



**MAGAART**

MASENO UNIVERSITY - AARHUS UNIVERSITY  
GULU UNIVERSITY - AALBORG UNIVERSITY  
ROSKILDE UNIVERSITY - TRIBHUVAN UNIVERSITY

## **ACTIVITY REPORT ON E-LEARNING CAPACITY BUILDING WORKSHOP FOR GULU UNIVERSITY TEACHING AND TECHNICAL STAFF**

### **OBJECTIVE 2.3**

Awareness raised and staff of south partners universities trained in eLearning techniques and learner-centred pedagogies

### **ACTIVITY: 2.3.1**

eLearning training programme on eLearning pedagogy, conducted at Maseno University

Dr. Betty Obura Ogange  
Maseno University  
e-mail: [bogange@maseno.ac.ke](mailto:bogange@maseno.ac.ke)

## Acknowledgement

This report captures the objectives and outputs of the capacity building workshop on eLearning pedagogy for Gulu University teaching and technical staff. The contribution of the participants in different ways, including workshop evaluation, are highly appreciated.

I would also like to express appreciation to the BSU Coordinators and BSU Committee Chairs from Gulu and Maseno Universities for the support given towards this workshop. Also highly recognised is the effective oversight of the MAGAART Project Director, Jens Seeberg as well as Martin Damgaard. I thank other participants in the MAAGART project for their support in many different ways.

Finally, I wish to acknowledge the contribution of various staff at the eCampus of Maseno University towards the actualisation of this training. I particularly thank Ms. Barbara Makhaya for her effective online co-facilitation. I highly appreciate the input of Mr. Peter Kiprotich in on-site co-facilitation as well as input into this report.

That notwithstanding, I do take full responsibility for any omission, error or misrepresentation that may have rendered in the course of compiling this document.

**Dr. Betty Obura Ogange**  
Maseno University  
e-mail: bogange@maseno.ac.ke

---

## Table of Contents

---

Acknowledgement	i
List of Figures	iv
Abbreviations and Acronyms	iv
<b>1. Background</b>	<b>1</b>
1.1. Introduction	1
1.2. Terms of Reference and Workshop Objectives	1
1.3. Methodology and Workshop Process	2
1.4. Training Materials	4
1.5. Training Team and Resource Persons	5
<b>2. Discussions and Training Activities</b>	<b>6</b>
2.1. Day 1: Opening and Orientation to eLearning	6
2.1.1. Opening of Workshop	6
2.1.2. Participant Expectations	6
2.1.3. Summary of Workshop Activities	6
2.2. Day 2: Instructional Theory and Design for Online Learning	6
2.3. Day 3: Online Teaching	7
2.4. Day 4: Hands-on Content Development	7
2.4.1. Online Teaching Activities in eLearning	7
2.4.2. Online Assessment and Feedback	8
2.4.3. Technical support and course management	8
2.5. Day 5: Hands-on Online Class Management	9
2.6. Workshop Outputs	9
<b>3. Workshop Evaluation</b>	<b>10</b>
3.1. Introduction	10
3.2. Responses from Participants	10

3.3.	What Participants liked about the Workshop	11
3.4.	Suggestions and General Comments from the Participants	11
3.5.	Self-evaluation	11
<b>4.</b>	<b>Follow up Action Plan and Way Forward</b>	<b>12</b>
4.1.	Follow up Action Plan	12
4.2.	Strategy and Way Forward	12
4.3.	Closing of Workshop	13
<b>5.</b>	<b>Conclusion on Achievement of Project Objective</b>	<b>13</b>
	<b>Appendices</b>	<b>14</b>
	Appendix 1: Participant List	14
	Appendix 2 : Workshop Programme Guide	15
	Appendix 3: Workshop Activities Outline	16
	Appendix 4: Workshop Schedule	17
	Appendix 5: Screenshot of a Course Under Development	18
	Appendix 6: Sample Welcome Message	19
	Appendix 7: Sample Topic under Development	20
	Appendix 8: Sample Self-evaluation Report 1	21
	Appendix 9: Sample Self-evaluation Report 2	22

## List of Figures

Figure 1: The lead facilitator takes the GU staff through a task during the F2F training.....	3
Figure 2: A screenshot of the online training area for the eLearning workshop for GU staff.....	5

## Abbreviations and Acronyms

<b>BSU</b>	Building Stronger Universities
<b>F2F</b>	Face-to-face
<b>GU</b>	Gulu University
<b>ICT</b>	Information and Communications Technology
<b>LMS</b>	Learning Management System
<b>MAGAART</b>	Maseno, Aarhus, Gulu, Aalborg, Roskilde, and Tribhuvan
<b>MSU</b>	Maseno University
<b>ODeL</b>	Open, Distance and eLearning
<b>PBL</b>	Problem Based Learning
<b>ToT</b>	Trainer of Trainers

# 1. Background

---

## 1.1. Introduction

---

'MAGAART' is an acronym for the project's six partner universities: Maseno, Aarhus, Gulu, Aalborg, Roskilde, and Tribhuvan. The original name of the project is '**Capacity Building within Research Communication, Dissemination and Networking**'. MAGAART is an independent project (DKK 4.75M Grant) with Aarhus University as project holder, running from January 2014 - December 2015.

