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STELLENBOSCH
UNIVERSITY

100
1918 · 2018

forward together · saam vorentoe · masiye phambili

Towards international learning opportunities:

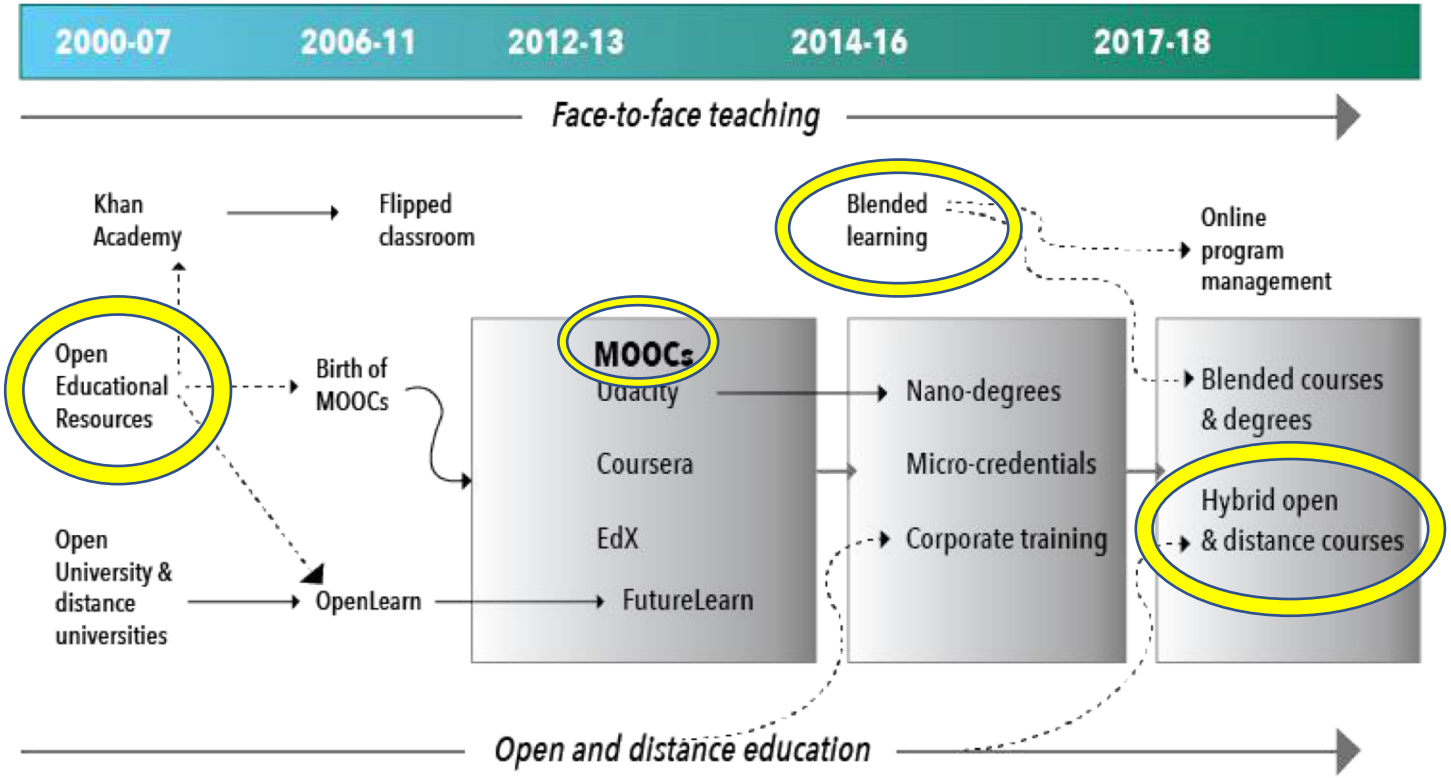
The design and implementation of a fully online short course

Miné de Klerk | Centre for Learning Technologies | February 2020

Overview

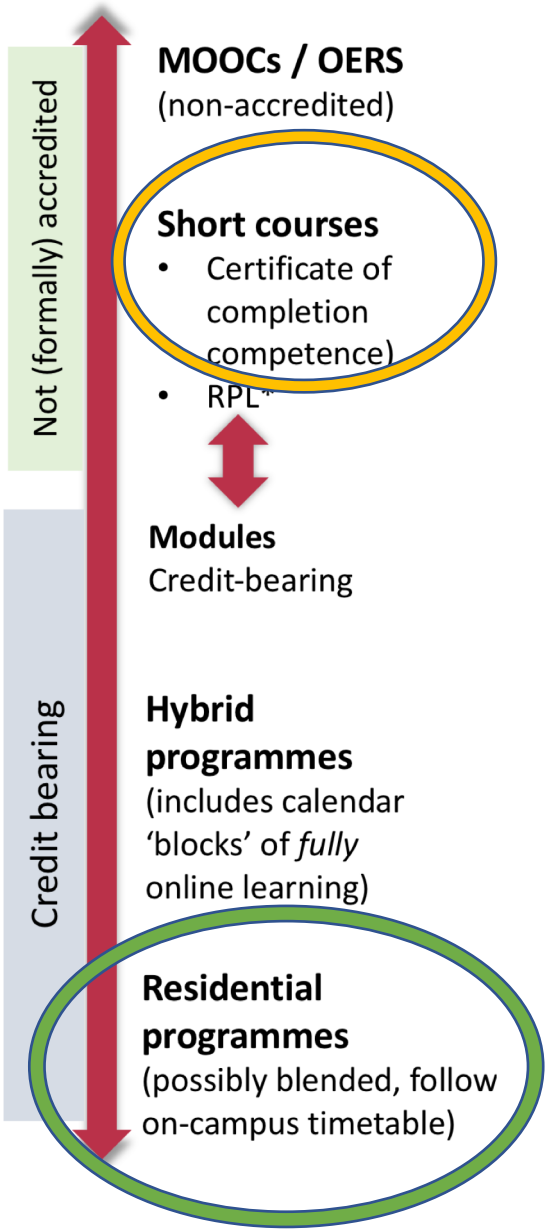
1. Digital education trends: (Recent) past and present
2. Case study overview: A fully online short course
3. Learning design approach
4. Implications for internationalisation

