

SEDA – Professional Development Framework

E-Facilitation Course SEDA AWARD: Supporting Learning with Technology Professional Qualification Course

Course Guide

September 2010

E-Facilitation Course Professional Qualification Course Guide

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Welcome and Introduction

Welcome

This course has been designed to give participants experience of learning and teaching in an online environment. It enables participants to acquire skills and competencies necessary to effectively support and facilitate learners in a virtual learning environment. It is therefore of interest and value to all those who may support or facilitate learning using learning technologies, be it in face-to-face, blended or distance learning contexts. The course aims to develop skills, knowledge and experience in the theory and practice of online learning, teaching and assessment. The course endeavours to strike a balance between exploring theory and developing practice of facilitating online learning. It uses a range of online activities and engagements in theories and concepts of supporting learners in different online learning contexts and in developing learner communities. The course has been set up in a virtual learning environment providing a secure context in which participants can share their experiences, ideas and concerns. As the course will introduce current models and concepts of online learning and communities, participants are encouraged to relate these theories to their own practice.

A reflective element is a requirement for SEDA certification. Therefore, if participants wish to achieve the SEDA award, in the final weeks they will write up a reflection on the course and its relevance to their learning and teaching context.

The SEDA PDF Award in 'Supporting Learning with Technology'¹

This course is designed to meet the standards of the Staff and Educational Development Association (SEDA) (<http://www.seda.ac.uk/>) Professional Development Framework (PDF). SEDA is a long established national body whose awards are widely recognised and valued.

Within the Professional Development Framework (PDF) there are a number of named awards. The *E-Facilitation Course* falls within the aims, core and specialist learning outcomes for the 'Supporting Learning with Technology' (PDF) award (see quoted below). (<http://www.seda.ac.uk/pdf/supportinglearningwithtechnology.htm>)

Aims

On successful completion of the course you will achieve the SEDA 'Supporting Learning with Technology' (PDF) award. The aims of this award are:

- To support individuals in embedding learning technologies effectively into the curriculum or support for learning
- To recognise these professional achievements
- To advance professional practice by promoting scholarship and action research in e-learning, including evaluation and its reporting
- To enhance the student learning experience, particularly by enabling greater flexibility and widening opportunities
- To encourage the development of learning communities sharing the SEDA professional values
- To facilitate the sharing of effective practice within and across institutions.

Audience

This course is of interest and value to all those who may support or facilitate learning using learning technologies, be it in face-to-face, blended or distance learning contexts.

The award supports and credits the continuing professional development of any individual who is actively involved in the embedding of learning technologies in higher education, including teachers, educational technologists, learning professionals, and educational technology developers. It promotes the innovative use of the new technologies to support learning in a rigorous, scholarly way. Although the context for the application of these skills is the use of new technologies, the skills themselves are similar to those required in other teaching and development activities. The award does not directly accredit technical skills.

SEDA Values

Award recipients will have shown how their work is informed by the following SEDA-PDF Values:

- 1 An understanding of how people learn
- 2 Scholarship, professionalism and ethical practice
- 3 Working in and developing learning communities
- 4 Working effectively with diversity and promoting inclusivity
- 5 Continuing reflection on their professional practice

¹ Taken from the SEDA website: http://www.seda.ac.uk/professional-development.html?p=3_1_10_1_15, accessed 12 October, 2010.

6 Developing people and processes

Further guidance on the SEDA-PDF Values can be found at [http://www.seda.ac.uk/pdf/11 SEDA PDF-Values.htm](http://www.seda.ac.uk/pdf/11%20SEDA%20PDF-Values.htm)

SEDA Core Development Outcomes

Those successfully undertaking and completing a SEDA-PDF recognised programme will be able to:

- 1 Identify their own professional development goals, directions or priorities
- 2 Plan for their initial and/or continuing professional development
- 3 Undertake appropriate development activities
- 4 Review their development and their practice, and the relations between them

SEDA Specialist Outcomes

Additionally, within their organisational and strategic contexts, award recipients will be able to:

5. Justify the selection of a technology to support learning within a particular specified context
6. Review the opportunities and constraints of using this technology within the learning context
7. Develop within their own context the use of the selected technology to support learning
8. Evaluate or reflect upon the impact on their practice of engaging with the selected technology

The Award

The award has been designed around the concept of a work or practice-based portfolio, which will be developed over a 10-week period. To gain the award candidates demonstrate with their portfolio that they have successfully achieved the SEDA Core and Specialist Outcomes as well as Values and completed the course. Successful course completion involves engaging in and successfully completing the e-tivities of the course. Delivered over 10 weeks, the course starts with an online induction followed by a face-to-face seminar the following week. Participants will then engage in five weeks of online activities, which introduce and practise common online-facilitated activities. The remaining three weeks are intended for participants to write up a reflection on the course and its relevance to their learning and teaching context.

