

# IUM \_ Blended and Online Learning Facilitation

Differentiate online/blended facilitation from traditional teaching support.

Facilitate learning in a Blended and Online courses.

Manage course logistics using the Moodle management and administration tools.

Nurture a caring and supportive social dynamic among remote learners using digital tools.

Provide first level technical assistance to online learners.

Create an alternative parallel support system eg.WA

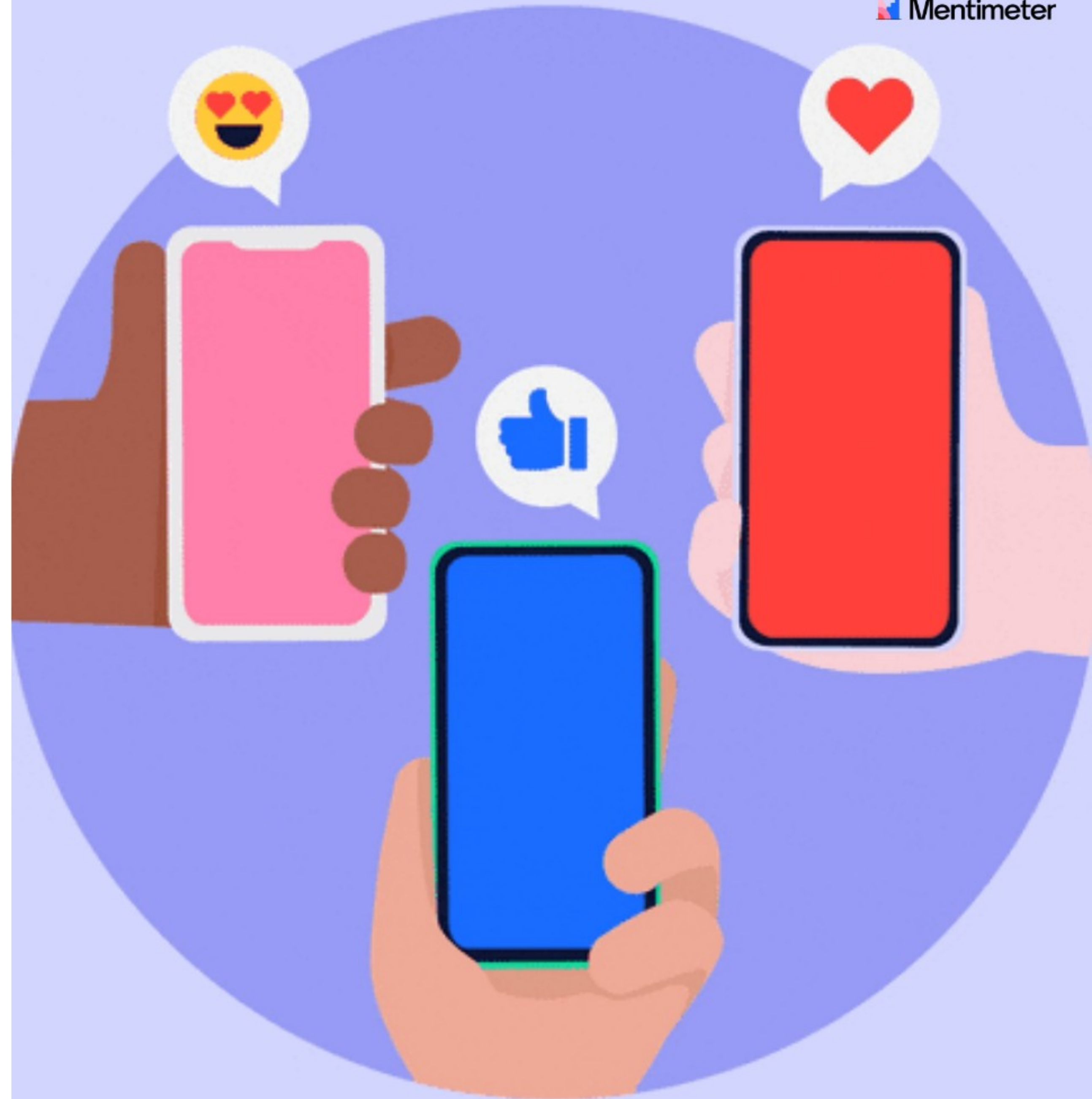
Facilitate synchronous sessions outside of Moodle using Big Blue Button, Zoom, MS Teams etc.



# What do you already know about the upcoming topic?

In this presentation, we are checking in on the knowledge of online facilitation.