Global online learning trends



Adapted from:
https://commons.wikimedia.org/wiki/File: Timeline_of_MOOC_and_open_education_development_with_organisational_efforts_in_the_areas.png

Figure 1: Current trends (Sharples, 2018)



'Dual innovation strategy'

A: Support core (legacy) market to become more responsive

…and, in parallel

B: Implement innovations that provide a basis for future growth and agility.

Source (online): Gilbert & Anderson, 2018

Case study overview

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Centre for Research on Evaluation, Science and Technology

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DIES/CREST Online Training Course for Supervisors of Doctoral Candidates at African Universities

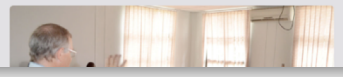
There is a need for more African scholars and scientists to contribute to innovation and development on our continent and to enhance Africa's participation in the knowledge economy. Due to the rapid increase in doctoral enrolments at African universities in recent years, many more well-prepared supervisors are needed at African universities.

This DIES/CREST course offers a flexible study opportunity to academic staff members, particularly novice doctoral supervisors, who are interested to advance their knowledge, skills and networks in doctoral supervision.

The course is presented over eight weeks. There are two offerings of the course in 2020, from 11 May – 10 July 2020 (followed by a practical assignment due on 7 August 2020) and from 10 August – 09 October 2020 (followed by a practical assignment due on 09 November 2020).

The closing date for applications for the first offering is 3 February 2020. Successful applicants will be notified by 10

Prof Johann Mouton Director of CREST



Offered by

UNIVERSITEIT STELLENBOSCH UNIVERSITY

crest
Centre for Research on Evaluation, Science and Technology

RHODES UNIVERSITY
Where leaders learn

Funded by

DAAD
HRK
DIES
Dialogue on Innovative Higher Education Strategies

DAAD
Deutscher Akademischer Austauschdienst
German Academic Exchange Service

HRK German Rectors' Conference
The Voice of the Universities

Admission requirements:

- Employed by or affiliated to a university in Africa,
- A doctoral degree
- Supervise or co-supervise doctoral students (or be expected to do so in the future)
- A letter of support from head of department or dean

3 Cohorts (2018-2019)

2 more rounds will be implemented 2020

So far:

272 participants

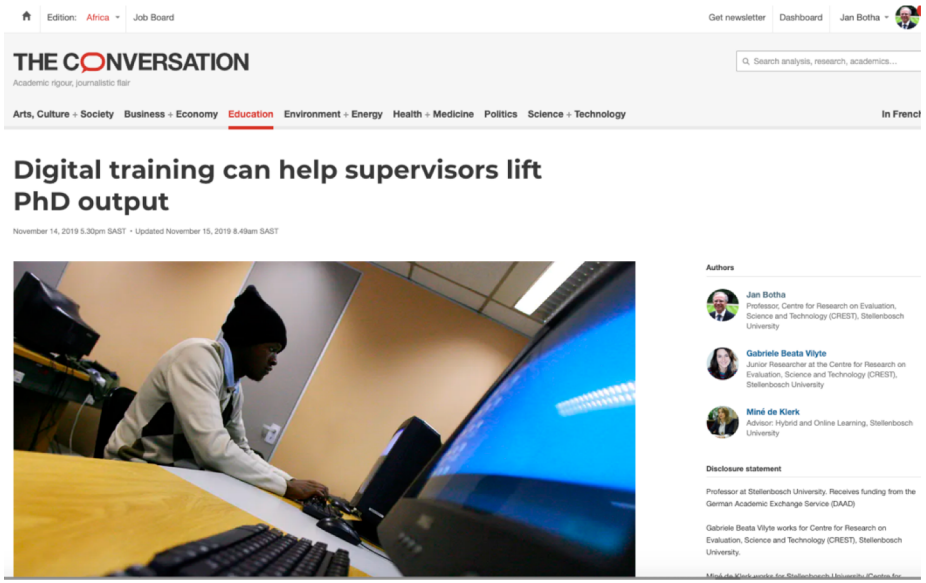
Pass rate: **76%**

Duration: 8 weeks

Activities: Fully online; all compulsory

Assessment: Capstone assignment

SU Certificate of competency



Edition: Africa | Job Board | Get newsletter | Dashboard | Jan Botha

THE CONVERSATION

Academic rigour, journalistic flair

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Digital training can help supervisors lift PhD output

November 14, 2019 5.30pm SAST • Updated November 15, 2019 8.49am SAST

Authors

Jan Botha
Professor, Centre for Research on Evaluation, Science and Technology (CREST), Stellenbosch University

Gabriele Beata Vilyte
Junior Researcher at the Centre for Research on Evaluation, Science and Technology (CREST), Stellenbosch University

Miné de Klerk
Advisor: Hybrid and Online Learning, Stellenbosch University

Disclosure statement

Professor at Stellenbosch University. Receives funding from the German Academic Exchange Service (DAAD)

Gabriele Beata Vilyte works for Centre for Research on Evaluation, Science and Technology (CREST), Stellenbosch University.

https://theconversation.com/digital-training-can-help-supervisors-lift-phd-output-126391

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AFRICA

New online course helps to plug doctoral supervision gap

Munyaradzi Makoni 21 March 2019

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A new online course for doctoral supervisors is aimed at building the capacity of higher education staff in the face of growing demand for PhDs throughout the African continent and concomitant low completion and high student dropout rates.

