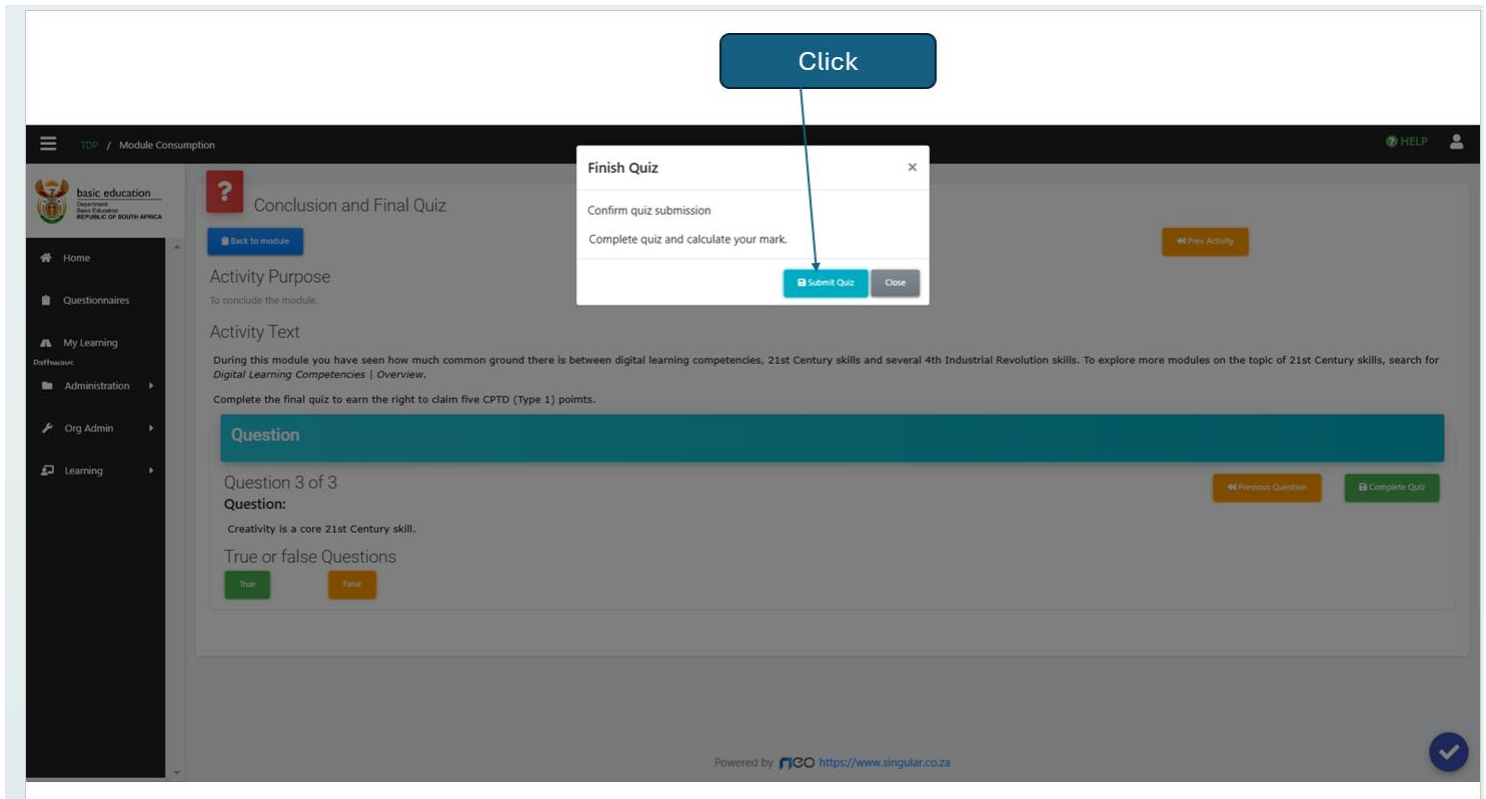
True or false Questions

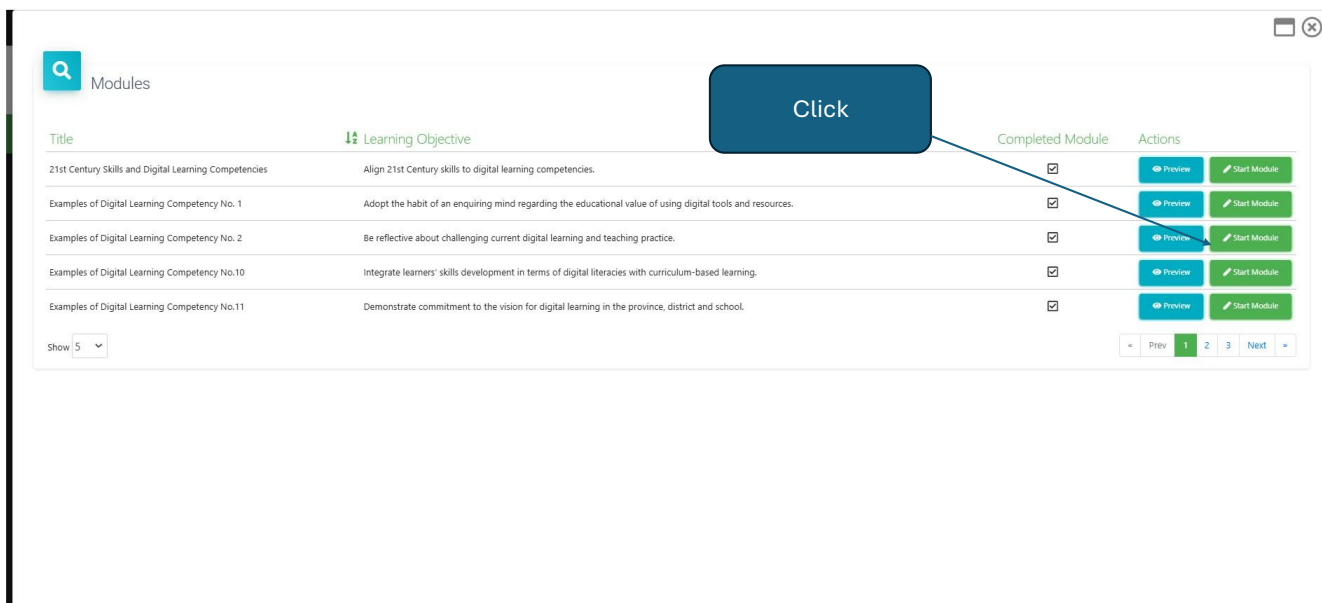
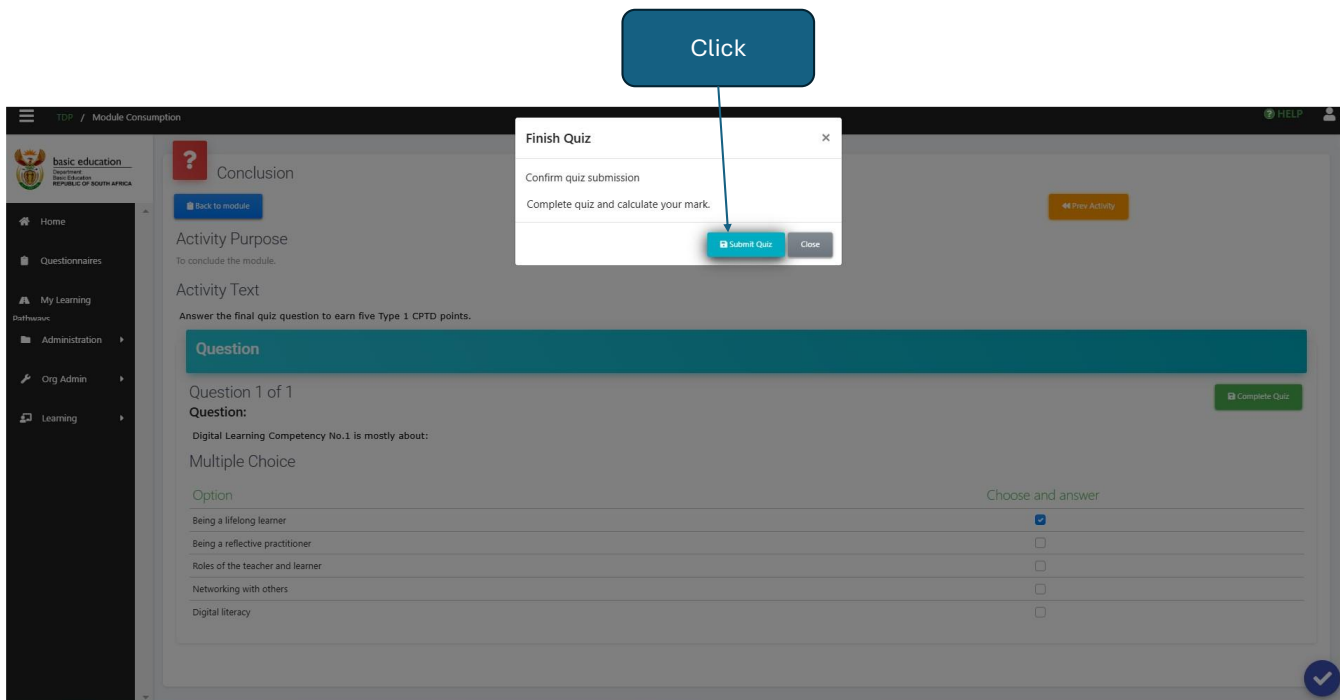
[True](#) [False](#) [Previous Question](#) [Complete Quiz](#)