Participants work through activities set in a virtual learning environment in small groups under the guidance of an established team of educational developers acting as Facilitators. They will support participants in their learning process and facilitate the online learning activities (called 'e-tivities'). The SEDA-PDF approach is supportive, enabling participants to define and meet their own development needs within the framework of SEDA's Values and the named award's outcomes.

The Assessment

The course consists of 150 hours of directed and self-directed studies and activities. In order to achieve the SEDA award, you will need to successfully undertake a number of activities *equivalent* to 5000 words. The activities were designed to demonstrate that you have satisfied the Core and Specialist Learning Outcomes for this SEDA Award, which are underpinned by the SEDA Values. Required activities will normally include:

1. Defining your learning goals for the course – A short overview of your course learning goals and a narrative of your current professional role and duties
2. Participating in the introductory face-to-face session
3. Contributing to e-tivities and evidence of applying tasks/e-tivities to your context (resource)

4. Reflecting on your learning progress during the course on a weekly basis, which also relates to your professional context
5. A scholarly and reflective commentary which 'stitches' all the patches of the patchwork text/media portfolio together by reflecting on the SEDA Values (ca 500 words – see Appendix 4)
6. A final scholarly reflection, which relates the more practical activities of the course to your professional context on the one hand, and the theories, models and concepts of e-facilitation, introduced in the face-to-face session and throughout the course, on the other. The reflection takes the form of a needs analysis (ca 1000 words) and will result in a development or action plan (ca 500 words) identifying and satisfying your ongoing continuing professional development (CPD).

For the SEDA award, the different tasks will be documented in a patchwork text type of portfolio (see definition under Practicalities).

Additionally, achievement or marking criteria for each activity are provided in the Calendar below and in the online task instructions, which will give you guidance on what you will be expected to do to complete the different activities. If you have not achieved the course outcomes, you may be given the opportunity to re-do parts of the required activities as far as it is feasible within a defined time scale and in negotiation and agreement with the course leader(s).

The table below will help to give you an overview of the online delivery structure and linkage with the assessment components.

Note: *V* stands for SEDA Values, *CDO*: Core Development Outcome and *SO*: Specialist Outcomes.

Week	Content and objectives	Assessment Component	SEDA outcomes (<i>V</i> , <i>CDO</i> and <i>SO</i>)
1	<p>Online induction The purpose of this online induction is:</p> <ol style="list-style-type: none"> 1. to familiarise yourself with the online environment – the Moodle virtual learning environment (VLE) 2. to give you an opportunity to use the discussion forum to introduce yourself 3. to <i>explore</i> the learning objectives of this course and post your learning goals. 	<ul style="list-style-type: none"> • Introduce yourself (Icebreaker e-tivity) • Submit your course learning goals 	CDO 1; SO 5
2	<p>Face-to-face course introduction This face-to-face seminar introduces the concepts, models and theories that underpin and support online-facilitated learning. At the end of the seminar, participants should be able to:</p> <ol style="list-style-type: none"> 1. have an understanding of the structure of and learning on the course, including the course objectives. 2. have an understanding of the different concepts, models and theories that will underpin the intellectual, practical, affective and transferable skills, as well as the knowledge and understanding to be acquired on the course. 	<ul style="list-style-type: none"> • Negotiate netiquette (wiki) • Discuss and agree on learning agreement (wiki and forum) • Build a glossary of e-learning terms (glossary) • Submit your narrative audit of your current professional role and duties • Reflect on seminar and tools used 	V 1-6 CDO 1, 3, 4 SO 5-8
3	<p>Supporting students online This week's e-tivities will introduce and practise the use of computer-mediated communication (CMC) to support students in learning at a distance. This is at the level of information exchange e.g. virtual office hours. Participants will</p> <ol style="list-style-type: none"> 1. be introduced to a number of support situations and practise how to respond to queries using text-based communication. 2. develop their own support scenarios and reflect on and raise awareness of online support issues. 	<ul style="list-style-type: none"> • Engage in e-tivities • Build your own e-tivity • Reflect on activities 	V 1-6 CDO 3 & 4 SO 6-8
4	<p>Mentoring and coaching students online This week's e-tivities will introduce and practise the use of computer-mediated communication (CMC) to support, mentor or coach students in a distance-learning context. This may involve study skills support, mentoring, coaching or tutoring activities, for instance, for students on a work or practice placement. Participants will</p> <ol style="list-style-type: none"> 1. engage in two exemplary support/mentoring situations and practise how to respond to these using text-based communication. 2. develop their own scenarios and reflect on and raise awareness of online mentoring/coaching issues. 	<ul style="list-style-type: none"> • Engage in e-tivities • Build your own e-tivity • Reflect on activities 	V 1-6 CDO 3 & 4 SO 5-8