There are no right or wrong answers here - just write the first thing that comes to your mind!



## Before the meeting:

- Make the purpose clear: Clearly communicate the meeting's objectives and agenda in the invitation. Highlight why attending is valuable to them.
- Set expectations: Set expectations for participation, like encouraging camera usage, asking participants to review materials beforehand, or suggesting
- Choose the right time: Consider time zones and individual schedules when scheduling meetings to avoid conflicts.
- Offer multiple ways to join: Provide various options like joining through a web browser, mobile app, or phone call to cater to different preferences.



## During the Meeting

- **Start strong:** Engage participants early with an icebreaker or relevant poll to capture attention and set a positive tone.
- **Create an interactive environment:** Utilize features like polls, quizzes, breakout rooms, or shared documents to encourage interaction and participation.
- **Actively facilitate discussion:** Ask open-ended questions, acknowledge contributions, and ensure everyone has a chance to contribute.
- **Keep it concise:** Respect everyone's time by adhering to the agenda and avoiding unnecessary discussions or tangents.
- **End with a clear action plan:** Summarize key points, assign action items, and set clear expectations for follow-up.

So lets begin.. What does the term "Facilitation" mean to you?

10 responses

motivation  
guiding  
helping  
assisting  
assisting ss to uptake  
helping and guiding some  
student engagement