1 Click True

2 Click True

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Examples of Digital Learning Competency No. 2

Download Test Only Download All Files

Learning Objective

Be reflective about challenging current digital learning and teaching practice.

Activities

(1) Indicators of Competency

To suggest a few indicators of competency No. 2.

Completed [View Activity](#)

(2) Examples of Competency No. 2

To provide examples and share new examples.

Completed [View Activity](#)

(3) Conclusion

To conclude the module.

Completed [Final Quiz](#)

Click Start Module then View Activity

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Indicators of Competency

Examples of Digital Learning Competency No. 2

Activity Purpose

To suggest a few indicators of competency No. 2.

Activity Text

Competency 2: Be reflective about challenging current digital learning and teaching practice.

If you engage in the following broad type of activities, it could be an indicator that you are putting this competency into practice:

- 2.1 Pause for thought about the effectiveness of learning after each session in which you have used digital tools and resources.
- 2.2 Share the outcomes of your lesson reflections (successes and challenges) with others and consider their feedback.
- 2.3 Evaluate your options if you have identified a need for a different approach.
- 2.4 Implement ideas about new approaches to teaching and learning using digital tools and resources that you have selected.
- 2.5 Use a variety of techniques to identify your developmental needs.

Knowledge, skills and attitudes that you would demonstrate include:

- The attitude of being a reflective practitioner (thinking about the quality of learning in your learning environment);
- Challenging the boundaries of your teaching;
- Considering the impact of digital tools and resources on learning tasks and learner engagement (the SAMR model); and
- Considering the appropriate use of digital tools and resources to support learning.

[Previous Activity](#) [Next Activity](#)

Read then click or

[Complete Activity](#)

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Prev Activity

Activity Purpose

To conclude the module.

Activity Text

Answer the final quiz question to earn five Type 1 CPTD points.

Question

Question 1 of 1

Question:

Digital Learning Competency No.2 is mostly about:

Multiple Choice

Option

Choose and answer

Click here

Click here

OR

Click here

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Back to module

Prev Activity

Activity Purpose

To conclude the module.

Activity Text

Answer the final quiz question to earn five Type 1 CPTD points.

Question

Question 1 of 1

Question:

Digital Learning Competency No.2 is mostly about:

Multiple Choice

Option

Choose and answer

Click Here

Click here

OR

Click here

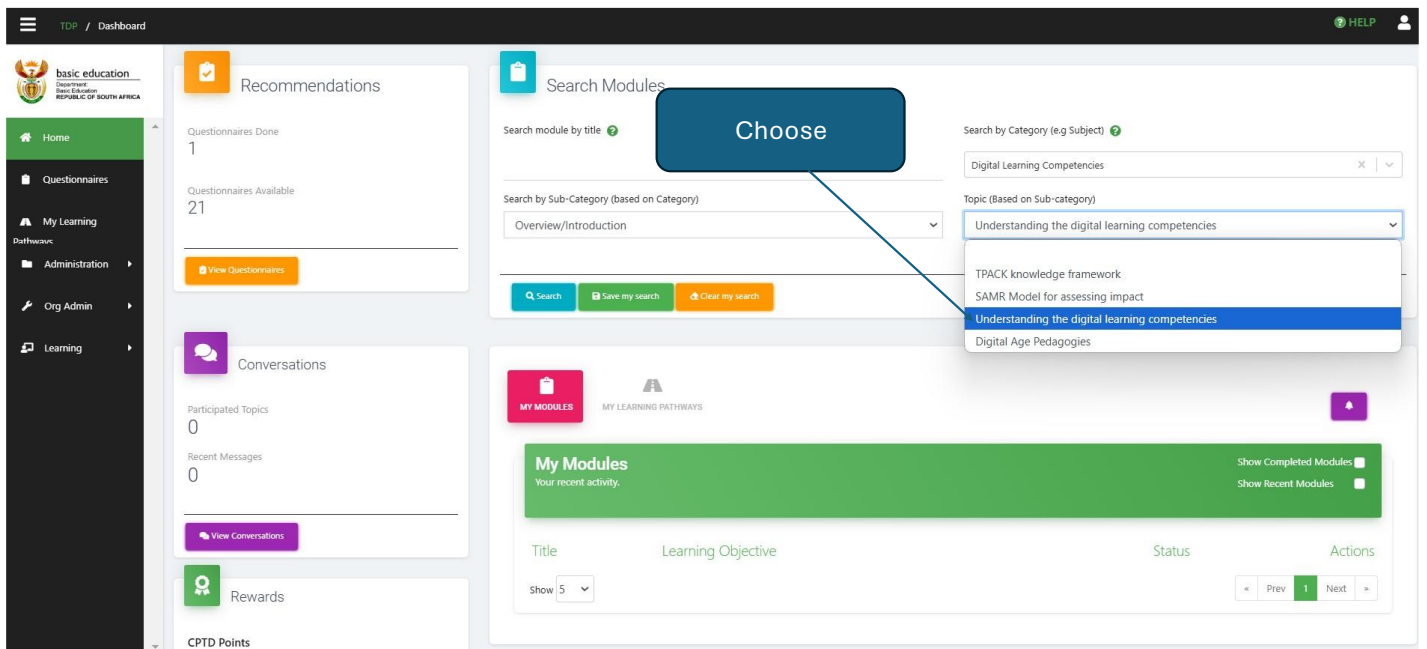
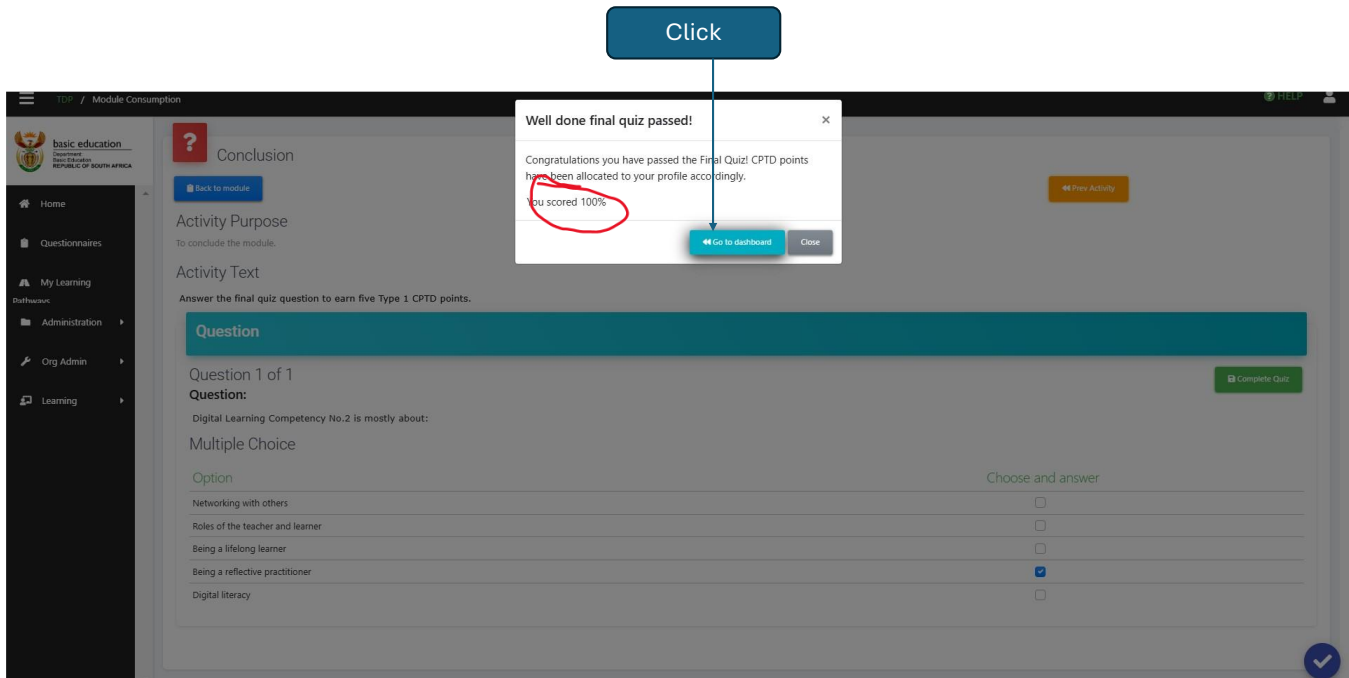
Finish Quiz

Confirm quiz submission

Complete quiz and calculate your mark.

Submit Quiz

Close





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Indicators of Competency

Examples of Digital Learning Competency No.10

Previous Activity

Next Activity

Activity Purpose

To suggest a few indicators of competency No.10.

Activity Text

Competency 10: Integrate learners' skills development in terms of digital literacies with curriculum-based learning.
If you engage in the following broad type of activities, it could be an indicator that you are putting this competency into practice:

10.1 Design integrated activities that develop learners' information skills while pursuing curriculum goals.
10.2 Design integrated activities that develop learners' digital literacy skills while pursuing curriculum goals.
10.3 Design integrated activities that develop learners' media literacy skills while pursuing curriculum goals.
10.4 Promote and model safe, legal and ethical use of digital information resources.

Knowledge, skills and attitudes that you would demonstrate include:

• Ability to support learners in terms of digital literacy by integrating these skills with the curriculum;
• Information literacy integrated with the curriculum;
• Media literacy integrated with the curriculum; and
• Digital citizenship integrated with the curriculum.

Read

Then

OR

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Click here



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Previous Activity

Activity Purpose

To conclude the module.

Activity Text

Answer the final quiz question to earn five Type 1 CPTD points.

Question

Question 1 of 1

Question:

Digital Learning Competency No.10 is mostly about:

Multiple Choice

Option

Integration and inclusion

Learner literacies

Innovation

Global awareness

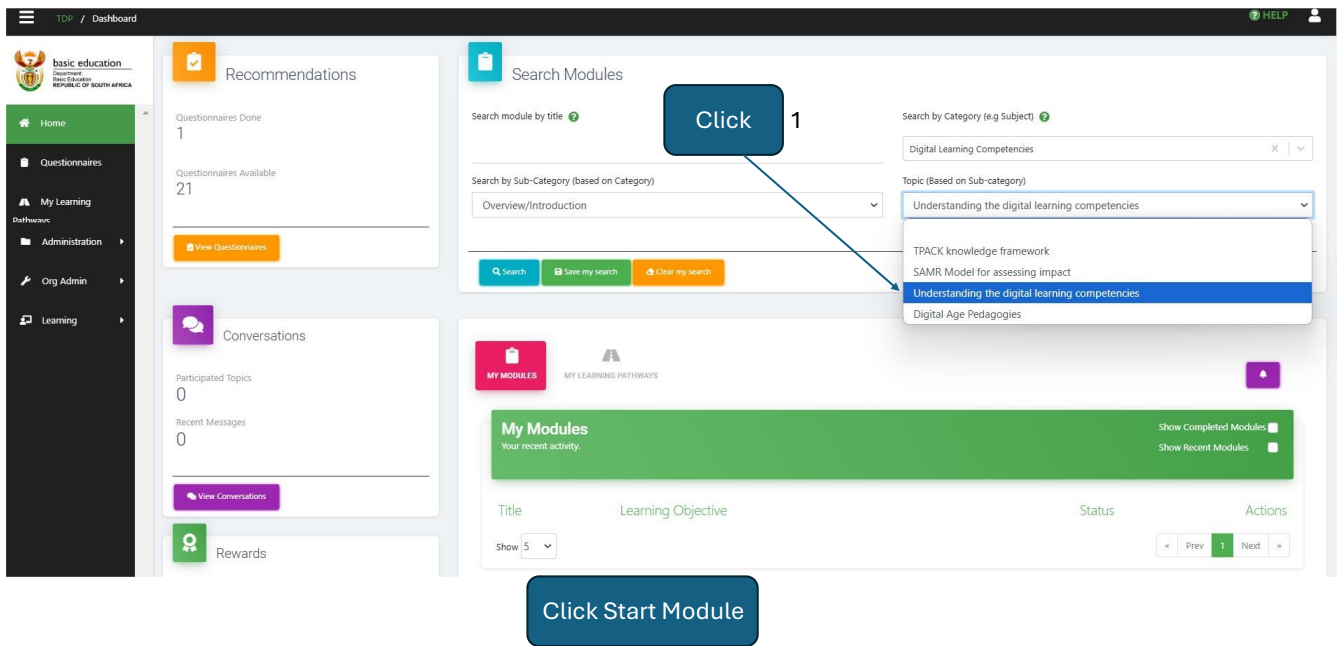
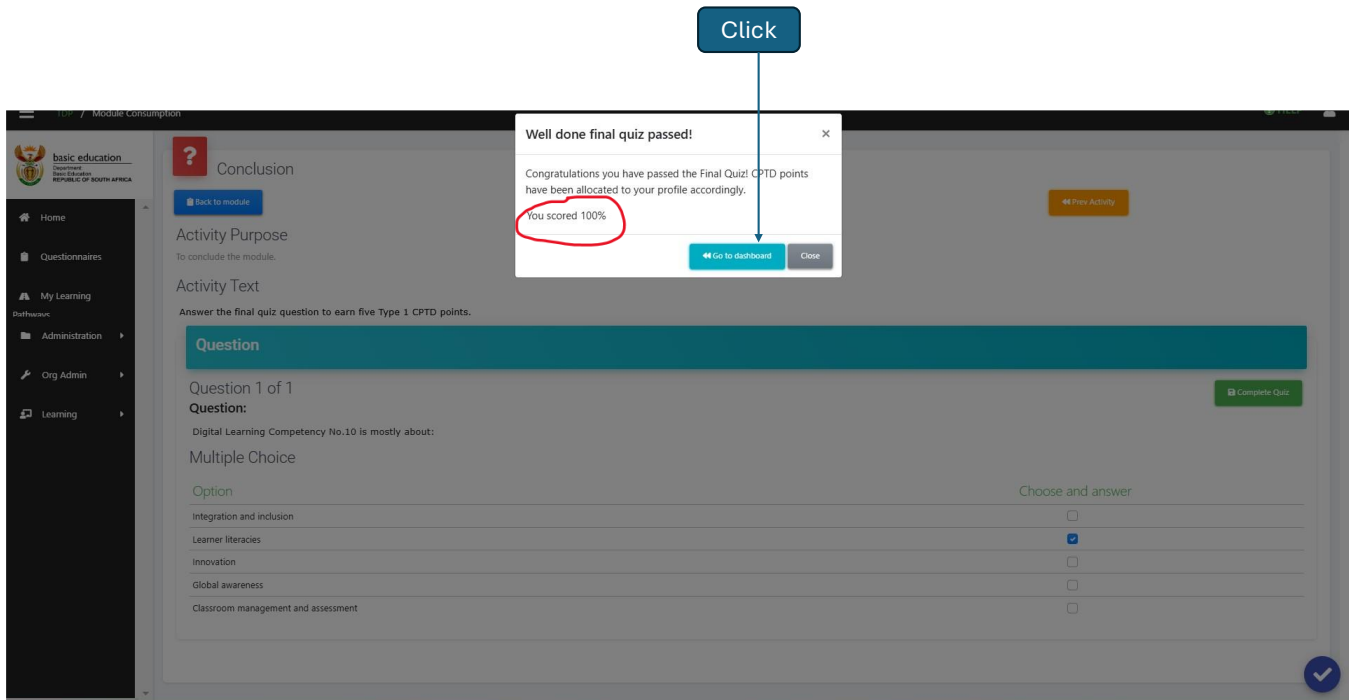
Classroom management and assessment