5 & 6	<p>Learning online (1 & 2) This week's e-tivities will introduce e-tivities as online learning tasks, which involve the discussion of a theory, concept or model. There is only one e-tivity this week in order to engage learners in knowledge construction (Gilly Salmon's Stage 4). Participants will</p> <ol style="list-style-type: none"> engage in an online learning task and argue their case. experience (deep) learning through debate. 	<ul style="list-style-type: none"> Engage in e-tivities Build your own e-tivity Reflect on activities 	V 1-6 CDO 3 & 4 SO 6-8
7	<p>Learning online (3) This week's e-tivity concludes the use of e-tivities as online learning tasks. The e-tivity will ask participants to develop their own e-tivity relevant to their own context and peer review each other's e-tivities. This week's online activities aim to develop new knowledge (Gilly Salmon's Stage 5). You are also asked to reflect on your learning goals and devise a development plan. Participants will</p> <ol style="list-style-type: none"> create an online learning task and peer review each other's contributions. share, evaluate and debate. 	<ul style="list-style-type: none"> Engage in e-tivities Build your own e-tivity Reflect on activities 	V 1-6 CDO 3 & 4 SO 6-8
8-10	<p>Reflective essay and portfolio The following 3 weeks (weeks 8-10) are designed for participants to reflect on the course by pulling together the weekly reflections and the wiki work on SEDA Values in a 'stitching piece' which focuses on the SEDA Values.</p>	<ul style="list-style-type: none"> Stitch the course reflection together by reflecting on SEDA Values in relation to the course and tools used (ca 1800 words), and Produce a development plan (ca 200 words) as part of a needs analysis Compile and submit portfolio Submit course evaluation (survey) 	V 1-6 CDO 1-4 SO 6-8

Marking Criteria:

E-tivities will be marked quantitatively – as you actively contribute yourself and respond to contributions of other participants you learn from each other. The weekly reflections will demonstrate your learning on the course and will form part of the 'patches' forming the 'patchwork text portfolio'. Therefore, by undertaking an e-tivity and the associated reflection you successfully completed the task.

The reflective elements (the 'stitching piece' and action plan) will be marked qualitatively in relation to SEDA Values, core development and specialist outcome and should demonstrate your learning process and progress.

The 'stitching piece' will be guided by the template in Appendix 4 in order to focus your work and make writing it a more efficient process.

E-Facilitation Course

The course team is open to alternative forms of undertaking and submitting the final assessment element such as:

- a viva voce
- a colloquium format (individual presentation and group discussion)
- a media presentation

If you want to submit your 'stitching piece' in another format, please negotiate this with the course tutors.