# AND...How can we get participants to Join Online meetings?

motivate them

through exciting activities

Setting an attendance level to achieve by the end of the program

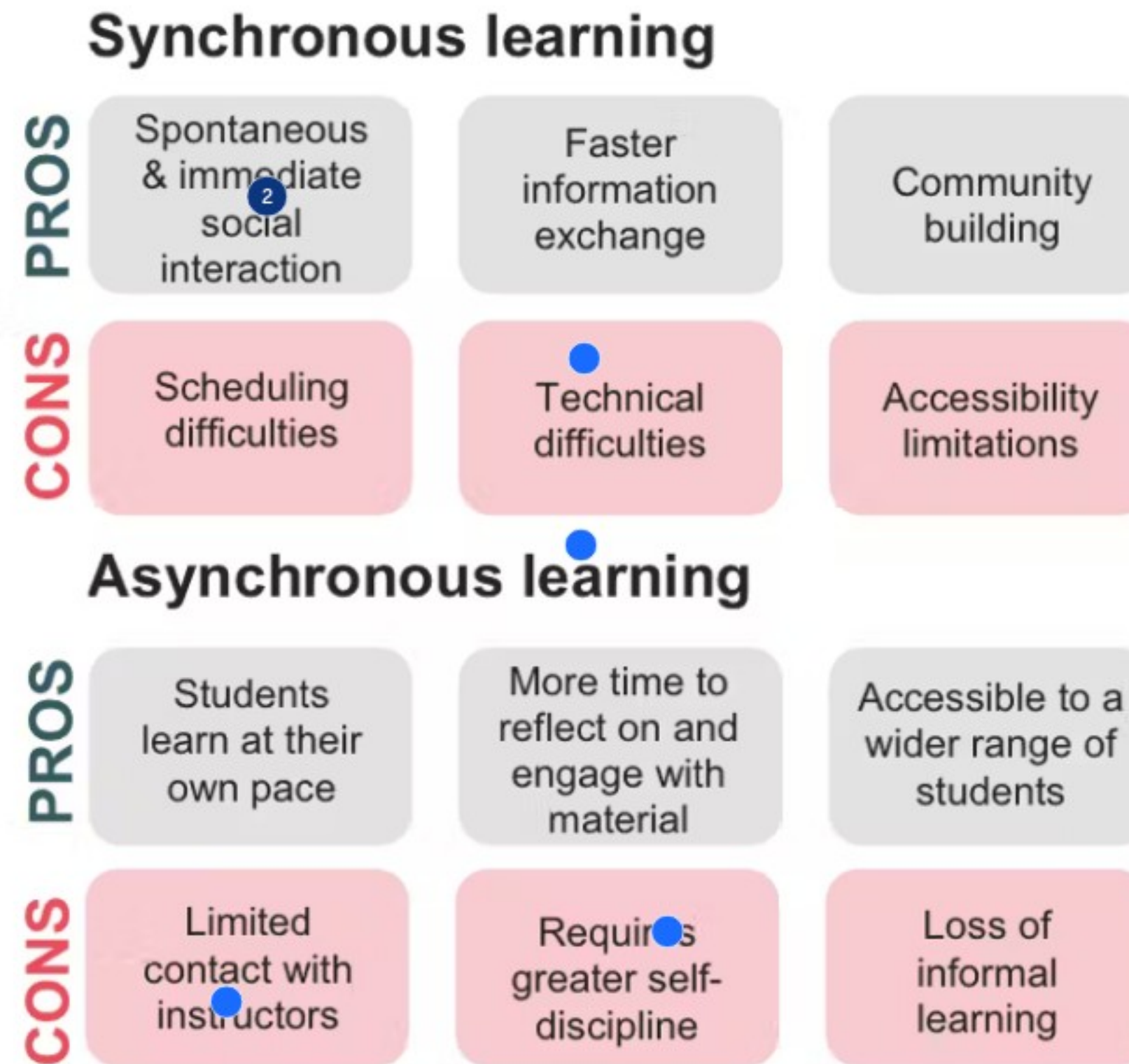
certification can be a motivation

by sharing what we have learn to others who were not able to join

consequence of not joining has to be clear

The time is not so appropriate.

# Which of these concerns/advantage about synchronous and Async relate to you most?



# What can we do online that we cannot do face to face?

Breakout rooms

See quizzes and whole class responses

See quizzes and whole class responses

we can prepare lessons and upload prior to the lesson

Difficulty in human interaction in online

immediate results eg: quiz

i can't think of any

We can do everything equally



# What can we do online that we cannot do face to face?

i think sometimes it is the time that it matters

you can pretend you are present to class by not being actually present

show some of the images

you can pretend to be in class and actually not be there in the online class



5



# What can we do Face to Face that we cannot do Online

connection

Can do everything..