The Centre for Research on Evaluation, Science and Technology (CREST) and the Centre for Higher and Adult Education, both at Stellenbosch University in South Africa, and the Centre for Higher Education Research, Teaching and Learning at Rhodes University in South Africa joined forces to develop the course.

"If you want PhDs, you need supervisors," Professor Jan Botha, one of the training facilitators based at CREST, told *University World News*.

Africa's enhanced participation in the global knowledge economy calls for many more talented Africans who have been educated to the highest academic levels, and individuals who understand the socio-economic challenges of African countries, and are committed to the development of the continent, he said.

Botha said the link between the availability of high-level talent, PhD graduates and enhanced socio-economic development has been argued convincingly by academics such as Spanish sociologist **Manuel Castells**.

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Learning design approach

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Course Theme 2:

The Supervisor and the Doctoral Student

Quick Preview of Module 3:

ROLES AND RESPONSIBILITIES OF SUPERVISOR AND STUDENT

Step 1 |

What can I expect from this module?

Step 2 |

Video introduction to this module

Please watch the brief video. You can also download and read the **video transcript here.**

Step 3 |

Theme 1: Who are you? (Part 1)

Step 4 |

Theme 1: Who are you? (Part 2)

Quick access to forum **Discussion Forum: My Research Identity**

After completing the Theme 1 tutorial, you can return to the group discussion forum, here.

Step 5 |

Theme 2: You and your student

Quick access to forum **Discussion Forum: Lesson Task**

After completing the Theme 2 tutorial, you can return to the group

Video on 'Locating Research'

Please watch this short video on 'Locating Research', and then complete the 'Reading Map Activity' after the video:

Live Webinar

Click here for details

Webinar Date: 30 May 2019
Time: 10h00
Facilitator: Liezel Frick

Click here to enter the webinar

Downloading Learning Material

Download: Folder with offline learning material
(Learning material can be downloaded from 3 June 2019)

Design Changes 2018-2019

Stakeholder feedback

Interface design:

- E.g. Better navigational flow

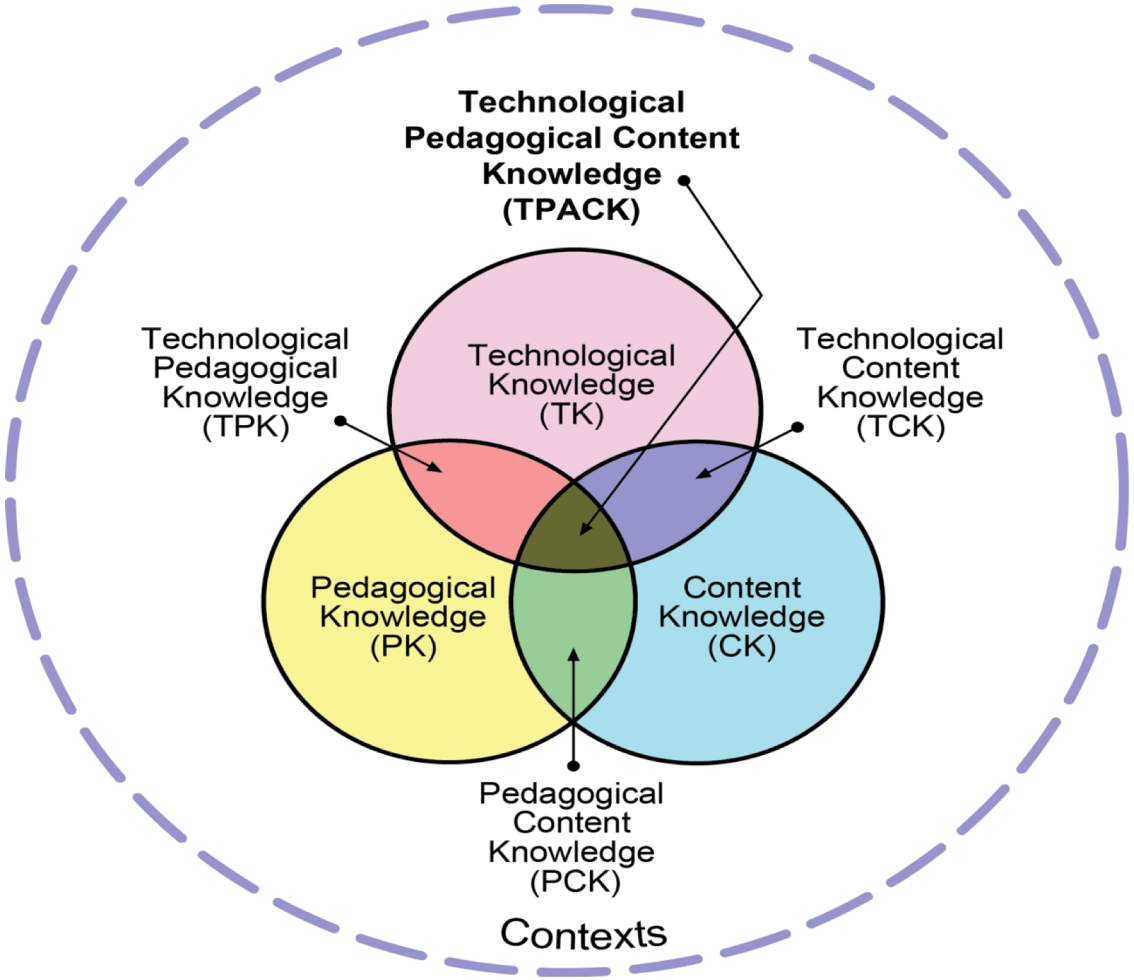
Pedagogical design:

- E.g. Educational purpose of activities more explicit

Facilitation:

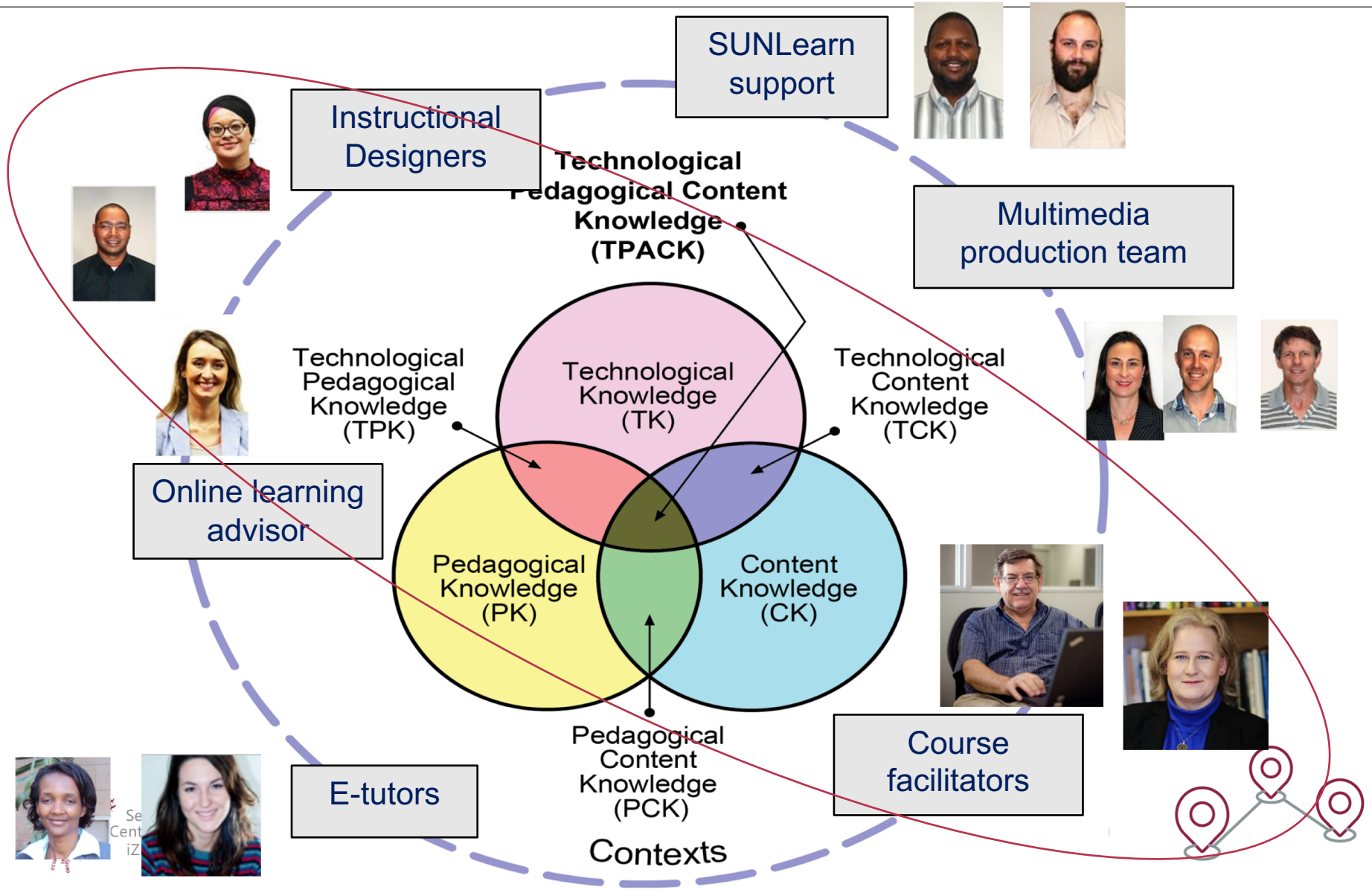
- E.g. Improved facilitator presence (via forums and webinar)

The Design ecosystem: Role players



TPACK framework
(Mishra & Koehler, 2006)