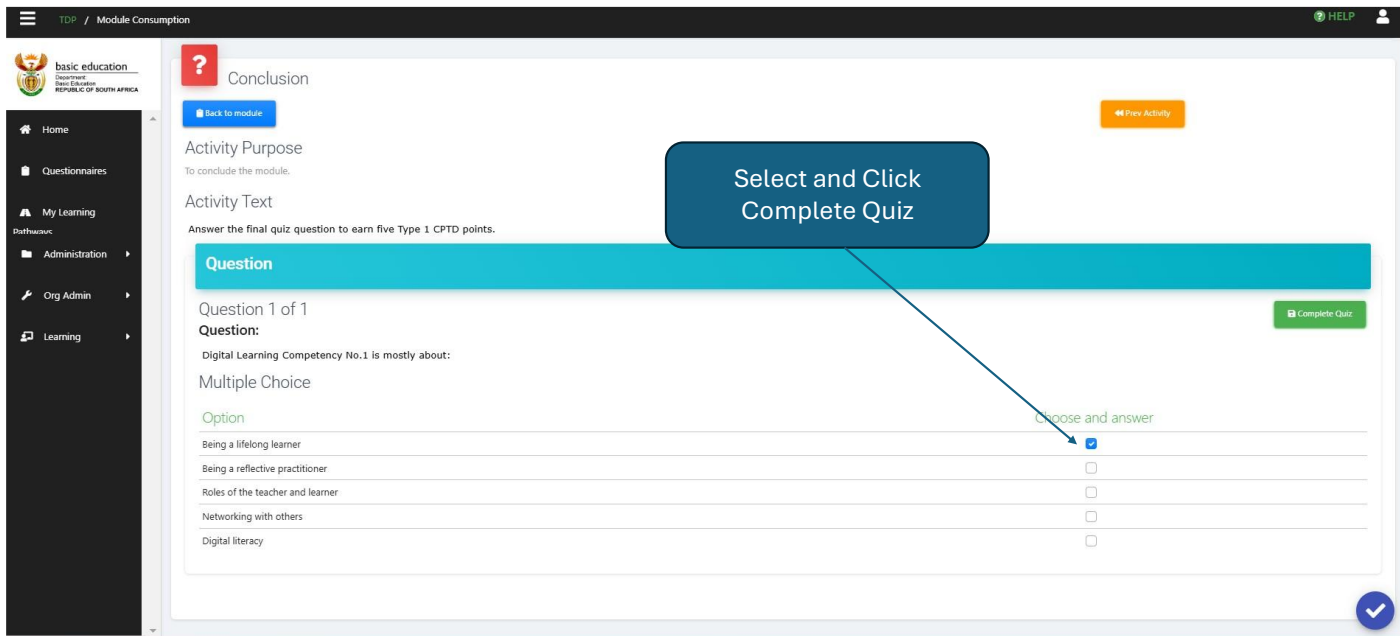
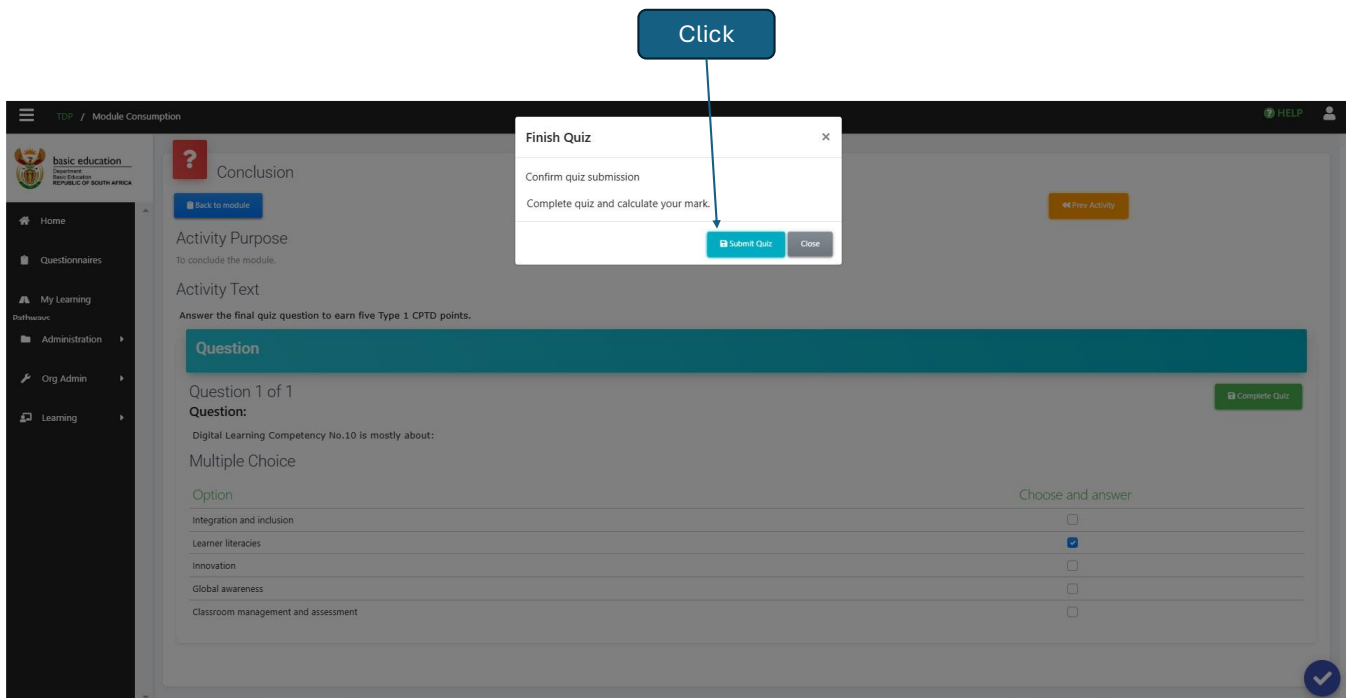
Choose and answer

Click

Click

Complete Quiz





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Questionnaires Done

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Questionnaires Available

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View Questionnaires

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Participated Topics

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Recent Messages

0

View Conversations

Rewards

CPTD Points

Search Modules

Search module by title

Search by Sub-Category (based on Category)

Overview/Introduction

Search

Save my search

Clear my search

Search by Category (e.g Subject)

Digital Learning Competencies

Topic (Based on Sub-category)

Digital Age Pedagogies

TPACK knowledge framework

SAMR Model for assessing impact

Understanding the digital learning competencies

Digital Age Pedagogies

Click

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MY LEARNING PATHWAYS

My Modules

Your recent activity.

Show Completed Modules

Show Recent Modules

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Learning Objective

Status

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View Questionnaires

Conversations

Participated Topics

0

Recent Messages

0

View Conversations

Rewards

Search Modules

Search module by title

Search by Sub-Category (based on Category)

Overview/Introduction

Search

Save my search

Clear my search

Search by Category (e.g Subject)

Digital Learning Competencies

Topic (Based on Sub-category)

Digital Age Pedagogies

TPACK knowledge framework

SAMR Model for assessing impact

Understanding the digital learning competencies

Digital Age Pedagogies

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Participated Topics
0

Recent Messages
0

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Rewards

CPTD Points
60

My Badges
1

Remaining Badges
32

View My Badges

Search by Sub-Category (based on Category)

Topic (Based on Sub-category)

Search Save my search Clear my search

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Show Recent Modules

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Check CPTD Points

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Conclusion

Back to module

Activity Purpose

To conclude the module.

Activity Text

Answer the final quiz question to earn five Type 1 CPTD points.

Question

Question 1 of 1

Question:

Digital Learning Competency No.1 is mostly about:

Multiple Choice

Option

Choose and answer

Being a lifelong learner

Being a reflective practitioner

Roles of the teacher and learner

Networking with others

Digital literacy

Submit Quiz

Close

Complete Quiz

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Indicators of Competency

Examples of Digital Learning Competency No. 2

Activity Purpose

To suggest a few indicators of competency No. 2.

Activity Text

Competency 2: Be reflective about challenging current digital learning and teaching practice.

If you engage in the following broad type of activities, it could be an indicator that you are putting this competency into practice:

2.1 Pause for thought about the effectiveness of learning after each session in which you have used digital tools and resources.

2.2 Share the outcomes of your lesson reflections (successes and challenges) with others and consider their feedback.

2.3 Evaluate your options if you have identified a need for a different approach.

2.4 Implement ideas about new approaches to teaching and learning using digital tools and resources that you have selected.

2.5 Use a variety of techniques to identify your developmental needs.

Knowledge, skills and attitudes that you would demonstrate include:

- The attitude of being a reflective practitioner (thinking about the quality of learning in your learning environment);
- Challenging the boundaries of your teaching;
- Considering the impact of digital tools and resources on learning tasks and learner engagement (the SAMR model); and
- Considering the appropriate use of digital tools and resources to support learning.

Prev Activity

Next Activity

Read then click

or

Complete Activity

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Activity Purpose

To conclude the module.

Activity Text

Answer the final quiz question to earn five Type 1 CPTD points.

Question

Question 1 of 1

Question:

Digital Learning Competency No.2 is mostly about:

Multiple Choice

Option

Networking with others

Roles of the teacher and learner

Being a lifelong learner

Being a reflective practitioner

Digital literacy

Click

Choose and answer

OR

Click here

Click here

Prev Activity

Complete Quiz

Click Here

The screenshot shows the 'Finish Quiz' dialog box overlaid on the 'Conclusion' page of the TDP Module Consumption interface. The dialog box contains the following text:

- Confirm quiz submission
- Complete quiz and calculate your mark.