there is no technical  
glitches f2f

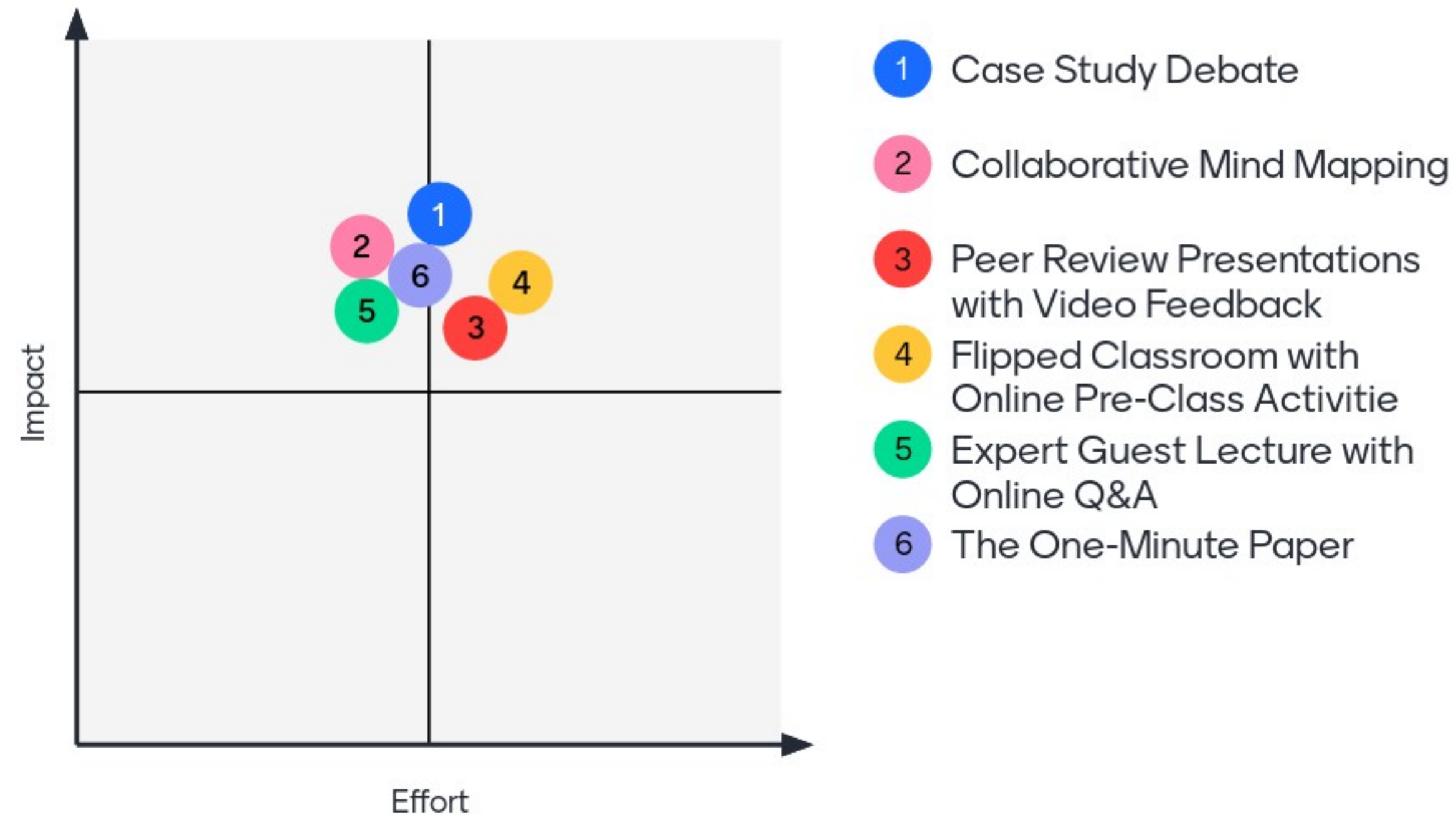
Human touch

Human touch

Connect with students  
more easily and see their  
reactions

share documents;  
collaborative work

# Place these Teaching Strategies according to the most Learning Impact V/s Effort required to CREATE them



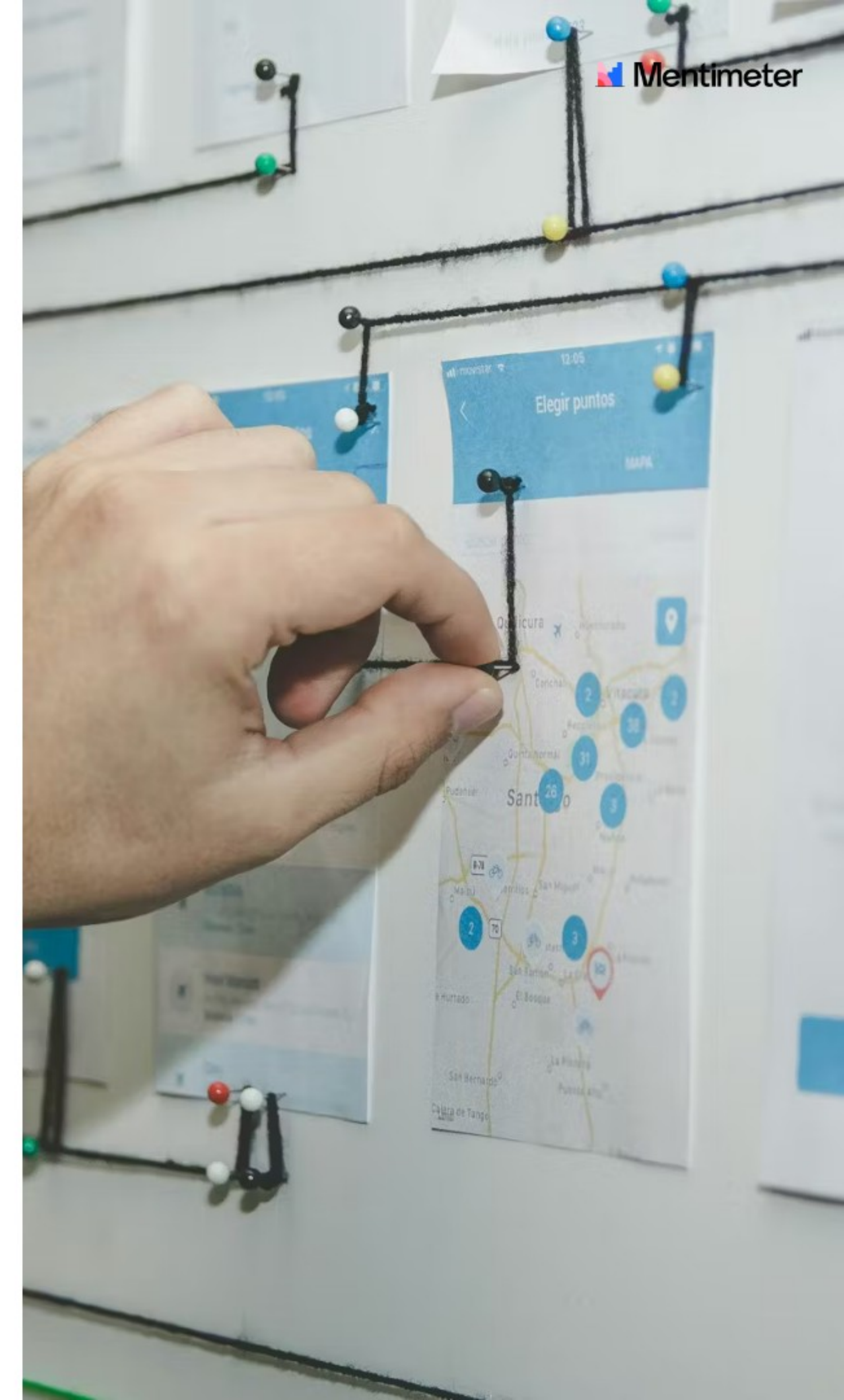
# Richardson and Lowenthal's (2017) Strategies: Instructor Personality