In line with MAGAART's immediate objective to strengthen the south partner universities' institutional capacity in eLearning, the eCampus of Maseno University conducted an eLearning Capacity Building Workshop for Gulu University Teaching and Technical Staff. The workshop was organized in **three** phases as follows:

- Pre- face-to-face (PreF2F) online workshop - 23<sup>rd</sup> Feb 2015 to 1<sup>st</sup> March, 2015
- Face-to-face workshop - 2<sup>nd</sup> to 6<sup>th</sup> March, 2015
- Post face-to-face workshop - 7<sup>th</sup> to 21<sup>st</sup> March, 2015

The workshop cumulatively ran for 19 days, with an additional 7 days for workshop preparation. The days dedicated to online activities was 14, and these ran concurrently.

The eLearning Capacity Building Workshop for Gulu University Teaching and Technical Staff were part of **Objective 2.3: Awareness raised and staff of south partners universities trained in eLearning techniques and learner-centred pedagogies**, **Activity: 2.3.1: eLearning training programme on eLearning pedagogy, conducted at Maseno University**, of the MAGAART project.

A total of 11 participants took part in the training workshop. It was supported by 1 facilitator, 1 on-site co-facilitator, 1 online co-facilitator and 2 on-site technical support staff. The BSU Coordinator and BSU Committee chair both gave administrative and logistical support.

The workshop explored the use of the Learning Management System (LMS) in teaching and learning. The participants went through an Orientation to eLearning course to familiarize them with the online learning environment. It also focused on application of instructional theory and design for online learning in content development. In addition, it also explored the approaches to online teaching and how to respond to the technical support needs for eLearning in various contexts. At the end of the training, participants engaged in a discussion to build a consolidated approach to eLearning for capacity development for Gulu University. The way forward and strategy of the workshop was shared as presented in Section 4 of this report.

The workshop was an opportunity for participants to reflect on the eLearning needs for Gulu University which could lead to the mobilization of resources for capacity building and growth of expertise to initiate the eLearning unit at Gulu University.

---

## 1.2. Terms of Reference and Workshop Objectives

---

The capacity building workshop on eLearning and learner-centred pedagogies was a follow-on to the south-south collaboration between Gulu and Maseno Universities initiated in BSU Phase One, in which eLearning and problem-based learning were core activities. These would eventually progress into the BSU Phase 2 and MAGAART in 2015/2016 collaboration year.

The aim of the workshop was to:

- a) Introduce a core team of teaching and technical staff to the basics of eLearning (policies, pedagogy, infrastructure and change management strategies)
- b) Develop the team of workshop participants into the core ToT for rolling out eLearning in Gulu university

The workshop was delivered in blended mode, with participants getting experience in online learning first-hand through an online training area, also known as an eWorkshop. Participants were exposed to skills in developing their online course as part of the workshop activities. It was communicated to the workshop participants that by the end of the workshop, each participant would be able to:

- 1) Collaborate and network with colleagues through weekly online discussions and peer reviews
- 2) Demonstrate best practice in designing an online course using international course design standards
- 3) Design an online course outline and student learning activities that are consistent with learning objectives
- 4) Organize and post online course materials in a Learning Management System (Moodle)
- 5) Practice communication strategies for teaching an online course
- 6) Demonstrate best practice in using learner-centered approaches in teaching an online course
- 7) Provide technical support for all LMS users (for technical staff only)

The blended workshop was divided into four major parts as follows:

- 1) Orientation to eLearning
- 2) Instructional Theory and Design for Online Learning
- 3) Online Teaching
- 4) Technical Support for eLearning.

The workshop participants are listed in Appendix 1, while the workshop content covered is outlined in Appendices 2, 3 and 4. Figure 1 is a photo of one of the training sessions.

---

### 1.3. Methodology and Workshop Process

---

The training programme involved individual and group exercises on content development as well as input from the course team and presentations from facilitators. There were many opportunities to raise questions or concerns throughout the workshops. The following approaches were used

- Presentations, which were also uploaded on the eWorkshop
- Discussions
- Group work which constituted a means for developing the skills of participants in collaborative work
- Plenary sessions
- Practical demonstrations on the LMS

Participants followed along using resources from the eWorkshop as reference material. This constantly refreshed them on the knowledge and skills acquired during the face-to-face (F2F) workshop.



**Figure 1:** The lead facilitator takes the GU staff through a task during the F2F training



---

## 1.4. Training Materials

---

Training materials covering the content of the training programme were prepared and packaged as modules on the Maseno University eLearning Portal. The training course was divided into the following sessions;

### Session 1: Orientation to eLearning

#### The Online Orientation Workshop

- Topic 1.1: Introduction
- Topic 1.2: Getting to Know You: Creating your Profile
- Topic 1.3: Learning to use Online Communication Tools
- Topic 1.4: Online Assessment
- Topic 1.5: Overview Problem Based Learning (PBL)

#### Face-to-face Session (Hands-on)

- Topic 1.6: Review of Orientation to eLearning

### Session 2: Instructional Theory and Design for Online Learning

#### Online Workshop

- Topic 2.1: Principles of online course design
- Topic 2.2: Creating course goals and objectives
- Topic 2.3: Refining your syllabus for effective online instruction

#### Face-to-face Session (Further Exposition and Hands-on Training)

- Topic 2.4: Adding resources and activities in Moodle

### Session 3: Online Teaching

#### Online Workshop

- Topic 3.1: Role of an online teacher in a learner-centred setting
- Topic 3.2: Setting up and managing discussion forums, chats, journals, blogs, wikis
- Topic 3.3: Facilitating Online Discussions

#### Face-to-face Session (Further Exposition and Hands-on Training)

- Topic 3.4: Monitoring learner participation, grading assignments and giving feedback

### Session 4: Technical Support for eLearning

#### Online Workshop

- Topic 4.1: Moodle Basics
- Topic 4.2: Account creation
- Topic 4.3: Accessing course areas
- Topic 4.4: Uploading files in Moodle

#### Face-to-face Session (Further Exposition and Practical Training)

- Topic 4.5: Course administration

Appendices 2, 3 and 4 give a detailed outline of the training content, while Figure 1 below shows a screenshot of the online course area for the workshop.