At the bottom of the dialog box, there are two buttons: 'Submit Quiz' (highlighted with a blue arrow pointing to it from the 'Click Here' label) and 'Close'.

The background interface shows the 'Conclusion' page with the following elements:

- Activity Purpose:** To conclude the module.
- Activity Text:** Answer the final quiz question to earn five Type 1 CPTD points.
- Question:** Question 1 of 1. Question: Digital Learning Competency No.2 is mostly about: Multiple Choice.
- Options:** Networking with others, Roles of the teacher and learner, Being a lifelong learner, Being a reflective practitioner, Digital literacy.
- Answer:** Being a reflective practitioner (selected).
- Buttons:** 'Complete Quiz' (green), 'Prev Activity' (orange), and a 'Back to module' button.

Click

The screenshot shows the 'Well done final quiz passed!' dialog box overlaid on the 'Conclusion' page of the TDP Module Consumption interface. The dialog box contains the following text:

- Congratulations you have passed the Final Quiz! CPTD points have been allocated to your profile accordingly.
- You scored 100%

At the bottom of the dialog box, there are two buttons: 'Go to dashboard' (highlighted with a blue arrow pointing to it from the 'Click' label) and 'Close'.

The background interface shows the 'Conclusion' page with the following elements:

- Activity Purpose:** To conclude the module.
- Activity Text:** Answer the final quiz question to earn five Type 1 CPTD points.
- Question:** Question 1 of 1. Question: Digital Learning Competency No.2 is mostly about: Multiple Choice.
- Options:** Networking with others, Roles of the teacher and learner, Being a lifelong learner, Being a reflective practitioner, Digital literacy.
- Answer:** Being a reflective practitioner (selected).
- Buttons:** 'Complete Quiz' (green), 'Prev Activity' (orange), and a 'Back to module' button.

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Conversations

Participated Topics

0

Recent Messages

0

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CPTD Points

Search Modules

Search module by title

Choose

Search by Category (e.g Subject)

Digital Learning Competencies

Topic (Based on Sub-category)

Understanding the digital learning competencies

TPACK knowledge framework

SAMR Model for assessing impact

Understanding the digital learning competencies

Digital Age Pedagogies

Search

Save my search

Clear my search

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Show Recent Modules

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Learning Objective

Status

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Show 5

Prev 1 Next

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Title

Learning Objective

Completed Module

Actions

21st Century Skills and Digital Learning Competencies

Align 21st Century skills to digital learning competencies.

✓

Preview Start Module

Examples of Digital Learning Competency No.1

Adopt the habit of an enquiring mind regarding the educational value of using digital tools and resources.

✓

Preview Start Module

Examples of Digital Learning Competency No.2

Be reflective about challenging current digital learning and teaching practice.

✓

Preview Start Module

Examples of Digital Learning Competency No.10

Integrate learners' skills development in terms of digital literacies with curriculum-based learning.

✓

Preview Start Module

Examples of Digital Learning Competency No.11

Demonstrate commitment to the vision for digital learning in the province, district and school.

✓

Preview Start Module

Show 5

Prev 1 2 3 Next

Click on Search then Select this

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Examples of Digital Learning Competency No.10

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Learning Objective

Integrate learners' skills development in terms of digital literacies with curriculum-based learning.

Activities

(1) Indicators of Competency

To suggest a few indicators of competency No.10.

Completed

View Activity

(2) Examples of Competency No.10

To provide examples and share new examples.

Completed

View Activity

(3) Conclusion

To conclude the module.

Completed

Final Quiz

Click

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Indicators of Competency

Examples of Digital Learning Competency No.10

Prev Activity

Next Activity

Activity Purpose

To suggest a few indicators of competency No.10.

Activity Text

Competency 10: Integrate learners' skills development in terms of digital literacies with curriculum-based learning.

If you engage in the following broad type of activities, it could be an indicator that you are putting this competency into practice:

10.1 Design integrated activities that develop learners' information skills while pursuing curriculum goals.

10.2 Design integrated activities that develop learners' digital literacy skills while pursuing curriculum goals.

10.3 Design integrated activities that develop learners' media literacy skills while pursuing curriculum goals.

10.4 Promote and model safe, legal and ethical use of digital information resources.

Knowledge, skills and attitudes that you would demonstrate include:

Ability to support learners in terms of digital literacy by integrating these skills with the curriculum;

Information literacy integrated with the curriculum;

Media literacy integrated with the curriculum; and

Digital citizenship integrated with the curriculum.

Click here

OR

Then

Read

Click here

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Prev Activity

Activity Purpose
To conclude the module.

Activity Text
Answer the final quiz question to earn five Type 1 CPTD points.

Question

Question 1 of 1

Question:
Digital Learning Competency No.10 is mostly about:

Multiple Choice

Option

Integration and inclusion

Learner literacies

Innovation

Global awareness

Classroom management and assessment

Choose and answer

Click

Click

Complete Quiz

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Activity Purpose
To conclude the module.

Activity Text
Answer the final quiz question to earn five Type 1 CPTD points.

Question

Question 1 of 1

Question:
Digital Learning Competency No.10 is mostly about:

Multiple Choice

Option

Integration and inclusion

Learner literacies

Innovation

Global awareness

Classroom management and assessment

Choose and answer

Click

Well done final quiz passed!

Congratulations you have passed the Final Quiz! CPTD points have been allocated to your profile accordingly.

You scored 100%

Go to dashboard

Close

Complete Quiz

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View Conversations

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Search Modules

Search module by title

Click 1

Search by Sub-Category (based on Category)

Overview/Introduction

Search

Save my search

Clear my search

Search by Category (e.g Subject)

Digital Learning Competencies

Topic (Based on Sub-category)

Understanding the digital learning competencies

TPACK knowledge framework

SAMR Model for assessing impact

Understanding the digital learning competencies

Digital Age Pedagogies

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Activity Purpose

To conclude the module.

Activity Text

Answer the final quiz question to earn five Type 1 CPTD points.

Question

Question 1 of 1

Question:

Digital Learning Competency No.10 is mostly about:

Multiple Choice

Option

Integration and inclusion

Learner literacies

Innovation

Global awareness

Classroom management and assessment

Choose and answer

Complete Quiz

Finish Quiz

Confirm quiz submission

Complete quiz and calculate your mark.

Submit Quiz

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Activity Purpose
To conclude the module.

Activity Text
Answer the final quiz question to earn five Type 1 CPTD points.

Question

Question 1 of 1
Question:
Digital Learning Competency No.1 is mostly about:

Multiple Choice

Option

Being a lifelong learner ☒ Choose and answer

Being a reflective practitioner ☐

Roles of the teacher and learner ☐

Networking with others ☐

Digital literacy ☐

Complete Quiz

Select and Click Complete Quiz

On the next page Step 3:
Click Here

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Activity Purpose
To conclude the modules.

Activity Text
Answer the final quiz question to earn five Type 1 CPTD points.