- Warmth and Enthusiasm: Instructors who demonstrate genuine care, excitement, and positive energy can foster a welcoming, engaging learning environment
- Approachability and Availability: Creating a perception of being readily available and approachable through communication methods :email, Social media
- Authenticity and Self-disclosure: Sharing personal experiences or anecdotes relevant to the course content can help build rapport and connection



# Richardson and Lowenthal's (2017) Strategies: Course Design

- Clear and Organized Structure: Providing a well-organized and easy-to-navigate course layout with clear instructions and expectations .
- Variety of Learning Activities: Utilizing diverse learning activities like interactive exercises, multimedia elements, collaborative projects.
- Assessment Strategies: Implementing a variety of assessment methods that go beyond traditional exams, such as online discussions, peer reviews.

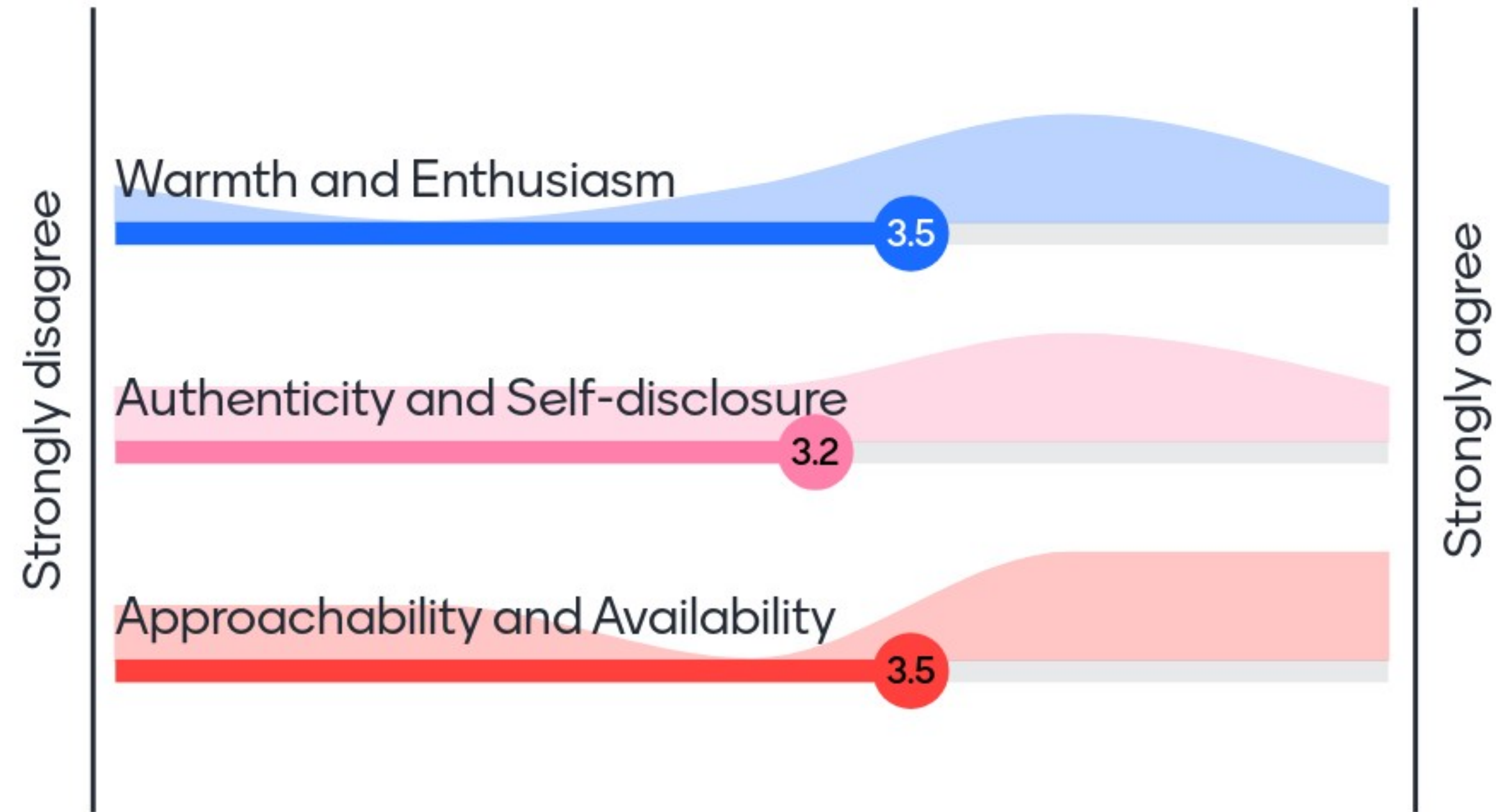


## Richardson and Lowenthal's (2017) Strategies: Intentional Online Communication:

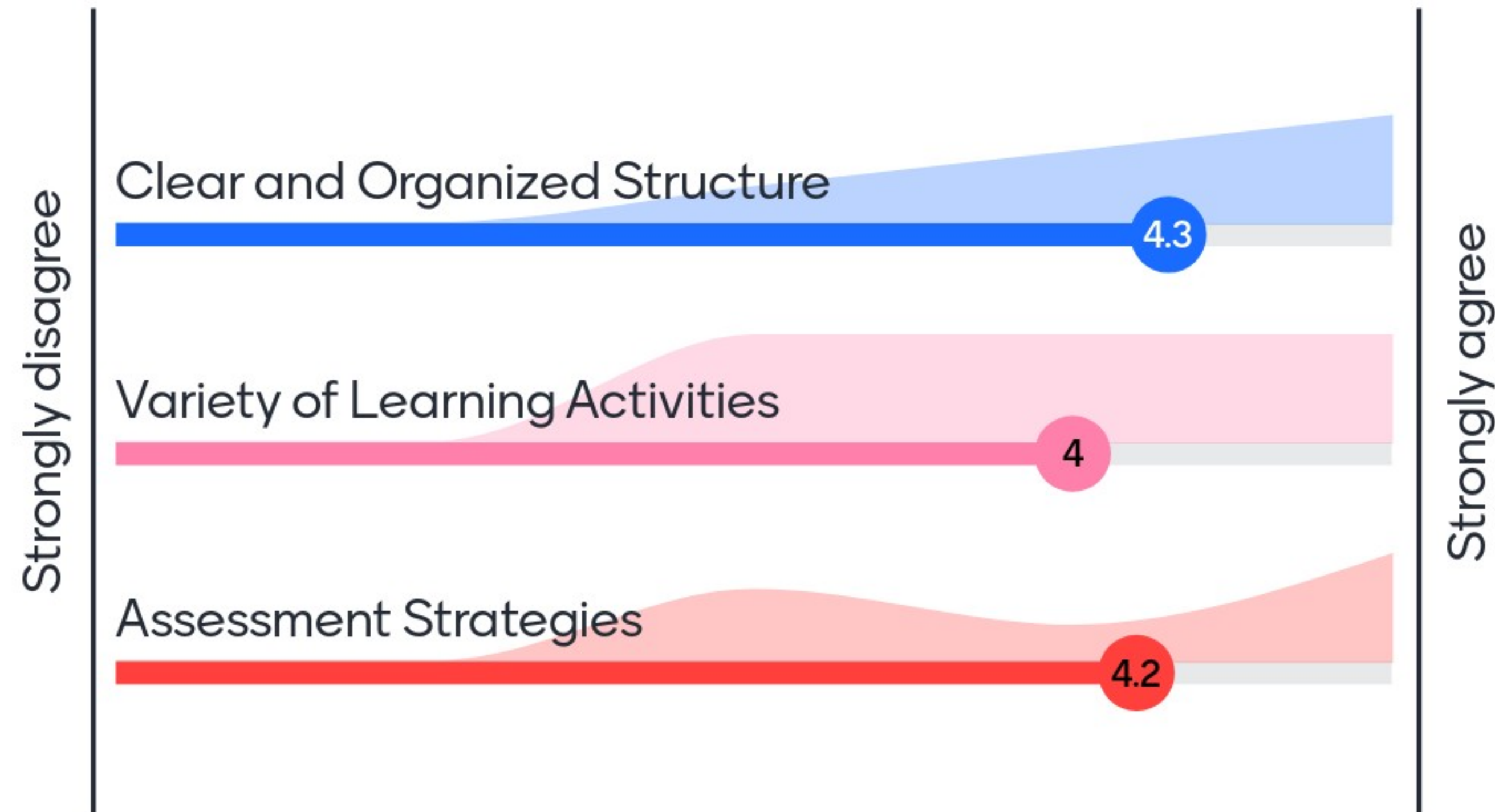
- Regular and Consistent Communication: Maintaining consistent communication with students through announcements, discussion forums, or feedback-Persnl
- Positive and Encouraging Language: Using positive and encouraging language in communication can create a supportive and inclusive online environment.
- Active Listening and Responding to students' concerns, questions, and contributions in online discussions or forums demonstrates respect and fosters
- a sense of community