**Figure 2:** A screenshot of the online training area for the eLearning workshop for GU staff

## 1.5. Training Team and Resource Persons

eLearning practitioners with adequate knowledge of eLearning pedagogy and technology were drawn from the eCampus of Maseno University to facilitate the various topics in the capacity building programme. Among them were:

- 1) Dr. Betty Obura Ogange – Resource Person / Lead Facilitator
- 2) Peter Kiprotich – Co-facilitator
- 3) Barbara Khavugwi – Online Co-facilitator
- 4) Abel Okoth-Okelloh - Rapporteur
- 5) Betty Omondi – Logistics
- 6) Martin Otieno – On-site Technical Support
- 7) Alfred Odwuor – On-site Technical Support

The training team received administrative and logistical support from the following:

- 1) Prof. Catherine Muhoma – BSU Coordinator, Maseno University
- 2) Prof. Fredrick Wanyama – BSU Committee Chair, Maseno University

## 2. Discussions and Training Activities

---

### 2.1. Day 1: Opening and Orientation to eLearning

---

#### 2.1.1. Opening of Workshop

---

The workshop was opened on March 2, 2015 at about 9:00am by BSU Committee Chair, Prof. Fredrick Wanyama. He emphasized that the workshop would go a long way in impacting upon teaching and learning in south partner institutions. He, therefore, called upon participants to engage fully and actively in the workshop so as to derive maximum benefits from it and realize the workshop objectives. Mr. Ambrose Okot, Coordinator BSU, Gulu University and Prof. Charles Okumu, BSU Committee Chair, Gulu, also took turns to address the participants.

#### 2.1.2. Participant Expectations

---

The actual business of the workshop started with a summary of the expectations of participants. The expectations were found to be in line with the objectives of the workshop. Participants were encouraged to monitor the workshop process and draw the facilitators' attention in the event that some expectations were not met.

#### 2.1.3. Summary of Workshop Activities

---

All four working sessions were opened by the lead facilitator, Dr. Betty Ogange, who gave an overview into the lessons learnt by Maseno University in implementation of eLearning. The presentations laid emphasis on policy and strategy as an integral part of eLearning implementation and management. She drew from Maseno University's policy and practice in policy development, content development, learner support, capacity building and research.

The first powerpoint presentations on Day 1 pointed out the role of mission, vision and objectives of the eLearning-focused campus or unit based on the eCampus of Maseno University strategy. The benefits and lessons learned by the eCampus of Maseno University were shared, as was the need to adopt eLearning as a mode of learning for both on-campus and off-campus students.

After the presentations and discussions, participants were taken through a practical demo on Learning Management System (LMS). They would then present their work for peer critique and comments. The participants would continue reflecting on how these comments would apply to their eLearning modules.

### 2.2. Day 2: Instructional Theory and Design for Online Learning

---

Day 2 was dedicated to instructional theory and design for online learning and was an opportunity for participants to learn the content development procedures. Participants were exposed to ways in which they could plan and design their course outcomes, activities, assessment, various resources and activities. They were guided on how to develop and build the elements needed for teaching their online courses.

With the use of powerpoint presentations, the facilitator took participants through the stages of eLearning implementation. This was followed by a brief discussion of each stage of content development in eLearning implementation. The question of which pedagogical philosophy to use emerged. It was noted that the eCampus of Maseno University uses constructivism, a theory of learning based on the idea that knowledge is constructed by the learner based on some mental activity. Learners are considered as 'active organisms' seeking meaning by independently reflecting on their own experiences, learners construct their own understanding of the world. Participants were then encouraged to consider moving from instructivist learning (which is traditional, teacher-centered and emphasizes methods of dispensing information) to learner-centred design that matches learning activities to student learning preferences.

Components of eLearning were also discussed including the online learning resources, hosted in a Learning Management System (Moodle); Web 2.0 tools e.g. discussion forums, wikis, blogs; e-mail, chat, messaging and other communication tools; podcasts and related resources; printable downloads; videoconferencing; administrative systems; learner support systems; lecturer support systems; a physical campus with infrastructure for virtualization of learning.

Various eLearning policies, processes and procedures were discussed as the corner stone to the implementation of eLearning. Of significance were policies on eLearning and guidelines for implementation of eLearning including content development and also other administrative processes.