Question

Question 1 of 1
Question:
Digital Learning Competency No.11 is mostly about:

Multiple Choice

Option

Change leadership ☐

Commit to a vision ☒

Peer support ☐

Leadership generally ☐

Complete Quiz

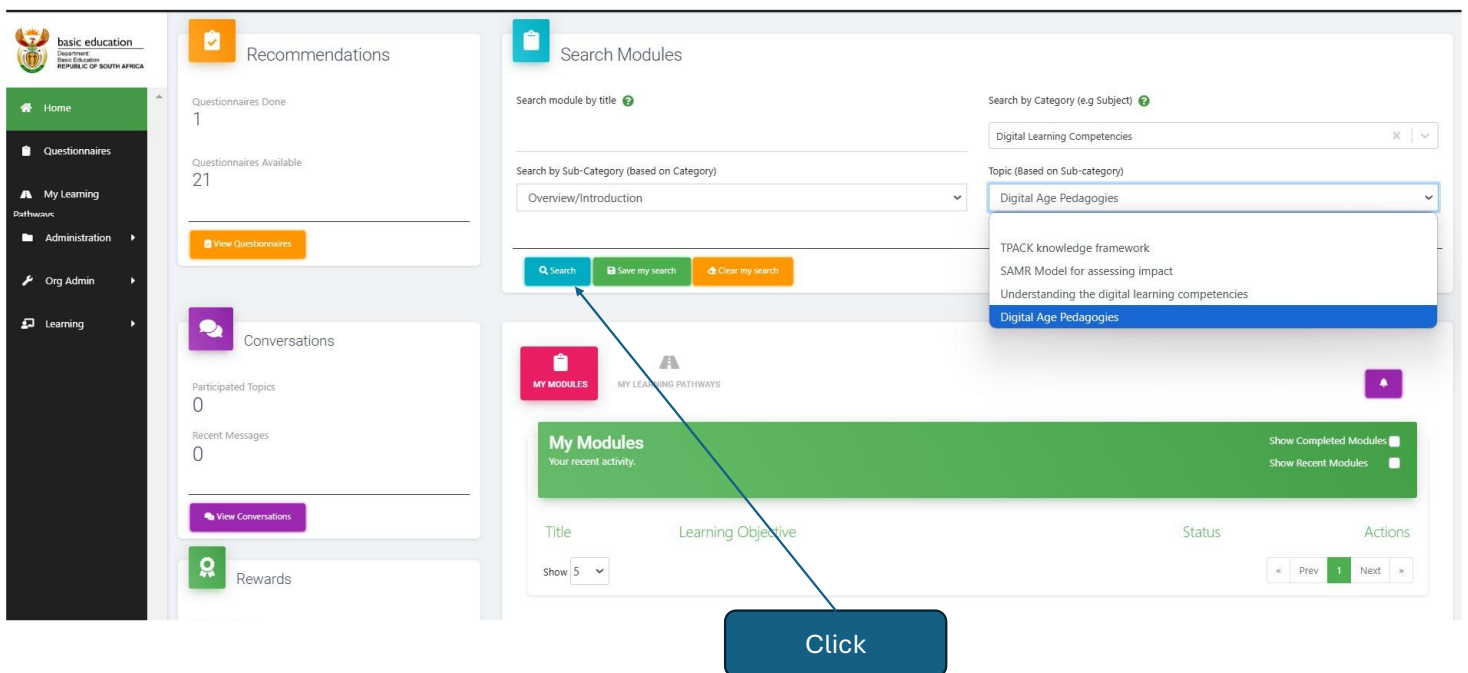
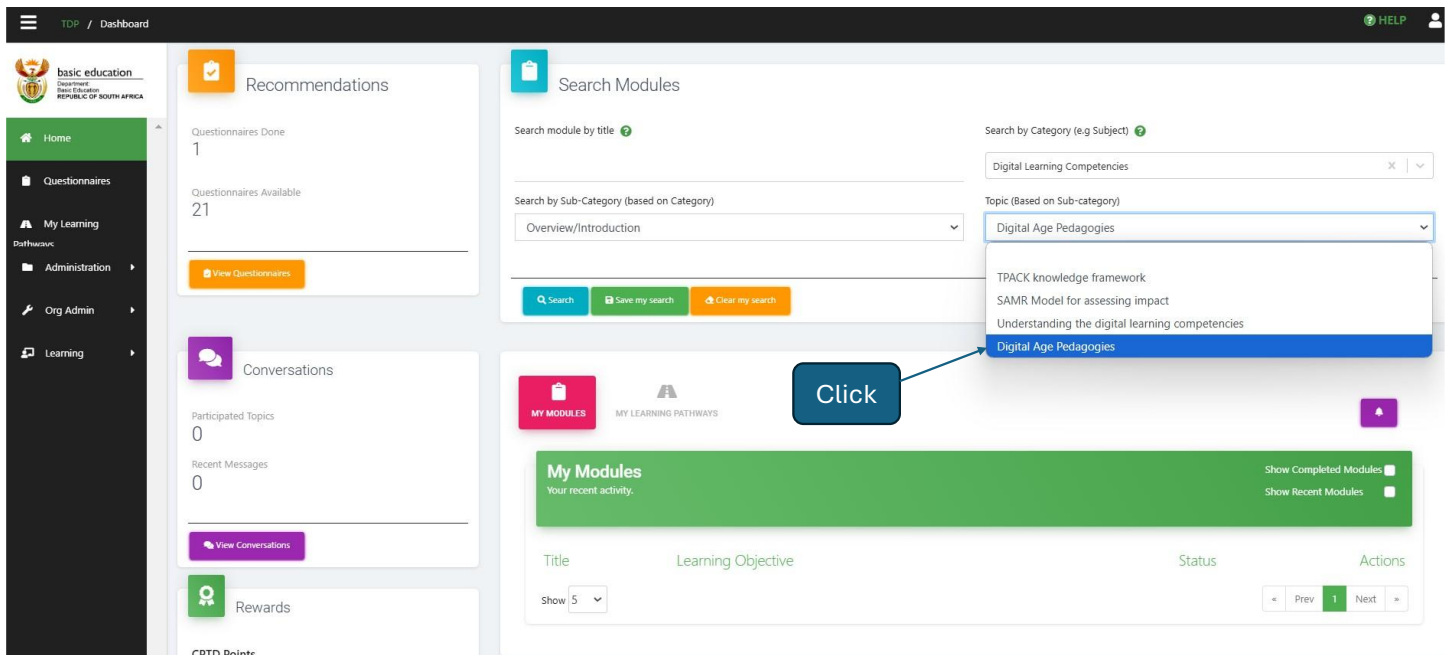
Well done final quiz passed!