Course Calendar

Week	Content / Activity	Satisfactory Completion
	<i>Allow between 5 to 10 hours weekly for activities and exercises.</i>	<i>Indication for word limits are provided in the online task descriptions to manage participants' expectations and workload.</i>
1	Online induction Accessing the course and two e-tivities	Virtual participation (contributing to e-tivity 1.1 Icebreaker) Engagement in discussion and signing of the learning agreement (e-tivity 1.2)
2	Face-to-face course introduction: Introduction to concepts, models and theories that underpin and support online-facilitated learning Negotiate Netiquette Agree learning agreement Reflection of the week Start building a glossary	Virtual participation and contribution to or completion of <ul style="list-style-type: none"> • Netiquette • Agree learning agreement • Weekly reflection • Build a glossary • Write a narrative audit of your current professional role and duties
3	Supporting students online Introduction to and practise of the use of computer-mediated communication (CMC) to support students in learning at a distance. This is at the level of information exchange e.g. virtual office hours.	Virtual participation and contribution to or completion of <ul style="list-style-type: none"> • E-tivities 3.1-3.3 • Compile examples of goods practice in e-tivity 3.3 • Weekly reflection
4	Mentoring and coaching students online Introduction to and practise of the use of computer-mediated communication (CMC) to support, mentor or coach students in a distance-learning context. This may involve study skills support, mentoring, coaching or tutoring activities, for instance, for students on a work or practice placement.	Virtual participation and contribution to or completion of <ul style="list-style-type: none"> • E-tivities 4.1-4.3 • Compile examples of good practice in e-tivity 4.3 • Weekly reflection
5	Learning online (1) Introduction of e-tivities as online learning tasks, which involve the discussion of a theory, concept or model. There is only one e-tivity this week in order to engage learners in knowledge construction (Gilly Salmon's Stage 4).	Virtual participation and contribution to or completion of <ul style="list-style-type: none"> • E-tivity 5.1 • E-tivity 5.2 (SEDA Value wiki) • Weekly reflection
6	Learning online (2) Continuation of e-tivities as online learning tasks. There is only one e-tivity this week in order to engage learners in knowledge construction (Gilly Salmon's Stage 4).	Virtual participation and contribution to or completion of <ul style="list-style-type: none"> • E-tivity 6.1 • E-tivity 6.2 (SEDA Value wiki) • Weekly reflection
7	Learning online (3) Conclusion of the use of e-tivities as online learning tasks. The e-tivity will ask participants to develop their own e-tivity relevant to their own context and peer review each other's e-tivities. This week's online activities aim to develop new knowledge (Gilly Salmon's Stage 5). You are also asked to reflect on your learning goals and devise a development plan.	Virtual participation and contribution to or completion of <ul style="list-style-type: none"> • E-tivity 7.1 • E-tivity 7.2 (SEDA Value wiki) • Compile examples of good practice in e-tivity 7.1 • Produce a development plan • Weekly reflection

8-10	<p>Reflective Essay and Portfolio</p> <p>The following 3 weeks (weeks 8-10) are designed for participants to reflect on the course and write up their reflection as:</p> <ul style="list-style-type: none"> - a 'stitching piece' reflecting on SEDA Values based on your weekly reflections and group work using a wiki, and using Appendix 4 as a template resulting in - An Action/Development plan using Appendix 5 	<ul style="list-style-type: none"> • Write-up 'stitching piece' (SEDA Values) (ca 1800 words) • Put together a SMART Action/Development Plan (ca 200 words) • Compile portfolio • Submit portfolio
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The Practicalities

How to Study This Course

You will see from the previous text that the end point of the module is the submission of a portfolio which demonstrates you have satisfied the Core Development and Specialist Values – all underpinned by the SEDA Values.

What Is the Portfolio?

The term Portfolio is used in this context for a collection of materials including reflection that supports and evidences the learning undertaken during this course. It is a patchwork-type approach, which was defined by Richard Winter as follows:

The key feature of the patch work text assignment is that it consists of a carefully structured series of short pieces of writing, carried out at regular intervals throughout the course – typically over a term or semester.

These small-scale writing tasks are varied in style and genre. They may include, for example, a critique of an article, a set of notes on a lecture together with a commentary, detailed and analytical accounts of personal experiences (a visit, field trip, interview, classroom activity), a poster representation of the relationship between key ideas, a project proposal and even (with some topics) a poem or a fictional story.

Each piece of writing is shared with other students in small working groups of four or five, as the tutor circulates between the groups, noting the discussions.

When the teaching sessions are completed, students submit an overall assignment consisting of their collection of short pieces (edited and perhaps amended) together with a final retrospective commentary. In this they review the relationship between the separate pieces and describe where they feel they now stand in relation to the ideas of the course. In this way they "stitch the patches together".

Source: Winter R., 2003, *Alternative to the essay. Regular writing tasks would aid learning far better than the last-minute essay*, *The Guardian*, Tuesday June 10, 2003 [Online] Accessible at: <http://www.guardian.co.uk/education/2003/jun/10/highereducation.uk>

The portfolio will be used to assess whether you have completed the requirements for a SEDA award.

How Big Is the Portfolio?

The portfolio represents the equivalent of 5000 words of work. However, this is more a reflection of how much work you put into the course and not how many words you write! Your engagement in the e-tivities counts towards this workload, but you are likely to contribute more in an engaging discussion than could be captured in a rigid word measure, and contributions vary in the amount of time it takes you to produce them.

This does not take into account additional evidence that you may include to support your case (see below).