---

### 2.3. Day 3: Online Teaching

---

The third day focused on online teaching and the online teaching tools in an eLearning environment. The facilitator gave detailed presentations and demo on LMS tools used for teaching and learning in an online environment. Emphasis was put on the possible role for an online facilitator at Gulu University, including: welcoming learners to the course, establishing ground rules, creating community, managing communication, modelling social behaviour and establishing own identity. These were further categorized as:

- **Pedagogical:** Guiding student learning with a focus on concepts, principles, and skills
- **Social:** Creating a welcoming online community in which learning is promoted
- **Managerial:** Handling organizational, procedural, and administrative tasks
- **Technical:** Assisting participants to become comfortable with the technologies used to deliver the course

The participants were also taken through the principles of online teaching including: contact; reciprocity and collaboration; active learning; feedback; time-on-task; high expectations and diversity. Each participant was given an opportunity to draft a welcome message for their course. A screenshot of a sample welcome message drafted during the training can be found in Appendix 6.

---

### 2.4. Day 4: Hands-on Content Development

---

Day 4 was dedicated to presentations on examples of online teaching activities in eLearning, followed by a practical activity on online assessment and feedback. Participants were also exposed to basic technical support for content development as follows:

---

#### 2.4.1. Online Teaching Activities in eLearning

---

Participants were exposed to activities for communication and collaboration for learner-centred learning, including chat and discussion.

- **Chat:** This was discussed as a tool for holding real-time, text-based conversations with other course members. Participants were shown how to set up multiple chat rooms for the same course.
- **Discussion Forum:** Participants were exposed to the online discussion forum as the 'actual online classroom,' and that facilitators and students could communicate and collaborate using these forums. Using a discussion forum for the workshop participants, the facilitators demonstrated how instructors can create topics or, depending on the forum type, allow students to originate topics, to which course members would post a reply. Participants were encouraged to use one discussion forum per topic
- **Wiki:** Participants were able to appreciate the wiki as a web page (or set of web pages) that class members could create together, working directly in the browser. Learners would work on a wiki by adding additional pages and by creating a link to a new page.

Participants were then guided towards adding these activities to their courses as part of the practical session.

---

### 2.4.2. Online Assessment and Feedback

---

Participants were introduced to the assignment activity module which allows facilitators to collect work from students, review it and provide feedback, including grades. They were then shown how learners would submit digital content (files), including: word-processed documents, spreadsheets, images, audio and video clips.

Participants were exposed to ways of creating the following four types of assignments in Moodle:

- **Upload a Single File** assignment, where the instructor gives directions, and the learner uploads their file through the Moodle assignment tool.
- **Advanced Uploading of Files** assignment, where the instructor gives directions, and the learner uploads multiple files through the Moodle assignment tool.
- **Online Text** assignment, where the instructor gives directions, and the learner responds in an online text box provided in the assignment tool.
- **Offline** assignment, where the instructor gives directions, and the student completes the assignment. Nothing is turned in through the assignment tool, though the student would be expected to do an activity within Moodle.

Participants then presented mock assignments in order to have a practical experience of assignment submission and feedback

---

### 2.4.3. Technical support and course management

---

The technical support staff from GU were taken through a typical context for technical support in an institution of higher learning. They were exposed to the requirements for technical support throughout the academic semester.

- **Before the academic semester begins:** Participants were informed of the necessity to consider a review of Moodle or version upgrade. It was discussed that the decision to upgrade to a major version would be influenced by the amount of security fixes present in the target release, end-user feature requests and bug-fixes present in the target release.
- **At the end of the Semester:** All courses would need to be backed up and archived. New copies would then be created for the next run.

The technical staff were taken through a practical demonstration on how to back up and archive courses, among other technical routines like account creating and general Moodle administration.

## 2.5. Day 5: Hands-on Online Class Management

---

The participants were given tips on effective language use as well as examples of online teaching and classroom management tools. A policy question for GU on the role of the online teacher was also widely discussed.

The use of teacher-developed videos or videos created by other teachers was discussed. Participants explored six Moodle tools for online classroom use, as follows:

- **The Page and Label.** These two were discussed as resources that offer the course lecturer flexibility in incorporating a variety of content types into their course, including text, images, audio, video, embedded code, or a combination of all of these.
- **Discussion Forums** that allow learners to exchange ideas by posting comments
- **Assignment Activity** that allows teachers to obtain work from students, review it, and provide feedback, including grades.
- **Blogs and wikis**, for reflective feedback and collaboration

Participants reviewed and added the tools to their courses.

---

## 2.6. Workshop Outputs

---

In line with the workshop objectives, each participant was able to:

- Start discussions and respond to posts in the discussion forum
- Develop a complete **course information area** consisting of a welcome message, course outline, course aims and objectives as well as information on assessment, use of discussion forums, among others
- Upload the **first topic** of their module under development including: topic introduction, topic objectives, various learning activities, discussion activities, and assessment and learning resources.
- Design learning activities for learner-centred pedagogy, including: designing collaborative and other group-based learning activities, supporting learners in PBL, creating task-based learning activities.

All participants were guided to create course areas for the courses they would develop. They would continue with the activities online and create more course content for the remainder of the topics in their courses.

## 3. Workshop Evaluation

---

### 3.1. Introduction

---

At the end of the workshop, participants were asked to evaluate the training in terms of relevance and effectiveness of delivery as well as the extent to which the training had met their objectives and expectations. A self-evaluation tool was also administered. The key evaluation criteria were:

- Objectives of the workshop
- Quality of resources and handouts for the online training
- Overall course content
- Facilitator/Trainer
- Learning environment

Of the 20 course participants, up to 85% took part in evaluations of different training sessions using a scale of 1 = *low* to 5 = *very good*. A number of participants responded to the self-valuation tool.