The Design Ecosystem
Role players



Institutional Ecosystem

Executive Management: Vision & Commitment

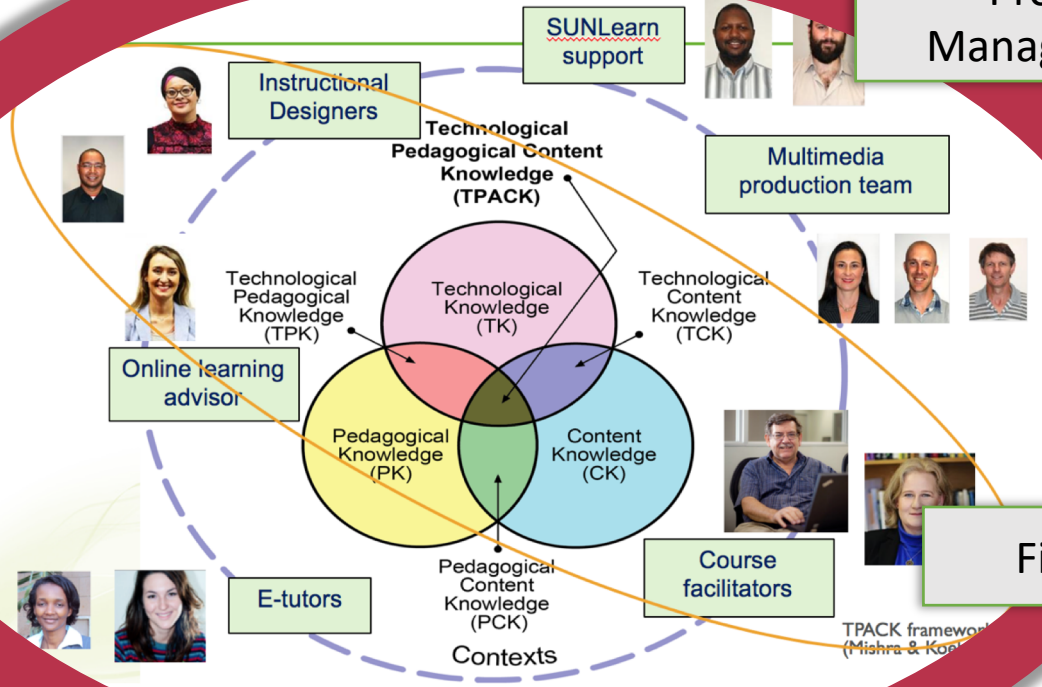
IT

Project Management

Short course system

Finance

Administration



Facilitation approach

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Feedback on course presenters' facilitation approach

Participant response to statement:

The facilitators use appropriate methods to convey the knowledge

"I believe they are guiding us well, they are following on posts and prompting us well.

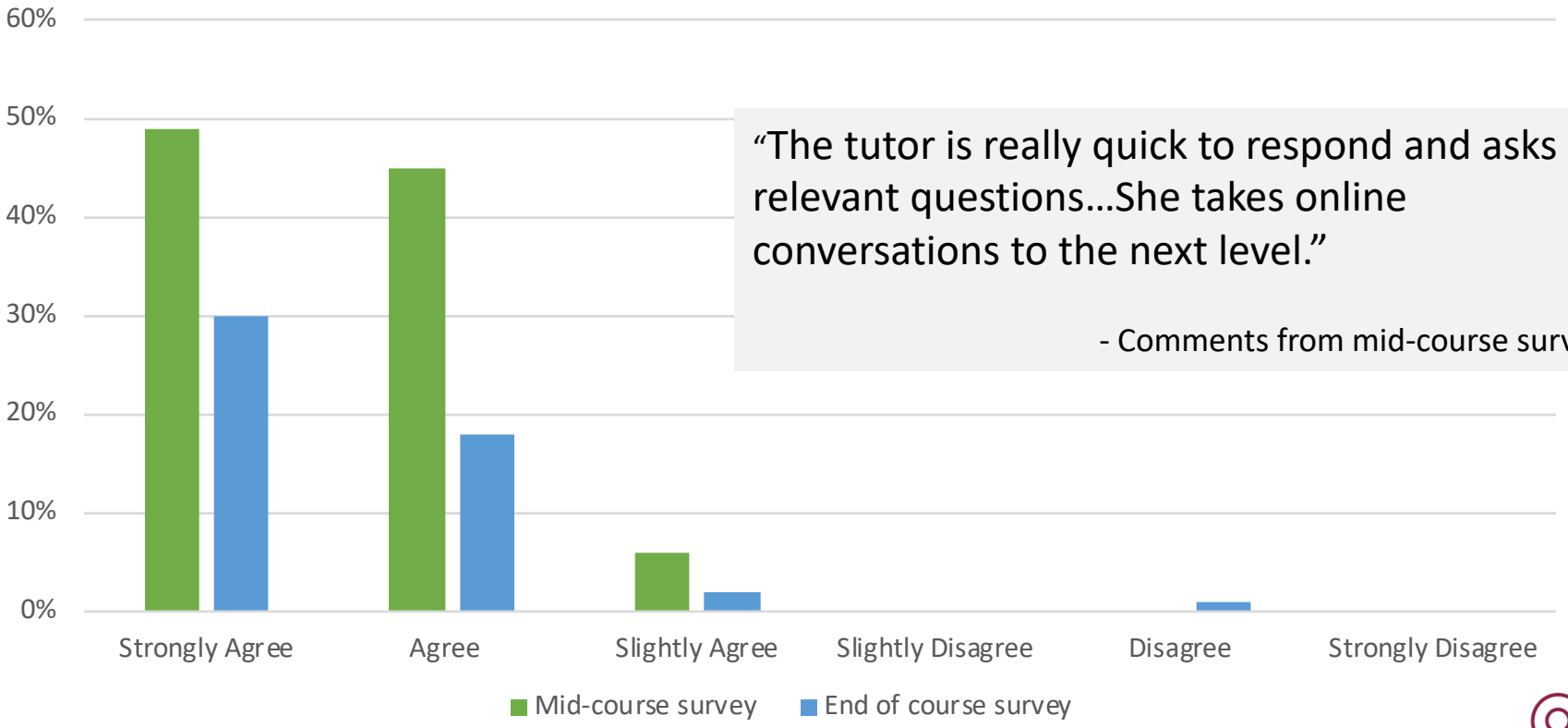
"It is great to learn from the experts in the field and makes me realise how much I still have to learn."