Throughout the online course and its activities, firm indications are provided with regard to indicative word limits and the amount of evidence to be submitted. The sole reason for placing an item of evidence in the portfolio is because it helps to tell the story or links with the analysis. Less means more!

What Does Reflection Entail?

After each week, you will be asked to reflect on your learning during this week and, where appropriate, to relate and apply your experiences to your work context. The reflection is guided by questions.

At the end of the course, you will be asked to reflect on the course as a whole based on your weekly reflections, underpinned by theories, models and concepts introduced during the course, and its relevance and application to your work context. You will find more details on reflection in Appendix 3 'A Note about Examining and Reflecting on Your Practice'.

How Will I Work towards Completion?

This is a distance learning award and designed to be completed online. Early on, we will encourage you to see this as being part of a 'learning by doing' approach as part of a learning community. Supported by the Facilitator(s), you and other participants with similar or quite different professional and personal backgrounds will form a learning community in which you debate, share and consult each other's thoughts, ideas and experiences. Participation in e-tivities is therefore an essential component of a trajectory towards successful completion.

What Resources Does the Course Provide?

The course is delivered almost entirely online in and through a virtual learning environment. This enables us to provide you with not only contents and linked-in resources but also different learning technologies or tools used for e-facilitation. The online learning community that you will build with other participants is also an essential resource, as almost all e-tivities are communication and group-based. The resource base includes:

- Yourself
- Other participants
- The Facilitator(s)
- The face-to-face activities in week 2
- The e-tivities in weeks 1 and 3 to 7
- Essential reading and online resources
- Your shared reflections and experiences
- The virtual learning environment and other learning technologies where appropriate
- The course guide

We have endeavoured to make the online provision as self-contained as possible. There are no core reading texts as such, but many aspects are covered by Gilly Salmon's books, which are available in Anglia Ruskin's University library:

- Salmon, G., 2003, *E-Moderating: The Key to Teaching and Learning Online* 2nd ed. London: RoutledgeFalmer. [Chelms/Camb. 371.358 SAL]
- Salmon, G., 2004, *E-tivities: The Key to Active Online Learning*. London: RoutledgeFalmer. [Chelms/Camb. 371.358 SAL]

How Many Hours a Week Do I Need?

As the course is relatively short, you will find that there will be periods of intense activity (weeks 1-7). You should anticipate needing to allocate between 5 and 10 hours a week on average or as otherwise agreed in your learning agreement.

What's Next? Achievement and the Associate Fellowship of SEDA?

Successful completion of this course leads to the SEDA-PDF award in 'Supporting Learning with Technology'. You may consider engaging in other SEDA certified courses, INSPIRE runs or applying for the SEDA fellowships thereby, which will involve becoming an associate or individual member of SEDA, and joining the annual continuing professional development process for the Fellowships scheme.

For more details please see the SEDA Fellowship and Associate Fellowship scheme. (http://www.seda.ac.uk/fellowships.html?p=3_2_3)

References

- Salmon, G., 2003, *E-Moderating: The Key to Teaching and Learning Online* 2nd ed. London: RoutledgeFalmer. [Chelms/Camb. 371.358 SAL]
- Salmon, G., 2004, *E-tivities: The Key to Active Online Learning*. London: RoutledgeFalmer. [Chelms/Camb. 371.358 SAL]

Online references can be found in the course virtual learning environment.

Appendices

Appendix 1: Learning Agreement

Rationale

Tutors and learners alike need to be aware of what is expected of them in any programme of study. This is particularly important for courses where:

- there is a significant element of self-directed or open learning
- the success of the course depends on the active participation of learners
- the use of technology is a potential source of additional challenge
- the learning community contains a wide range of experiences and expertise.

This course fulfils these conditions, and a learning agreement is likely to be helpful.

Expectation of Participants

1. Participants are expected to check the course website at least once a week for administrative notices.
2. Participants are encouraged from the beginning of the course to adopt sound time management strategies and are strongly advised to devise a study/participation framework, which will schedule allotted time periods of sufficient duration to adequately accommodate both study and online collaborative activities.

NB: *We would recommend the allocation of between 5-10 hours a week for online activities.*

Participants are expected to fully engage in their respective discussion group tasks by:

- ensuring any preparatory work has been completed beforehand
- endeavouring to access the course website discussion forum at least every two days
- endeavouring to submit at least one contribution per week or as requested in course activities
- endeavouring to respond to at least one contributor each week.