Summaries of the responses obtained from the participants are detailed in the subsequent sub-sections.

---

### 3.2. Responses from Participants

---

- **Objectives of the training workshop**

This section assessed the clarity, appropriateness and achievement of the stated workshop objectives. The cumulative score for course objectives was 4.42 which indicated that the workshop objectives had been achieved.

- **Quality of modules / workshop resources**

This section evaluated relevance, adequacy and overall quality of the materials used. The cumulative score for quality of modules was 4.40 which indicated participants considered the modules very useful and of high quality.

- **Overall course content**

This section assessed the following in relation to the course: the content and scope of course, the time allocated for the session, course structure and overall value of the course. The cumulative score for quality of modules was 4.39 which indicated that participants found the overall course content very relevant.

- **Facilitator/trainer**

Each facilitator was evaluated at the end of session. The evaluation covered punctuality of trainer, ability to communicate, preparedness and availability beyond face-to-face interaction. The combined score for all facilitators/trainers was 4.34, which indicates that participants considered the facilitators very resourceful.

- **Learning Environment**

Participants also evaluated the conduciveness of the learning environment. The cumulative score for learning environment was 4.39, which indicates that participants considered the learning environment very conducive for their training.

---

### 3.3. What Participants liked about the Workshop

---

A summary of what the participants liked about the workshop is as follows:

- The training approach, especially the blended approach to training in eLearning
- Concurrent training of teaching and technical staff
- Facilitation, which was interactive and interesting
- The online and off-line interaction among participants
- The knowledge and skills acquired
- Contributions from participants
- The knowledge and skills of the facilitator / trainer
- The linkage between the objectives of the workshop and the job expectations of the participants

---

### 3.4. Suggestions and General Comments from the Participants

---

The suggestions and general comments from the participants were as follows:

- More local examples and assignments
- Encourage more group work
- Consideration to be made to improve lecturer internet access at Gulu University, to facilitate better interactivity among course lecturers, and between course lecturers and their students
- That the MSU eCampus team continues to provide hand-holding in the roll-out of eLearning at GU

---

### 3.5. Self-evaluation

---

Participants performed a self-review the course information and topic developed by indicating:

- Course code and title
- Number of topics fully developed at the time of the evaluation
- Number of topics partially developed
- Number of topics yet to be developed
- At least three new things learnt in the process of developing topic content (e.g. objectives, learning activities, assessment etc)
- At least three challenges encountered
- Proposed ways in which the challenges raised might be addressed.

Samples of self-evaluation reports can be found in Appendix 8.



## 4. Follow up Action Plan and Way Forward

---

### 4.1. Follow up Action Plan

---

The evaluation of the participants indicated that the workshop was successful. To a large extent, the objectives of the workshop and expectations of participants were met. The experiences, skills, knowledge and interactive mode of presentation made facilitation friendly and lively.

Most of the participants were of the view that the workshop was very relevant to their work.

The under listed is a summary of the recommendations made:

- a) Follow up and feedback meetings be arranged once the team gets back to Gulu. Meetings would involve the Senior management, Deans, Heads of Department, and Administrators.
- b) Gulu core ToT in eLearning to continue with the online workshop activities to complete the reminder of the work.
- c) Maseno team to continue supporting and training the Gulu team online and through on-site exchanges
- d) Maseno University to assist Gulu University in setting up of own eLearning Platform. Funds would be mobilized from BSU II to enable Gulu University to migrate from the MSU eLearning platform to the GU eLearning Platform.
- e) Further training to be organised for key academic and technical staff in eLearning policy, administration as well as technology and pedagogy.
- f) The resource person and the co-facilitators to work with the Gulu core team to start drafting Standard Operating Procedures (SOPs) and guide documents on various aspects of eLearning implementation customized for the Gulu University context.

### 4.2. Strategy and Way Forward

---

Participants in the workshop agreed on the following as way forward:

- a) **Policy:** Policy on eLearning and guidelines for implementation of eLearning should be drafted ,drawing from the strategy document, including content development and other frameworks. In addition, there was need for proofing existing policy for eLearning, including ICT policy and policy on teaching and learning
- b) **Organizational Structure:** It was recommended that a dedicated eLearning unit be set up in Gulu immediately and a Director / Coordinator be appointed, who must sit in Deans' Committee and Management. The details of the structure would be as recommended in the strategy.
- c) **Roll-Out Strategy:** GU would initiate a pilot eLearning project and roll out an existing academic programme within the Faculty of Education and Humanities. This faculty already has a Master of Education in Education Management programme, with the appropriate staff composition and mandate. It also has professional teachers. The project will eventually roll out to other faculties.
- d) Related to (c) above, the initial roll-out would include a couple of **short low-stakes online courses** for quick feedback ahead of full programme roll-out