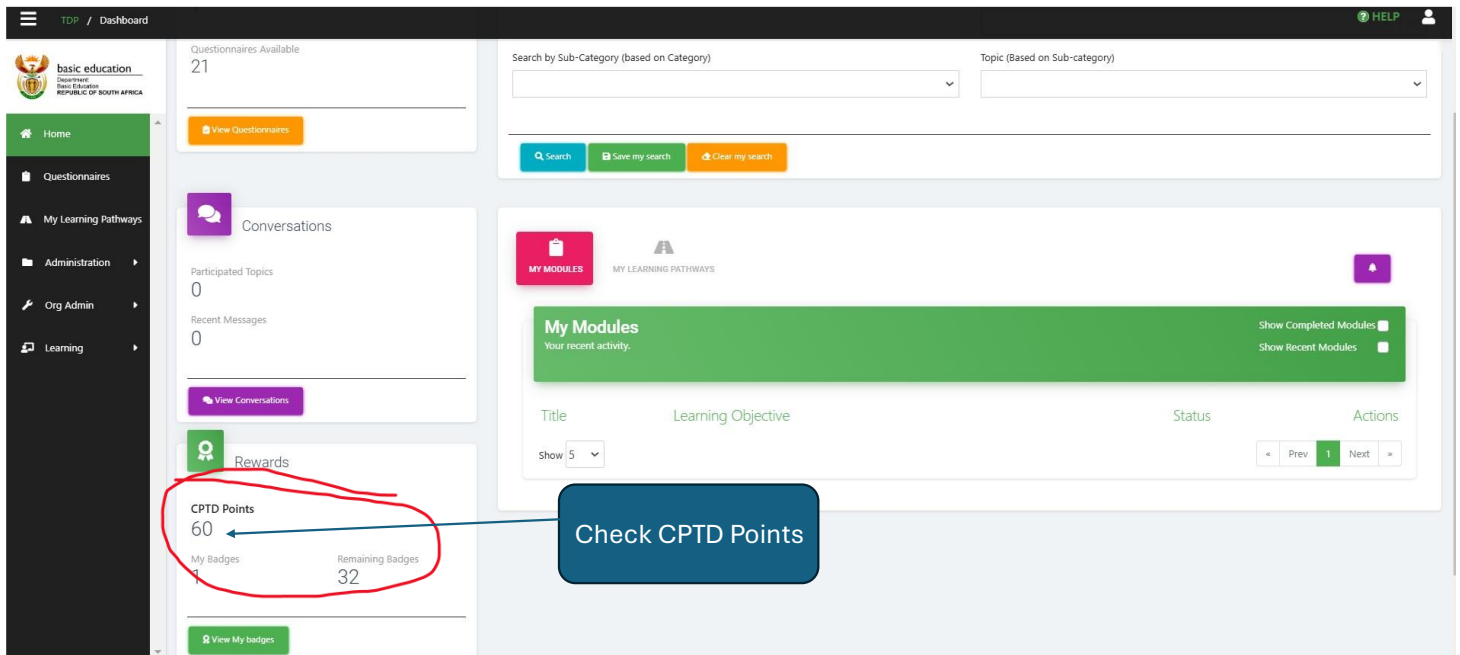
Congratulations you have passed the Final Quiz! CPTD points have been allocated to your profile accordingly.

You scored 100%

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Step 2:
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Using the **Self-Initiated MicroLearning Activity (SIMLA) platform** and the **Professional Development Framework for Digital Learning 2019** offers numerous advantages for educators:

Concluding Thought

By leveraging the SIMLA platform, educators can engage in flexible, self-paced learning tailored to their individual needs and schedules. This approach not only enhances their professional development but also keeps them updated with the latest educational trends and practices. The platform's diverse range of microlearning activities, from quick tutorials to interactive quizzes, ensures that learning is both engaging and effective.

On the other hand, the Professional Development Framework for Digital Learning 2019 provides a structured and comprehensive guide to integrating digital tools into teaching practices. It supports educators in developing essential digital competencies, fostering a collaborative professional community, and aligning with broader educational goals. Together, these resources empower educators to enhance their teaching methods, ultimately leading to improved student outcomes and a more dynamic learning environment.

In essence, combining the flexibility of SIMLA with the structured guidance of the Professional Development Framework creates a powerful synergy that drives continuous improvement and innovation in education.

1. What are the primary goals of the Professional Development Framework for Digital Learning 2019?
2. How does the framework aim to improve access, quality, equity, redress, and efficiency in education through digital learning?
3. What are the thirteen digital learning competencies outlined in the framework?
4. How does the Knowledge Framework support the integration of digital tools into the curriculum?
5. What is the Teaching Change Frame, and how does it address pedagogical factors influencing digital learning competence?
6. How do Professional Learning Communities (PLCs) contribute to continuous professional development according to the framework?
7. What role do diagnostic self-assessment tools play in the Professional Development Framework for Digital Learning 2019?
8. How are professional development activities recognized and credited within the framework?
9. What guidelines does the framework provide for teacher trainers, school leaders, e-learning specialists, and curriculum subject specialists?
10. How does the framework align with the DBE's Action Plan to 2019 and the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED)?

Answers

1. **What are the primary goals of the Professional Development Framework for Digital Learning 2019?**
 - The primary goals are to improve access, quality, equity, redress, and efficiency in education through digital learning, provide clear guidelines for educators' professional development, and support the integration of digital tools to enhance teaching and learning outcomes.
2. **How does the framework aim to improve access, quality, equity, redress, and efficiency in education through digital learning?**
 - The framework aims to improve these aspects by providing structured guidelines for integrating digital tools, ensuring that all educators have the skills and resources needed to effectively use technology in their teaching practices.
3. **What are the thirteen digital learning competencies outlined in the framework?**
 - The thirteen competencies include skills such as digital literacy, online collaboration, digital content creation, data analysis, and the ability to integrate digital tools into teaching and learning processes.
4. **How does the Knowledge Framework support the integration of digital tools into the curriculum?**
 - The Knowledge Framework provides a structured approach to incorporating digital tools and resources into the curriculum, ensuring that these tools are used effectively to meet specific learning outcomes.
5. **What is the Teaching Change Frame, and how does it address pedagogical factors influencing digital learning competence?**
 - The Teaching Change Frame addresses pedagogical factors by raising awareness of digital tools, promoting their use, and providing a model for measuring progress in digital learning competence.
6. **How do Professional Learning Communities (PLCs) contribute to continuous professional development according to the framework?**
 - PLCs contribute by fostering a collaborative environment where educators can share knowledge, support each other, and engage in continuous professional development.
7. **What role do diagnostic self-assessment tools play in the Professional Development Framework for Digital Learning 2019?**
 - These tools help educators assess their current competencies, identify areas for improvement, and create personalized professional development plans.
8. **How are professional development activities recognized and credited within the framework?**
 - The framework outlines how professional development activities are recognized and credited, encouraging ongoing learning and development by providing formal recognition for completed activities.
9. **What guidelines does the framework provide for teacher trainers, school leaders, e-learning specialists, and curriculum subject specialists?**
 - The framework includes guidelines for these roles to support the professional development of educators, ensuring that they have the necessary skills and knowledge to effectively integrate digital tools into their teaching practices.
10. **How does the framework align with the DBE's Action Plan to 2019 and the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED)?**
 - The framework aligns with these policies by ensuring consistency with broader educational goals, supporting the overall strategy for improving education through the integration of digital tools and resources.