NB: All contributions should be of a high quality, designed to encourage discussion, relevant to the particular group task and in keeping with the philosophy of the course's intended learning outcomes.

3. Participants are expected to contact the facilitator-team as soon as possible if they are unable to participate in any online discussion and to use the café discussion forum area to inform their peers accordingly.

NB: *All peer reviews will be made in a positive and constructive manner in keeping with the shared values and beliefs of the community.*

Expectations of Facilitators

A member of the facilitator-team will make contact with each participant during the Induction Phase of the course, either in the introductory workshop, via email or in the discussion forum, as appropriate.

Facilitators will aim to respond to messages sent by participants within two working days.

During the activity phases, a member of the facilitator-team will be monitoring the online environment on a regular basis and will respond as necessary.

Facilitators will, where appropriate, structure the online activities and set timeframes for their completion to help students manage their time effectively.

Facilitators will be most 'visible' at the start of the course, where their aim is to help participants to become comfortable in the online discussion space by modelling appropriate behaviour by, for example:

- ensuring active participation,
- guiding discussion in line with the goals of the activity,
- challenging and linking ideas,
- generally valuing contributions and
- summarising key points.

As the group develops its own communication and dialogue, Facilitators will remain in the background as a source of support to participants, who are expected to take joint responsibility for maintaining the momentum of their respective discussion groups.

Agreement declaration

I

agree to adhere to the terms of the course Learning Agreement as outlined in the E-Facilitation course.

Date:

Signed:

Appendix 2: Participation in Discussion Groups

Engagement with the course is crucial if you are to benefit from it. As most of the course interaction will take place online, it is important that you feel comfortable and secure in that learning environment. Mastering the technology may be the first hurdle to overcome. Once you are happily accessing the online environment, feeling safe and at ease to make contributions will be important. To facilitate this we are suggesting some ground rules and netiquette. Netiquette are the generally accepted customs and behaviours for communicating in online environments.

1. Be aware that this is not a face-to-face environment. What is missing is the visual and auditory cues such as the tone of voice, body language and a shared physical context. So begin by assuming that as you read a posting you may be missing an intention. In particular, do not rush to conclusions that a posting is meant to be offensive.
2. Like any group or community, mutual understanding and cohesion takes time. Taking part in early online conversations is critical. This is the most difficult time to contribute, so responding quickly and considerately is important.
3. It is your tutors and other course participants who are offering postings to the group. Treat them with respect and courtesy.
4. Capitals imply that you are SHOUTING. Don't!
5. Use underscores and asterisk for emphasising words: e.g. *_note this word_* and **read carefully this is important **.
6. Check your spelling.
7. Rudeness, inappropriate language, insults and harassment will not be tolerated.
8. Flaming: Don't do it. Flaming is a term used to describe exchanges that become abusive, the Internet equivalent of a shouting match. If you read a posting to which you have a strong reaction, take a step back. Do not respond immediately and think carefully before responding.
9. Always re-read your posting before you send and think about how it might be received.
10. You might wish to compose your messages in Word or Notepad (particularly if they are lengthy), spell check and then copy them into the relevant message box.

(This list has been adapted from SEDA advice offered in their Leading Educational Change Course Handbook.)

If you want to look into appropriate online behaviour more deeply, a detailed guide 'Netiquette by Virginia Shea' can be found at: <http://www.albion.com/netiquette/book/> [last accessed on 15 July, 2008].

Establishing a Sense of Community

The introductory workshop provides a starting point for getting to know each other, discussing the aims of the course and how we will work together to achieve those aims.

Our ground rules contribute to the process of building safety into the group. The purpose is to facilitate your contributing to discussions. Your discussion contributions cannot be over-estimated. We learn in conversations that encourage us to say what we mean and clarify that through questions and dialogue. Your postings and other contributions are essential to the learning in the course. Regular, relevant contributions are the key to building a sense of group-with-purpose. Contributions can be informal and variable in length. However, in some activities you will be asked to write a paragraph with guidelines for the maximum amount of words. We ask that you do this promptly and reply to one or more course participant's contribution.

Some Advice on Posting Suggested Paragraphs in Activities

Prepare your paragraph on your computer before posting. Check for spelling and grammar. Keep this as a record of your work. (This will help reduce the likelihood of losing your work in the event of an interruption to your Internet connection or power supply.) Copy and paste the posting into a forum.

The following are useful links to more information about communicating in online environments.

