



Welcome to this presentation on the Facilitation of e-Learning course. Please note that I will refer to the achromatic FEL throughout the presentation.

The need 2/16

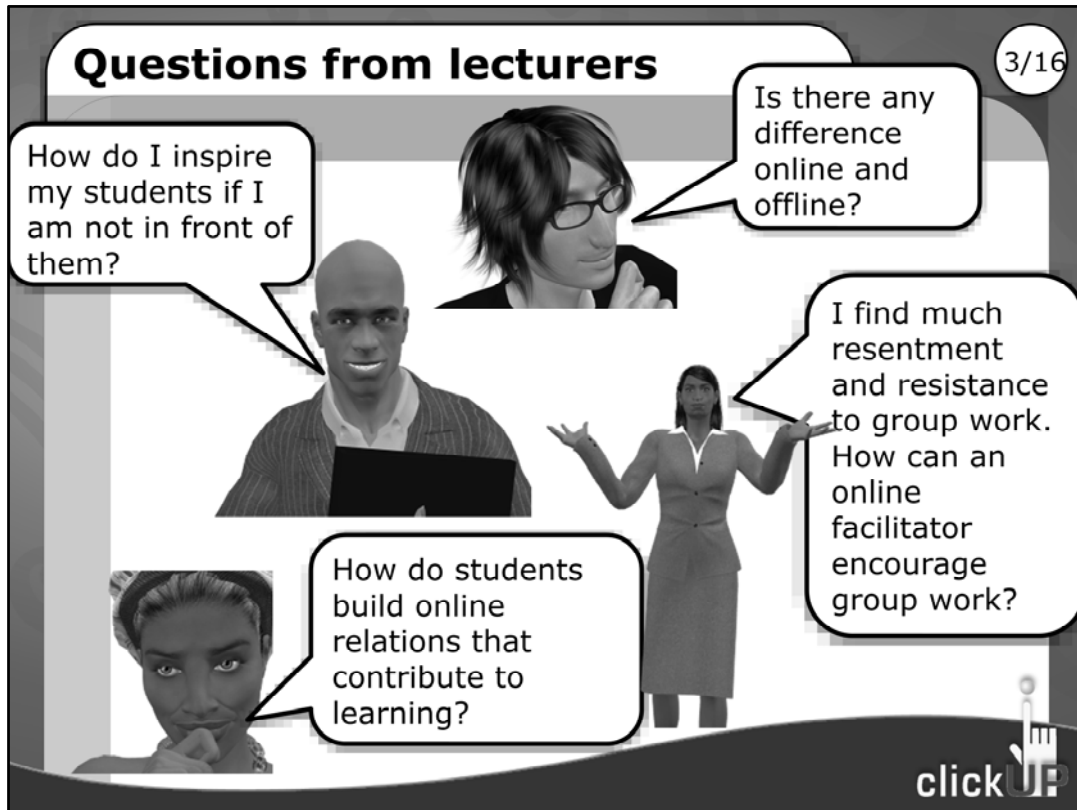
First presentation Nov 2003: Department of Tropical Diseases @ Institute of Tropical Medicine, Antwerp, Belgium

The need: An exploratory course on the planning and facilitation of online learning using a blended learning model.

