



Outline of the presentation

1. Introduction
2. Context
3. clickUP Training
4. Findings
5. Student Support
6. Conclusion

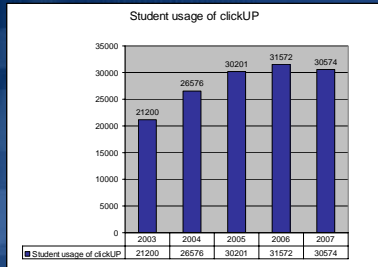
Introduction

- WebCT implemented in 1998
- BlackBoard Vista in Jan 2007
- In-house brand name “clickUP”

Context

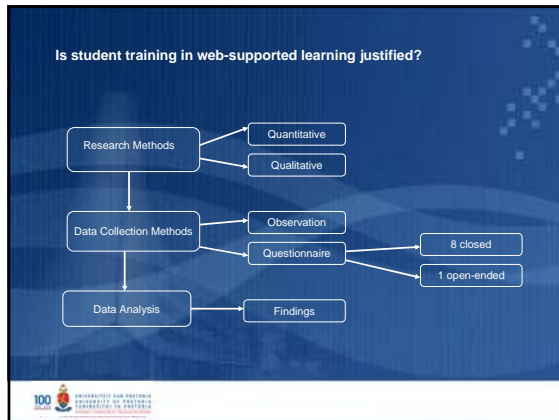
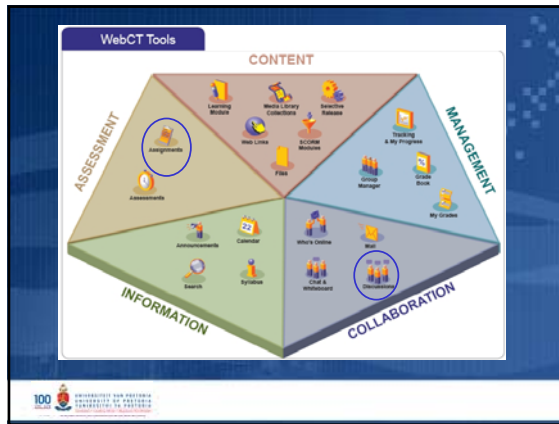
- Data from 3 training sessions
- Economic and Management Sciences / Education
Faculties
- ±75 students
- Training: Discussions and Assignment tools

Student usage of clickUP



During Training

- Logon procedures
- Student Online Services
- Overview of clickUP
- Course Tools
- Student support
 - Help Desk
 - Web site



We observed that ...

- clickUP is an **unfamiliar** environment
- Students **need** training in
 - web-supported environment
 - basic computer skills
- Students are eager to learn

We found that ...

- The Discussions tool is an interesting tool for communicating with lectures and fellow students
- The tool can support their learning activities
- Students are prepared to learn required skills and apply them to other environment
- Students need support and availability of trainers

The students said ...

- "Very interesting presentation. I am sure that it will assist me greatly with my studies at UP. Thank you"
- "You people have been great to us! Please keep it this way!"
- "Useful info and friendly people Nice tool and lekker"
- "The presentation is quite helpful, thank you".
- "The training was interesting and challenging".

The students said ...

- "I'm a bit confused as usual when it come to computers, but I have a fairly good understanding of what you have tried to teach"
- "I experienced problems however, but these are unrelated to the actual presentation"
- "I think the lecture was fantastic and I will be able to use it in future"
- "Great introduction with clear steps on how to work the click up. Well presented just difficult to hear all the time but had a lot to do with latecomers talking".

Training: Do they need it?

Yes

- Students skills and abilities in the use of technology influence their engagement with learning environment
- They are empowered with skills to navigate their web-supported learning or "paperless class" environment with ease and independence
- Motivates them to acquire computer skills
- Their computer skills improved

Sheard & Lynch, 2003
Chakrin, 1993; Kusati, 1996 & Bannon, 1997; Hanson-Smith & Othman, 2005,
Rammupudtu, 2006 (unpublished dissertation)

Student support



<http://www.click.up.ac.za>



Computer Literacy courses (CIL)



Thank You

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