Have a look at:

The Core Rules of Netiquette, as well as Shea, V., 1994, *The Complete Online Edition*, Chapter 6 'Netiquette for Discussion Groups', in the Netiquette Home Page, Albion.com, <http://www.albion.com/netiquette/>

Master the Basics: Netiquette, 2010, Learn the Net (www.learnthenet.com), Michael Lerner Productions, <http://www.learnthenet.com/learn-about/netiquette/index.php>

Netiquette, 2008, IRM Florida Atlantic University. This gives a good overview of the etiquette of online communication as well as providing helpful tips for writing effective responses to e-mails. This site also includes a reference to an *emoticon* or 'smiley' dictionary to help you put some emotion into your text, plus an *acronym* dictionary for commonly used terms (and others that are not so common) <http://www.fau.edu/irm/about/netiquette.php>

Appendix 3: A Note about Examining and Reflecting on Your Practice

A key feature of the course is the emphasis that it places upon your thinking about the implications of e-facilitation and the use of learning technologies for *your practice*. This involves examining and reflecting upon what you do against the **SEDA Values**:

- 1 An understanding of how people learn
- 2 Scholarship, professionalism and ethical practice
- 3 Working in and developing learning communities
- 4 Working effectively with diversity and promoting inclusivity
- 5 Continuing reflection on their professional practice
- 6 Developing people and processes

SEDA Values

Many of us subscribe to values that implicitly inform our professional practice. However, since its inception, SEDA has been an explicitly values-driven organisation, and in the course of its history these values have been discussed and reviewed. As well as being 'aspirational' they are intended to be realistic and achievable in informing our professional practice.

In current PDF-recognised programmes, participants are required to illustrate how their work is informed by the SEDA Values. In order to do this for the 'Supporting Learning with Technology' award, you are required in weeks 8-10 to write a 2000-word reflection and development plan on your professional practice. Whilst SEDA Values are amplified in weeks 8-10, it is important not to wait until then before thinking about how they inform your work in technology-supported learning and teaching.

What Does SEDA Mean by Underpinning Values?

The SEDA underpinning Values are not an attempt to prescribe what we think, believe or feel. They are rather about our actions as teacher, facilitator and supporter of learning, and developer. They are sometimes about *what* we do; sometimes about *why* and *how* we do it; sometimes about what our actions are intended to achieve. They do not claim to be an exhaustive list of the values that should underpin our practice. However, these Values, and any that we individually may add, live in our actions.

What Would an Examination of Your Practice Involve?

Examining your practice involves investigating it. In this short course there is not sufficient time to undertake a full study of your practice. However, there is evidence and feedback that you can gather in a practical way that would inform and evaluate your practice.

Stella Cottrell gives a good overview of what is involved in a critical thinking process:

"Critical thinking is a complex process of deliberation which involves a wide range of skills and attitudes.

"It includes:

- *identifying other people's positions*, arguments and conclusions;
- *evaluating the evidence* for alternative points of view;
- *weighing up opposing arguments* and evidence fairly;
- *being able to read between the lines*, seeing behind surfaces, and identifying false or unfair assumptions;

- *recognising techniques* used to make certain positions more appealing than others, such as false logic and persuasive devices;
- *reflecting on issues* in a structured way, bringing logic and insights to bear;
- *drawing conclusions* about whether arguments are valid and justifiable, based on good evidence and sensible assumptions;
- *presenting a point of view* in a structured, clear, well reasoned way that convinces others."² (Cottrell, 2005, p. 2)

² Cottrell, St., 2005, *Critical Thinking Skills. Developing Effective Analysis and Argument*, Basingstoke, Hampshire and New York: Palgrave Macmillan.

Appendix 4: Mapping Your Experiences to SEDA Values

Map Different SEDA Values to Your Reflection on Different E-Tivities and Activities in the Course Using This Template

Some values will be discussed amongst course participants using a wiki, which should help you to write up your own thoughts. You can also send your reflections to your tutor(s) for feedback, advice and guidance.

Value 1: An Understanding of How People Learn

The course was designed for you to **experience** how learners interact, communicate and learn online. The introduction of models, concepts and theories of learning online in week 2 will give the theoretical underpinning to discuss this Value. You may also draw conclusions from your experiences regarding how this kind of learning is best supported (see also Value 6).

Under this Value, you can discuss aspects such as:

- What kind of learning did you experience in the course (e.g. instructivist, constructivist, situated, inquiry-based) and how applicable is that to your context?
- Do participants learn differently online compared to face-to-face?
- What are requirements for online learning?