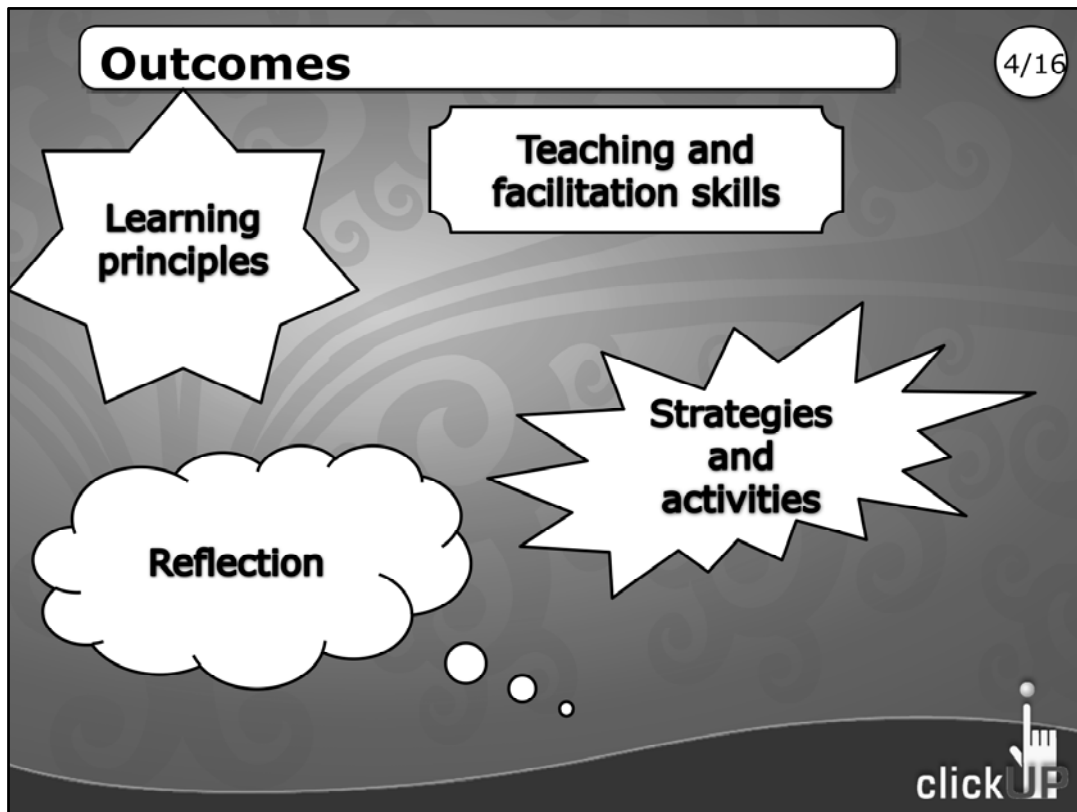
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Our Department for Education Innovation had the idea of presenting a Facilitation of e-learning course for quite a while, but we never had a mandate or a need. But then in May 2003 the Department of Tropical Diseases @ Institute of Tropical Medicine in Antwerp, Belgium, asked that we present such a course, together with a course in how to use WebCT.

They are presenting an online course together with the Department of Tropical Medicine at Onderstepoort and needed to learn to use WebCT and how to facilitate student learning online. So we developed the course. The first time we presented it as only a 3 full day f2f course, but soon realised they had so many more questions that we should have a online component afterwards. From there we started adapting the structure and curriculum of the course. Each offering is different and we change things slightly, depending on what we have learnt from previous offerings.



Here are just a few questions that lecturers ask during the course. These questions were taken from the May 2007 course.



Lecturers learn how to create pedagogically sound online activities and to manage, facilitate and encourage student interaction and participation. They also experience what it is like to be a student in the online environment and what is involved in using the various tools available. Therefore, the focus is on **activities** using the tools and not where to click.... A big part of the course also consists of reflection, so that the lecturers can see afterwards how their thinking has changed during the course. They also reflect on how they will apply what they have learnt to their own teaching and learning practice.

The programme 5/16

- Pre-course (1 week online)
- 4 morning contact sessions
- Post-course (4 weeks online)

Challenges:
EI: Marketing the course
Lecturers: Finding time to attend and complete the course

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The FeL course encompasses a pre-course online week, four half days face-to-face, and four weeks post-course online. It is presented twice a year. One of the challenges our Department faces is marketing the course.

Lecturers struggle to find time in their busy schedules to commit to a 6 week course. Once the attendees have successfully completed the 2 compulsory assignments, they receive a completion certificate and not just an attendance certificate.

The FeLlers club

6/16



- Community of practice
- List serve
- Purpose:
 - Latest trends
 - Keep enthusiasm burning



The lecturers who have attended the course become part of a community of practice called the FeLLERs club. This is currently run using a list serve. From time to time the FeL team sends out new resources or motivational messages using the list serve. The purpose of the list serve is to keep everyone informed of what are the latest trends and to keep their enthusiasm burning.