- e) **Skills Development:** Structured capacity building programmes for a period of 2 years for 1). Lecturers (to be trained in instructional design, multimedia development, online teaching and course review) 2). eLearning support staff and 3) Technical support staff
- f) **Change Management:** Change management programme to be initiated. Awareness and sensitization platform to be created for administrators, lecturers and other stakeholders to foster ownership
- g) **Infrastructure and eLearning Support:** MSU to facilitate immediate installation of Learning Management System (LMS) as well as set up of and hand-holding of eLearning support services for a period of 1 year. Capacity for learner support to be built concurrently for learners, administrators and lecturers
- h) **Content Development:** GU to identify pilot programs to go online as part of blended and full online programmes as outlined in (c) above. Content to be available in various forms, including off-line modes.
- i) **Publicity:** Awareness creation at management level, academic staff, and prospective students on the potential of eLearning in addressing the challenges resulting from expansion identified earlier in the report.
- j) **Roll-Out Date:** Academic Year 2015/2016 (Academic Year starts in August)

### 4.3. Closing of Workshop

The F2F workshop was closed in a formal ceremony presided over by the MSU and GU BSU Coordinators and the BSU Chair, GU. The GU team expressed gratitude to both south and north partners in the MAGAART project for the opportunity given to them to undertake the training workshop in eLearning pedagogy at MSU.

It was acknowledged that:

- Course development activities would go on online until the ToTs complete full courses
- That challenges with Internet access back in Gulu might inhibit fast progress with the content uploading, and therefore an on-site support meeting would be ideal to help complete and review the work
- That as part of the participatory process in eLearning strategy development, any matters arising from the capacity building workshop that has a bearing on the eLearning strategy, would be integrated into the strategy.

## 5. Conclusion on Achievement of Project Objective

The project **Objective 2.3** on raising awareness of staff of south partner universities and training them on eLearning techniques and learner-centred pedagogies was largely achieved, despite the challenge of computer skills among some participants.

The inclusion of technical staff in the training ensured that none of the participants was slowed down by navigational challenges. The teaching staff were largely focused on the pedagogy of their courses while the technical staff helped with the technology. This model was lauded by the participants and was seen to be the model to replicate for good outcomes in future workshops in eLearning.

As seen in the evolving courses and self-evaluation reports (Appendix 8), participants were generally more aware of the eLearning techniques and learner-centred pedagogies as envisaged in the project objective.

Screenshots of some of the course areas and topics developed are captured in Appendices 5, 6 and 7. All the courses under development can be accessed in the Maseno University eLearning Portal:

<http://elearning.maseno.ac.ke>

## Appendices

### Appendix 1: Participant List

SRL.NO	SALUTATION	FIRSTNAME	SURNAME	EMAIL
1)	Prof.	Charles	Okumu	<a href="mailto:charles.okumu52@gmail.com">charles.okumu52@gmail.com</a>
2)	Ms.	Mary	Ejang	maryejang@yahoo.co.uk
3)	Mr.	John Bismarck	Okumu	okumujohnbismarck@gamil.com
4)	Ms.	Proscovia	Olango	polango@gmail.com
5)	Mr.	Boniface	Aguma	agumaboniface@yahoo.com
6)	Mr.	David Okot	Pakono	pakonodavid@gmail.com
7)	Mr.	Geoffrey	Tabo	go.tabo@gmail.com
8)	Mr.	Ambrose	Okot	eaokot@gmail.com
9)	Ms.	Agatha	Alidiri	agathaalidiri@yahoo.com
10)	Dr.	Daniel	Komakech	
11)	Mr.	John Baptist	Hab'lmana	jbbhabimanah@gmail.com

## Appendix 2 : Workshop Programme Guide

**Areas to cover:** 1) Orientation to eLearning 2) Instructional Theory and Design for Online Learning 3) Online Teaching 4) Technical Support for eLearning

**Mode of delivery:** Blended

**Target audience:** Lecturers from Gulu University & Gulu University eLearning Support staff

**Duration:** 19 Days (14 days Online Workshop and 5 Days Face-to-Face (F2F) Workshop in Maseno)

**Workshop preparations:** 7 days

The workshop will be delivered in blended mode and lecturers will get to experience online learning first-hand. Participants will develop their online course as part of the workshop activities and will:

- 1) Collaborate and network with colleagues through weekly online discussions and peer reviews
- 2) Demonstrate best practice in designing an online course using international course design standards
- 3) Design an online course outline and student learning activities that are consistent with learning objectives
- 4) Organize and post online course materials in a Learning Management System (Moodle)
- 5) Practice communication strategies for teaching an online course
- 6) Demonstrate best practice in using learner-centred approaches in teaching an online course
- 7) Provide technical support for all LMS users (for technical staff only)

Delivery	Description / Session	Activity
1 day F2F 7 days Online	Orientation to eLearning	Learn about and apply Moodle features such as profile, navigation, browsers and settings, participants, discussion forums, assignment upload, chat, wiki, and blog
2 days F2F 14 days Online	Instructional Theory and Design for Online Learning	Principles of online course design; creating course goals and objectives; Refining your syllabus for effective online instruction
		Creating and/or transferring existing content materials into your course production site; conceptualizing course components in the course area
1 day F2F 14 days Online	Online Teaching	Role of an online teacher; setting up and managing discussion forums, chats, journals, blogs, wikis and groups to facilitate student interaction and empower them to communicate effectively; Facilitating Online Discussions
		Monitoring learner participation, grading assignments and giving feedback
1 day F2F 14 days Online	Technical Support for eLearning	Moodle basics, browser requirements, account creation, accessing course areas, posting / editing text and files in Moodle page, troubleshooting, Moodle administration