# How do you feel about Instructor Personality? To what extent do you agree that you need to demonstrate..

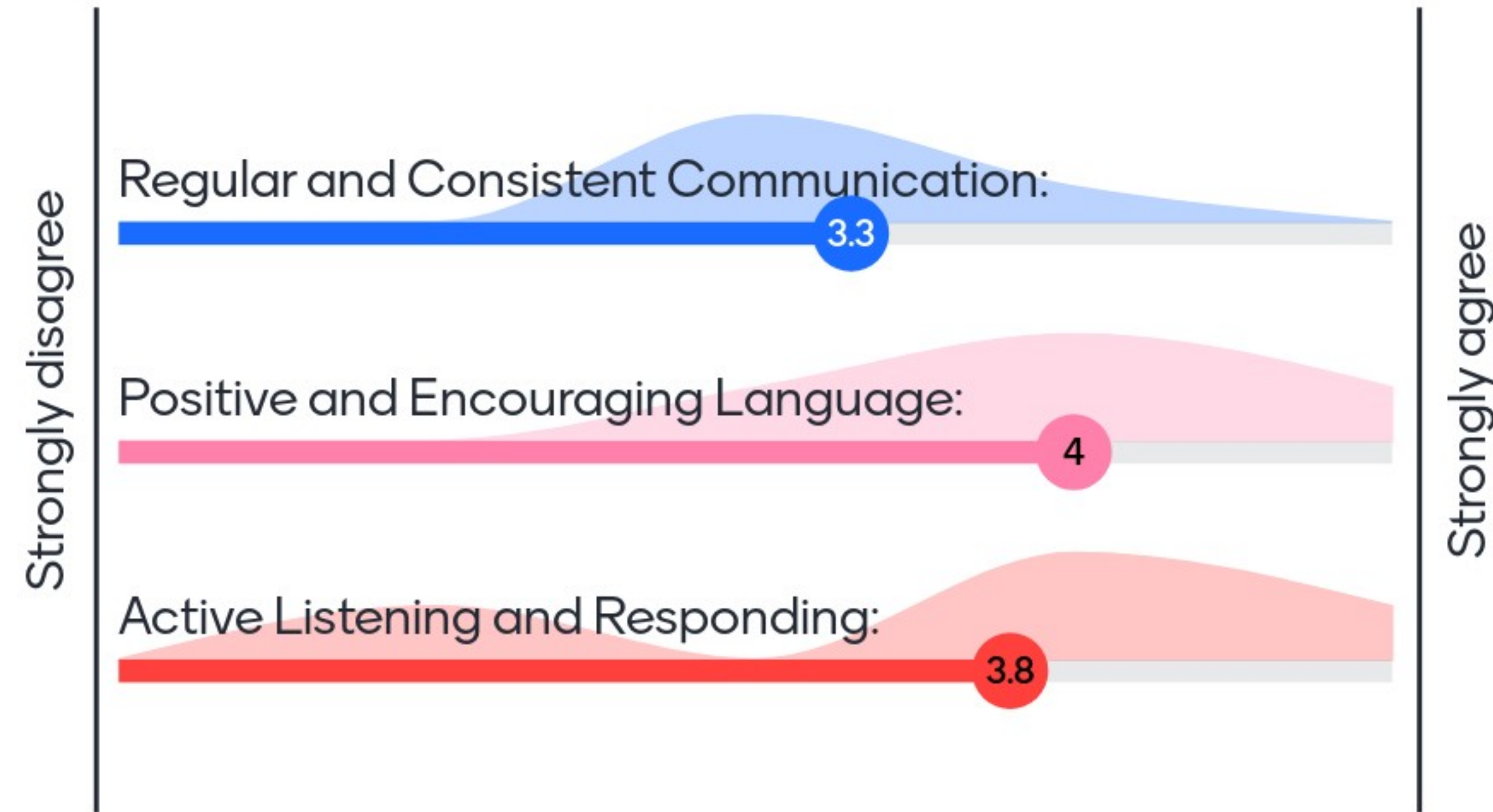


# How do you feel about Course Design? To what extent do you agree that you need to Provide:

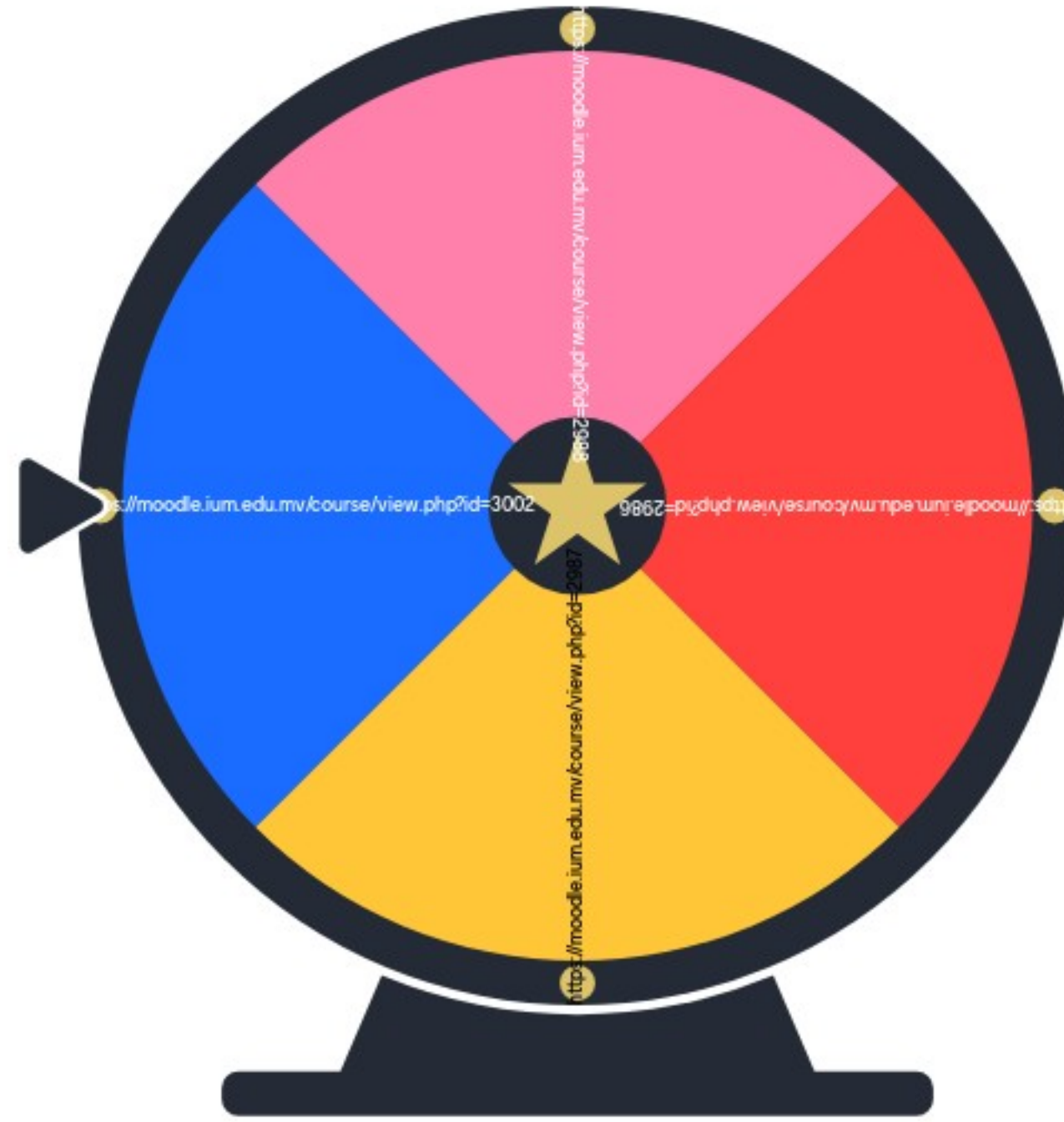




# How do you feel about Intentional Online Communication? To what extent will you be able to perform:



# Lets go and see one of the courses at IUM...



# That's it for our pre-course knowledge assessment

Let's start learning!