The FeLlers club

7/16



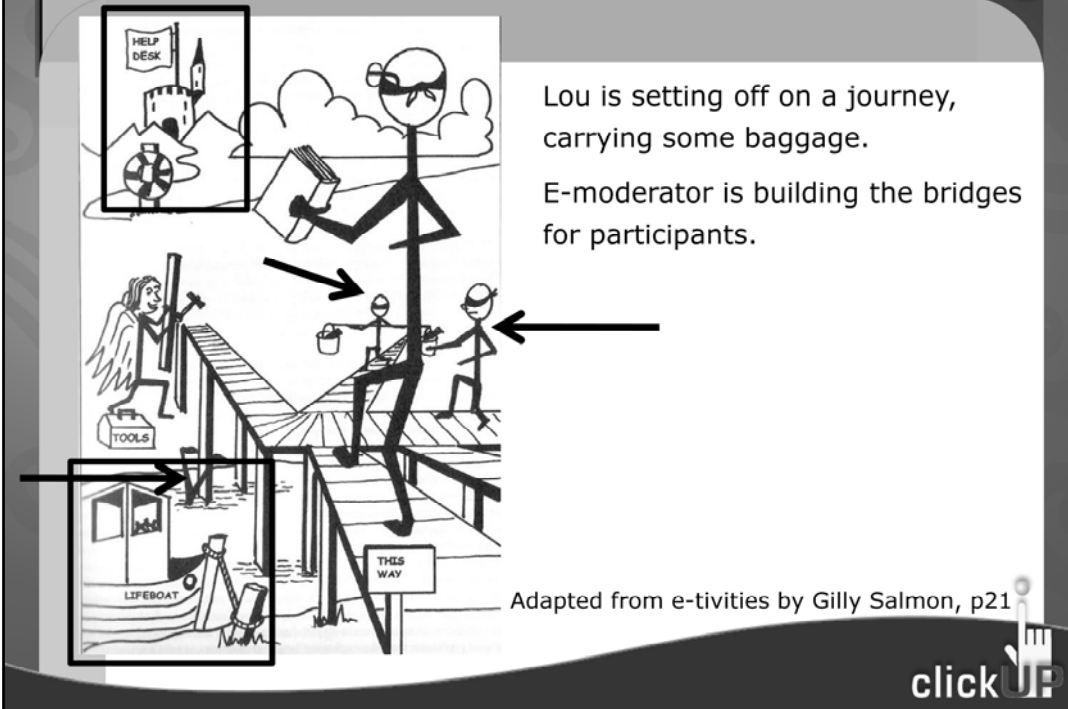
- Coffee table book
- Stories of FeLlers
- Learn from each others experiences



We are also in a process of developing a Coffee table book with stories of lecturers who are implementing what they have learned at the FeL course and what is working and what is not working for them, so that other lecturers will be able to learn from their experiences.

Storytelling

8/16



We make use of storytelling techniques. This is an example of Stage 2 in Gilly Salmon's book.

Lou's journey. Here is some more of the story:

- * Help is always available.
- * There is a lifeboat to help the travellers feel safe over unknown waters.
- * Other class members are joining the path and the group of travellers.
- * One person has unfortunately fallen head first into the water, but it is true that there will be some dropouts (at least we don't call them drownings ...)
- * Lots of tools and resources are necessary along the way.

So, by explaining what you see in the picture, we convey the content without using too many bulleted lists.

Practising what we preach

9/16

- Lots of activities
- Real-life case studies
- Dynamic, vibrant and challenging
- Techniques and approaches can be applied anywhere in the e-environment.



We also include a lot of activities. This is where the lecturers see the value of practicing what we are preaching. Another technique is to refer to real-life case studies. The f2f days are dynamic, vibrant and challenging. All the techniques and approaches that we teach can be used on any electronic platform, whether one is using a learning management system or normal e-mail. The principles that we teach could be applied anywhere in the e-environment.

Online weeks 10/16

- Biggest challenge: going back to your office ...
- Time, time, time
- Take turns in facilitating each week
- Weekly chat sessions
- Debrief at the end of the course

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The biggest challenge for the lecturers is going back to the office and studying online. If they do not diarise at least an hour a day to work on the FeL course, they struggle to keep up. They also struggle to adapt to their “old” environment with their “new” ideas.S

The facilitators take turns in presenting the 4 weeks online. We also make use of an International Expert, Nancy White, to facilitate one of the Post course online weeks. Nancy is excellent and we learn quite a lot from her each time she facilitates that week.

The weekly chat topics are decided on during the f2f days.

At the end of the course we use the Chat tool to debrief and end the course.

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Numbers 11/16

Attendees

2003:	11 (Belgium)
2004:	20
2005:	23
2006:	9
2007:	24
Total	87

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In total we have trained about 87 lecturers. But let's hear what one of the participants had to say.

Karien Mostert

12/16



Feedback from FeLlers

13/16

- "I have learnt and I have changed."
- "I am in 'live' contact with an expert who has built rapport with me."
- "You are modelling how it can be done, e.g.
 - quoting the contribution you are answering to, in the new posting
 - adding resources (other links, references)
 - using meaningful headings (I did not realise up to now, that when Replying to a message, I can actually change the title....)"

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Presenting the FeL course is always a learning experience to us as presenters, just as much as it is for the participants.