Add your reflection

Value 2: Scholarship, Professionalism and Ethical Practice

The course aims to involve you with each other as reflective practitioners, relating your experiences to each other but also to the theoretical concepts and models introduced in Week 2. Scholarship is defined by SEDA as *“encouraging learners and developers to adopt an informed, critical and analytic approach to what they are learning and how they are learning it”*³. Ethical practice relates to your role and relationship to each other, whether you are advantaged or disadvantaged by the way you perform in such an environment. It can also involve an analysis of the role of the facilitator. Finally, professionalism *‘embraces scholarship and ethical practice. In addition, it involves establishing and maintaining clear contracts or frameworks with those whose learning is to be supported.’*⁴ As such, you can discuss how useful the learning agreement was, and what kind of frameworks or contracts you work with in your professional context.

Under this Value, you can discuss aspects such as:

- How effective did you find the weekly reflections?
- How do you define your role in the course, did it change or develop in the learning journey?
- Did you experience any problems that disadvantaged you as a learner – how would you deal with them as facilitator?
- Do we need a learning agreement, netiquettes, etc. and how effective were they?

Add your reflection

³ See SEDA Values at http://www.seda.ac.uk/pdf/11_SEDA_PDF-Values.htm

⁴ Ibid

Value 3: Working in and Developing Learning Communities

A fundamental concept behind this course was the development of a learning community based on the model of community of practice and structured along Gilly Salmon's five stages of e-moderation. This Value gives you the opportunity to evaluate how effective the approach was that we took in the course, what are obstacles to building an online learning community and what measures enabled it.

Add your reflection

Value 4: Working Effectively with Diversity and Promoting Inclusivity

You may have found that the form of learning, interaction and communication on the course can be both enabling and disabling depending on the learner and his/her circumstances. Thinking about the advantages and disadvantages of this type of delivery will enable you to identify issues relating to diversity and inclusivity.

Under this Value, you can discuss aspects such as:

- How does a course like this enhance the learner experience?
- Which type of learner benefits most and why?
- Which type of learner may be disadvantaged by this form of delivery? Suggest alternatives and work-arounds.
- How does diversity affect the learning as a group? Consider, for example, international learners, learners from different educational, social and ethical backgrounds that you are familiar with from your professional context.

Add your reflection

Value 5: Continuing Reflection on Their Professional Practice

As professionals, we need to continue to learn and to develop our professional expertise. Perhaps the most powerful tool for supporting our development is our continuing scholarly, deep, analytic reflection on our practice.

Remembering that the need to engage with theory underpins all our practice, questions to prompt reflection might include, before a single development event:

- *"What am I trying to achieve?"*
- *"How will I know how successful I have been?"*

During the event:

- *"How is it going?"*
- *"What, if any, changes should I make now?"*

After the event:

- *"How did it go?"*

- *“How far did the teaching achieve what I intended it to achieve?”*
- *“How do I know this?”*
- *“Why did what I did have the effects that it did?”*
- *“What unintended things happened?”*
- *“What could or should I do differently next time?”*

These last six questions can be repeated after a series of events, and then, after going round these cycles a few times, we can ask further questions, about the value of the questions themselves and how we can become better at reflecting.”⁵

During the course, you will be asked to:

- specify your learning goals and then
- produce and share your reflections on a regular basis and
- produce a development plan.

While these stages will contribute towards fulfilling this Value, you should use this opportunity to evaluate how effective you found this structured developmental process for developing your professional practice.

Add your reflection

Value 6: Developing People and Processes

This Value asks you to consider how you develop the people you work with or for. This may take different forms, such as teaching students, developing staff, supporting colleagues, etc. Part of your work may also involve producing or updating policies regarding the development of people, such as peer observation, mentoring, coaching, appraisal, etc.

Looking back at your experiences on the course, discuss how effective the format(s) you experienced may be in your own practice for developing people, and what kind of policies, guidance notes or other strategic documents may need to be written or modified. You may consider putting some of the actions resulting from this reflection into your development plan.

Add your reflection

⁵ Ibid

Appendix 5: Development Plan Template

Use the template below to create your development plan. Objectives should be SMART:

- Specific and Stretching
- Measurable
- Achievable and agreed
- Relevant and realistic
- Timed and trackable

No	Target/Goal	Measurable Outcome	Resources required	Action required by whom	Target date and priority	Action monitored by	<i>Date action completed</i>
1							
2							
3							
4							
5							
6							