- Comments from survey

Feedback on e-tutoring

Participant response to statement:

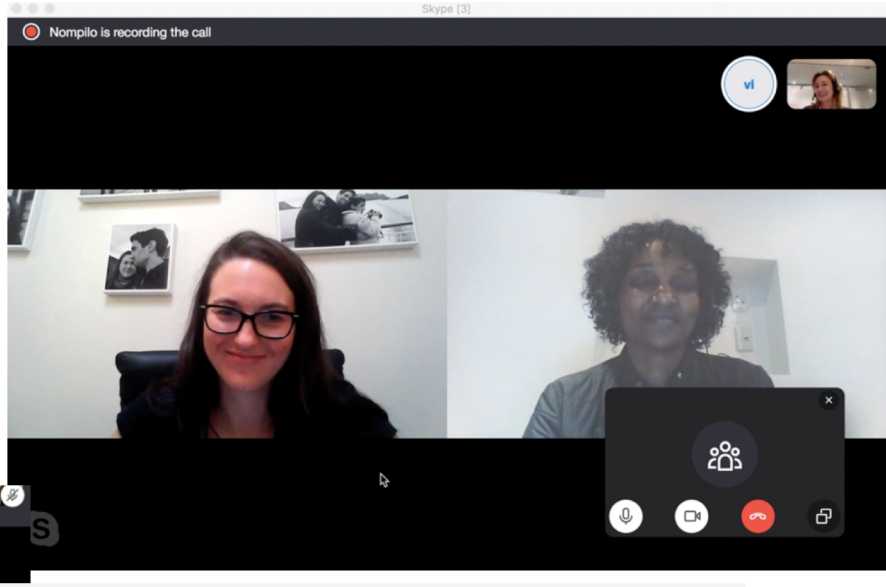
The tutors enhance my learning experience

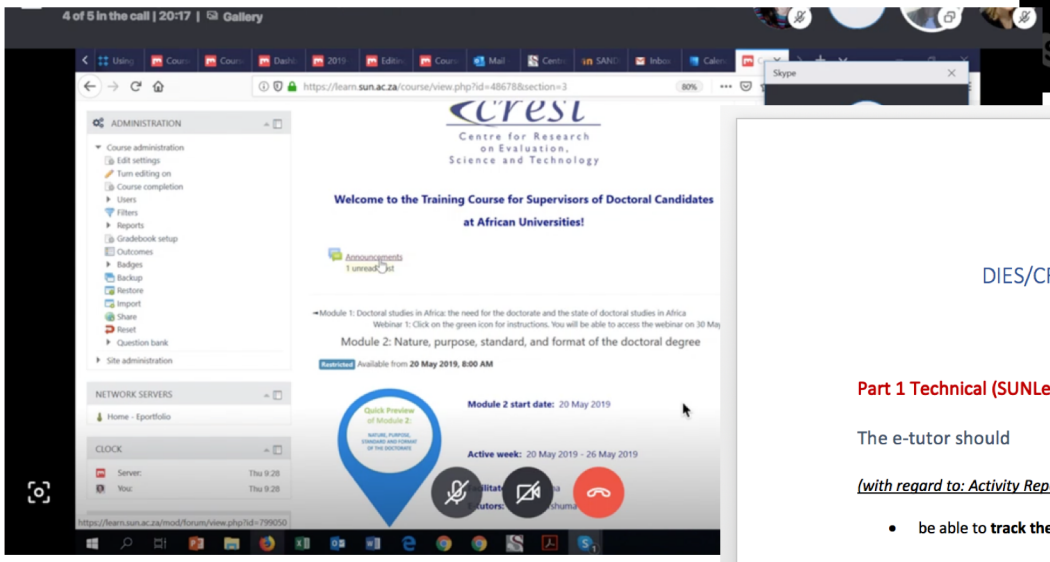


"The tutor is really quick to respond and asks relevant questions…She takes online conversations to the next level."

- Comments from mid-course survey

Remote E-tutor Training





DIES/CREST online tutor training / information session

Part 1 Technical (SUNLearn-related)

The e-tutor should

(with regard to: Activity Reports / tracking / logs):

- be able to **track the activities of the online students**
- know the easiest way **to download the logs/reports** in a clear format, as they will have to share it and report back to the course facilitator(s) (e.g. Prof Botha) on a weekly basis
- be able to flag and **follow up on individual participants** who are lagging behind

(with regard to: SCORMs, i.e. the online tutorials)

- access **SCORM activity reports/responses** (and possibly download question responses to send to the Profs)
- understand **how to download a SCORM** for offline use

(w.r.t.: Forums)

- understand **how the different forums work** (announcement vs. general forums, etc.); how to subscribe/unsubscribe to forums