Lessons learned: Sept 07 14/16

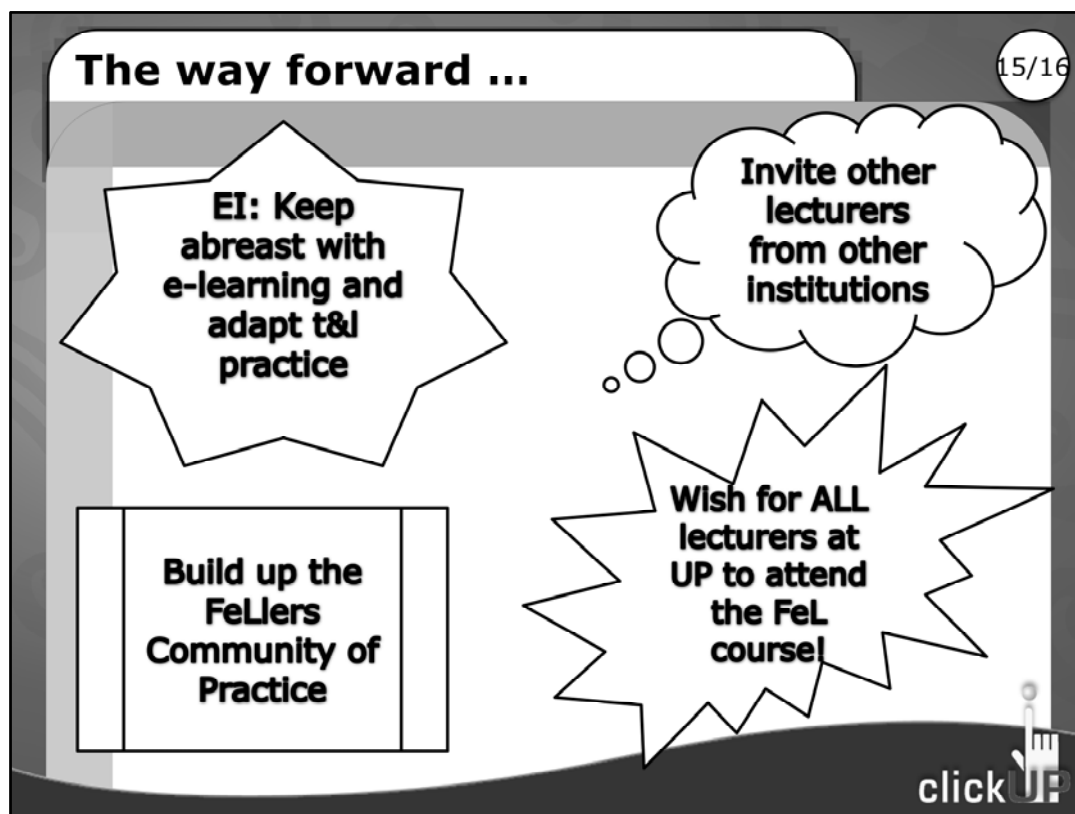
Estelle: do not be too lenient with deadline dates.

Jill:
Chat tool is for short comments.
More on Web 2.0 in f2f days.
Nancy White not during the last week.

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Everytime we present the course, we learn new lessons. The previous course, Estelle learned that the facilitator should not be too lenient with extending the due dates too much, because then one loses your motivation to complete a task and also to mark those assignment.

Jill learnt in a practical way that the chat tool is really for short comments and spontaneous interaction. When one facilitator diligently prepared a page of notes beforehand, and pasted it in the chat room during an online chat, it was too much for the participants to 'digest'! I also made a note of the fact that the participants in the F2F sessions really enjoyed and wanted more on the topic of Web 2.0. We will be liaising with colleagues at the Library who are already offering courses in this regard. Another experience was that the online week with Nancy White facilitating (the American expert on online facilitation) did not attract enough participation when we scheduled it during the last of the four online weeks, because the participants were flagging at that stage....



The FeL team needs to keep themselves updated with the latest trends and developments in the e-learning environment, e.g. Web2.0, the Net Generation, etc. We might offer this course also to other institutions. The FeL team will keep on building the FeLlers club. Our Dept **strongly** recommends that all lecturers attend this course, therefore ad

Invitation to UP lecturers

16/16

Next course:

Online week: 11 – 15 Aug

F2F: 18 – 21 Aug

Online weeks 1 – 4: 25 – 19 Sept

**Register today at
david.ce@up.ac.za**

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I'd like to invite all UP lecturers here today to please register as soon as possible for our next FeL course. Thank you.

Questions

Thank you!

Estelle.drysdale@up.ac.za

Jill.fresen@up.ac.za