**Note:** Please bring along a computer, preferably with the following configurations

- **Wireless enabled Laptop:** Intel Core 2 Duo, Core i3, Core i5, Core i7; 2 GB RAM (32-bit/64-bit); 10 GB hard disk space
- **Web Browser:** The following browsers/versions are recommended. You can use these versions or higher when accessing LMS at the eCampus : Firefox 4 ; Safari 5; Google Chrome 11; Opera 9 ; Internet Explorer 8 (IE 10 required for drag and drop of files from outside the browser into Moodle)
- **Your Required Browser Settings for Moodle:** Enable Cookies; Enable Javascript; Do not block pop-up windows; Do not enable 'Compatibility View' in Internet Explorer

## Appendix 3: Workshop Activities Outline

---

### Day 1: Orientation to eLearning

#### Morning Session

- Topic 1.1: Introduction
- Topic 1.2: Getting to Know You: Creating your Profile
- Topic 1.3: Learning to use Online Communication Tools
- Topic 1.4: Online Assessments
- Topic 1.5: Problem Based Learning (PBL) Philosophy

#### Face-to-face Session (Hands-on)

- Topic 1.6: Technical Support for eLearning

### Day 2: Instructional Theory and Design for Online Learning

#### Online Workshop

- Topic 2.1: Principles of online course design
- Topic 2.2: Creating course goals and objectives
- Topic 2.3: Refining your syllabus for effective online instruction

#### Face-to-face Session (Further Exposition and Hands-on Training)

- Topic 2.4: Adding resources and activities

### Day 3: Online Teaching

#### Online Workshop

- Topic 3.1: Role of an online teacher
- Topic 3.2: Setting up and managing discussion forums, chats, journals, blogs, wikis
- Topic 3.3: Facilitating Online Discussions

#### Face-to-face Session (Further Exposition and Hands-on Training)

- Topic 3.4: Monitoring learner participation, grading assignments and giving feedback

### Day 4: Hands-on Content Development

- Topic 4.1: Working on course information and Topic 1

### Day 5: Hands-on Online Class Management

- Topic 5.1: Practical walkthrough on online classroom management strategies

## Appendix 4: Workshop Schedule

TIME	MONDAY – DAY 1 2 <sup>nd</sup> March, 2015	TUESDAY – DAY 2 3 <sup>rd</sup> March, 2015	WEDNESDAY – DAY 3 4 <sup>th</sup> March, 2015	THURSDAY – DAY 4 5 <sup>th</sup> March, 2015	FRIDAY – DAY 5 6 <sup>th</sup> March, 2015
<b>9:00 - 9.30</b>	Arrivals and Registration Announcements	Arrivals and Registration Announcements	Arrivals and Registration Announcements	Arrivals and Registration Announcements	Arrivals and Registration Announcements
<b>Responsibility</b>	Prof.Catherine Muhoma Prof.Fredrick Wanyama Ambrose Okot BSU GU	Prof.Catherine Muhoma Prof.Fredrick Wanyama Ambrose Okot BSU GU	Prof.Catherine Muhoma Prof.Fredrick Wanyama Ambrose Okot BSU GU	Prof.Catherine Muhoma Prof.Fredrick Wanyama Ambrose Okot BSU GU	Prof.Catherine Muhoma Prof.Fredrick Wanyama Ambrose Okot BSU GU
<b>9:30 – 10:00</b>	Recap of Orientation eLearning	Recap of Orientation eLearning	Recap of Content Development	Recap of Online Learning Activities	Recap of Hands-on Content Development
<b>Responsibility</b>	Dr.Betty Ogange Mr.Peter Kiprotich	Dr.Betty Ogange Mr.Peter Kiprotich	Dr.Betty Ogange Mr.Peter Kiprotich Mr.Abel Okoth-Okell	Dr.Betty Ogange Mr.Peter Kiprotich	Dr.Betty Ogange Mr.Peter Kiprotich Mr.Abel Okoth -Okello
<b>10:00 – 11:00</b>	<b>Presentation</b> Implementation of eLearning: Lessons learnt -Policies in eLearning	<b>Presentation</b> Introduction to instructional theory and design for online learning Pedagogical consideration	<b>Presentation</b> Online Teaching and learner- centred pedagogies Online Teaching tools	<b>Presentation</b> Examples of online teaching activities	<b>Presentation</b> Tips on Language Examples of online teaching
<b>Responsibility</b>	Dr.Betty Ogange	Dr. Betty Ogange	Dr. Betty Ogange	Mr. Peter Kiprotich	
<b>11:00 - 11:30</b>	<b>T E A B R E A K</b>				
<b>11:30 – 1:00</b>	Developing Course Information Developing Topic elements	Developing course information Developing Topic elements	Assessment and Feedback	Practical on online assessment & feedback	Classroom Management tools
<b>Responsibility</b>	Dr.Betty Ogange Mr.Peter Kiprotich	Dr.Betty Ogange Mr.Peter Kiprotich	Mr. Peter Kiprotich Ms. Barbara Khavugwi	Dr. Betty Ogange Mr. Peter Kiprotich	Mr. Peter Kiprotich Ms. Barbara Khavugwi
<b>1:00 – 2:00</b>	<b>LUNCH B R E A K</b>				
<b>2:00 – 4:00</b>	Technical Support for Content Development	Technical Support for Content Development	Technical Support	Technical Support for Content Development	Rapporteur Report Way forward Closing Remarks
<b>Responsibility</b>	Peter Kiprotich	Mr.Peter Kiprotich	Mr.Peter Kiprotich	Mr. Peter Kiprotich	Prof.Catherine Muhoma Prof.Fredrick Wanyama Ambrose Okot BSU GU Mr. Abel Okoth-Okelo
<b>4:00 – 4:15</b>	<b>T E A B R E A K</b>				
<b>4:15 - 4:30</b>	<b>Wrap up and Closing Session</b>				