Critical reflection

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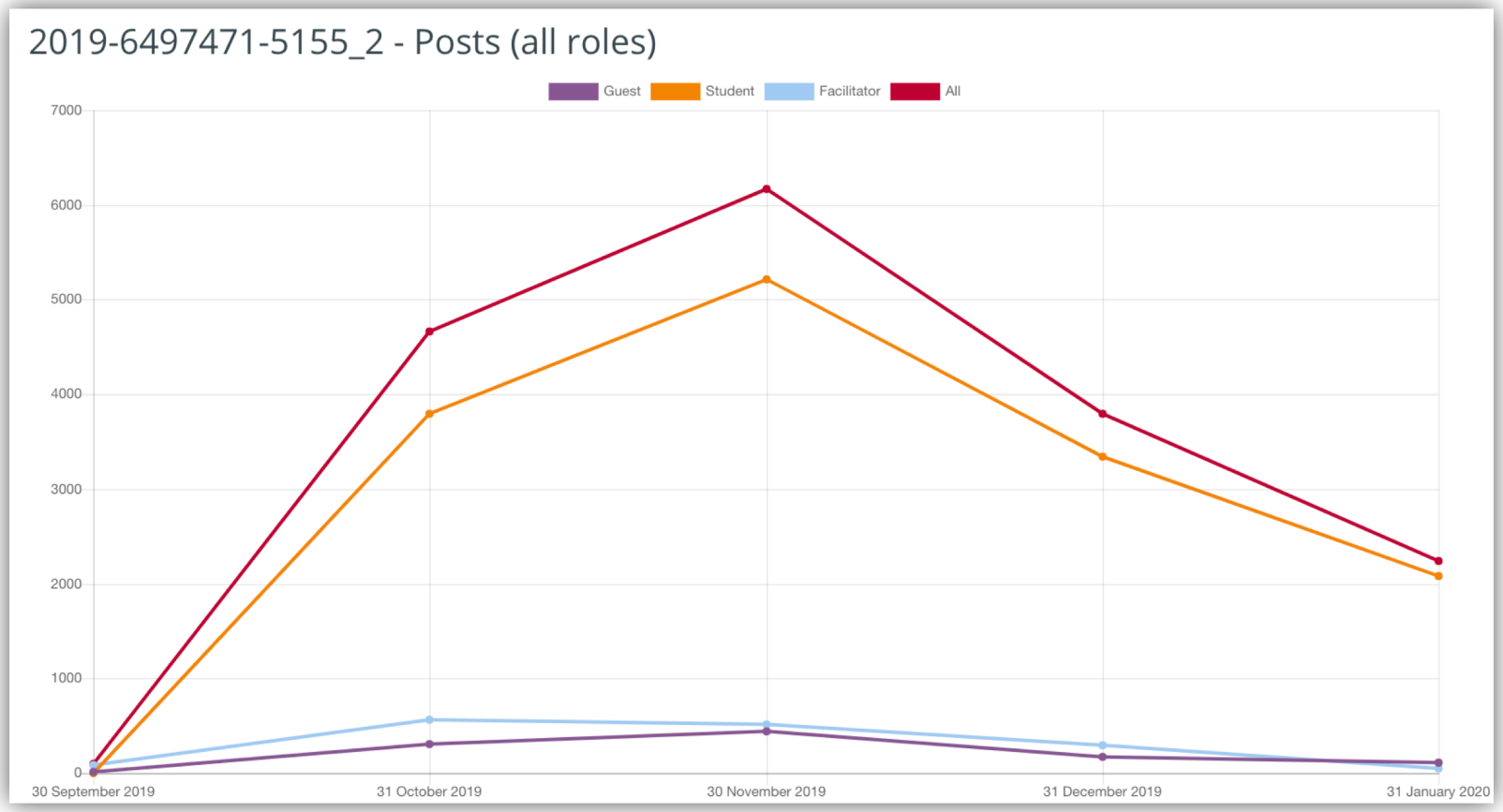

Period ending (Month)	Guest	Student	Facilitator
31 January 2020	116	2076	51

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Stellenbosch University

Netiquette

You can critique and even strongly disagree with others, as long as you remain courteous.

Show a willingness to acknowledge and respect others' viewpoints.

Share your own experiences, links to relevant news articles & other interesting online sources

However:
Try to stay on topic. Avoid posting irrelevant resources or links that might distract from the discussion.

Keep your tone polite, yet conversational:

You are not expected to start/sign off your posts with formal greetings. You can address others on their first names.

Build on others' contributions as much as possible.

Take the time to read through, and continually return to discussions.

If someone else asks a question and you have a possible answer, a relevant experience/ resource to share, do reply.

Try typing in complete sentences and avoiding confusing jargon.

Try to maintain inclusive to all your fellow participants by always communicating in the language that the majority of your peers/group members understand

TIPS for webinars: Participation / Presentation

Hosts:

- **At the start:**
- Welcome your audience, introduce yourself, mention where you are streaming from, reiterate the topic / session outline, and when the webinar will end.

- Inform the participants of the webinar will be recorded and how the video/audio or Ppt will be shared

- Let participants know at which point you will be taking questions, and how they can contact you with follow-up questions.

- **Then:**
- Stick to the time.

- Have a 'Plan B' for technical glitches.

- Consider a co-host to field questions and help you with the technical set-up.

- Try to acknowledge participants by name if you take their question(s).

Participants:

- **Focus**

Avoid distractions such as social media sites or email pop-ups. Post a 'please do not disturb for the next hour' sign on your office door.

- **Engage**

- You have the option to stay 'invisible', but webinars are intended for engagement and questions are always welcome.

- If your question is not answered, send a personal e-mail to the webinar presenter. (Your question is usually not addressed due to a mere volume, not deliberate neglect).

- Remember netiquette (Be polite – but not overly formal, keep comments concise and avoid jargon or slang).

- **Note**

Take (written/typed) notes of the most critical concepts and possible follow-up questions. Avoid trying to transcribe the webinar, as it will most likely be recorded.

Implications for internationalisation

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Establishing global networks

DIES/CREST Networking Event 2019

Inter-institutional collaboration

Multicultural online teaching and learning

Remote facilitation, presentation and assessment

Lifelong and flexible learning for students

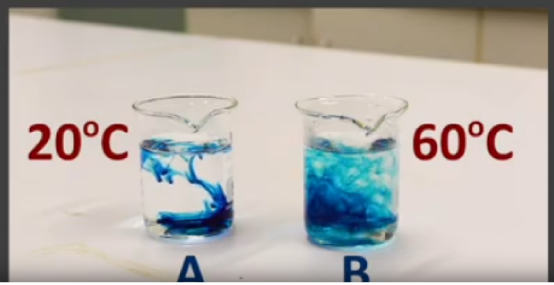
Working towards improved access

Drawing from local perspectives, experiences, and contexts

Institutional value

International footprint

Chem 164



Announcements

Start Here / Begin Hier

- You are req
introductor
Chemistry
- Jy moet ee
nagaan om

Contact your tutor / Maak ko

Structures in Fire

PGDip

FACULT

01. Introduction & Fire Safety in Buildings

Course material to be covered:

- Watch the introductory video for this section of the work
- Read Chapters 1 & 2 of Buchanan & Abu (2017)
- Complete the post-reading test for these chapters
- Read the course notes / presentation slides provided
- Watch the quick video provided to give a broader overview of fire safety engineering

Note: These chapters do not have tutorials associated with them.

02. Fires & Heat

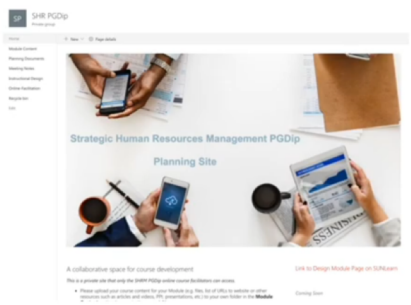
STRUCTURAL
FIRE ENGINEERING

Timber Structures
in Fire

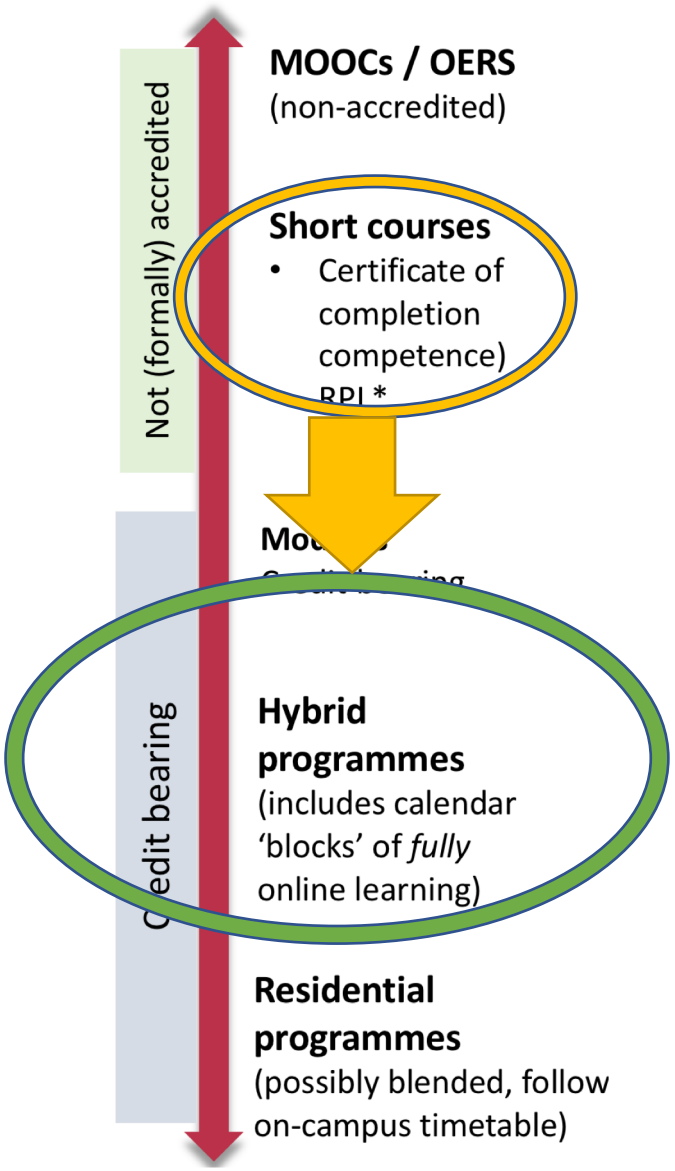
Post-graduate Diploma in
Strategic Human Resource Management
Student Profile

Design principles:

- Content should have immediate **relevance** to student and an impact on their job.
- Their **experience forms the basis of their learning**. They should be able to share and reflect on their experiences.
- Learning should enable them to **solve problems** or create authentic outputs.
- Assignments can be applicable to the work environment. Communicate with



Inviting input from industry to equip adult learners with work-related skills



'Dual innovation strategy'

A: Support core (legacy) market to become more responsive

B: Implement innovations that provide a basis for future growth and agility.

Working with complexity

"expand the number of voices; make for frequent but smaller decisions; encourage questioning and continual learning"

- Allenby & Sarewitz, 2011

Thank you.

QUESTIONS?

mine@sun.ac.za