# Appendix 5: Screenshot of a Course Under Development

**MASIND UNIVERSITY eLearning**  
 Education at your fingertips

**CTP 207HIS**  
 Teaching, Learning and Assessment of History

**Course Name:** Teaching, Learning and Assessment of History  
**Course Lecturer:** Appleth Appleth  
**Author:** applethappleth.com  
**Technical Support 1:** Appleth Appleth  
**Technical Support 2:** Steve David Palomo  
**Email:** applethappleth@gmail.com

**Course Description:**  
 This course provides necessary information to successful strategic plan of the teaching of history in secondary schools. The Student will learn how to create the best, when to teach and how to teach history in secondary schools. Students will learn to use various tools and information technology as a variety of ways of teaching history in secondary schools. The course provides also and knowledge that will enable the student to use historical information, create the best of the teaching of history in secondary schools and primary schools.

**Course Objectives:**  
 At the end of the course, the learner should be able to:  
 1. Analyze the role of history in the development of their country  
 2. Assume the efficient teaching methods applicable in the teaching of history in secondary school  
 3. Apply historical knowledge in solving their societal problems  
 4. Discuss the factors that influence the teaching and learning of history in their country's educational institutions.

**Learning Outcomes:**  
 At the end of the course, the learner is expected to achieve the following learning outcomes:  
 1. Analyze history, writing system to "R" and "L" case  
 2. Develop awareness of past and present of their history in secondary school  
 3. Prepare teaching-learning set for teaching history in secondary school  
 4. Prepare and articulate content the history class during their teaching  
 5. Prepare the learning activities using case, case, history, web and any of available examinations.

**Course Objectives:**  
 The course will be delivered in second year, semester II. The course duration is 40 hours covered with 10 weeks. Student should study 2 hours per week.

**Course Delivery:**  
 This topic of history will be the learning, blended (online/offline), lecture method, lecture presentation and multimedia using face to face sessions.

**Course Material:**  
 The course material to be used in the course will include library, journals, newspapers, text books and materials. Software is CD Rom.

**Course Evaluation:**  
 Evaluation will be by Continuous Assessment (CA) through course work, Assignment, Test and Group work, Presentation and Semester Examination (SE).

**References:**  
 1. John David (2008). From, historical and history. Indiana University Press  
 2. Dan. S. (1981). What is history. Cambridge, Penguin Books  
 3. Page. J. (2014). A history of Africa. New York, Oxford, OUP  
 4. Tom. J. (2010). The Future of history of Africa under. Longman  
 5. Tom. J. (2010). The history of Africa under. Longman  
 6. Tom. J. (2010). The history of Africa under. Longman

**Technology:**  
 Students should be able to give their performance and presentation self checks. Please report any structural in assessing course components, and types of questions in their step on the course or your course material, assessment material, materials report to using the same address given below.

**Support Forum:**  
 As indicated in the Discussion, the face forum serves as the best place for announcements, the Q&A forum is for any questions you may have that are not answered elsewhere, and the Study forum is where you can seek a help (often brief) and discuss anything with your fellow students.

**Support and Contact Us:**  
 Home Forum  
 Home Forum  
 Home Forum  
 Home Forum  
 Discussion Forum & Non-Forum  
 Support Us

**Course Modules:**

Module	Topic	Status
1	Introduction to History	Not Started
2	History of Africa	Not Started
3	History of Asia	Not Started
4	History of Europe	Not Started
5	History of the Americas	Not Started
6	History of the Middle East	Not Started
7	History of Oceania	Not Started
8	History of the Pacific	Not Started
9	History of the Arctic	Not Started
10	History of the Antarctic	Not Started

eLearning Module outline of CTP 207HIS : Teaching, Learning and Assessment of History

## Appendix 6: Sample Welcome Message

The screenshot shows a course page for 'CTP 207HIS: Teaching, Learning and Assessment of History' at Gulu University. The page is divided into several sections:

- Calendar:** A calendar for May 2015 with an 'Events key' for global, course, group, and user events.
- Navigation:** A sidebar menu with options like 'Home', 'My home', 'Site pages', 'My profile', and 'Current course' (CTP 207HIS).
- Course Details:**
  - Course Name:** Teaching, Learning and Assessment of History
  - Course Lecturer:** Agatha Alidiri (Email: agathasalidiri@yahoo.com)
  - Duration:** 00 hours
  - Technical Support 1:** Agama Boriface (Email: agamatoo@face@yahoo.com)
  - Technical Support 2:** Olat David Pokane (Email: pokanedavid@gmail.com)
- Welcome Message:**

Hello Student! You are most welcome to CTP 2207(History). This is an undergraduate course for students pursuing a Bachelor of Arts Education programme with History as a teaching subject. This Course Unit covers Teaching, Learning and Assessment of History. The purpose of this course unit is to equip student teachers with the skills, knowledge and the right attitude in the teaching and assessment of history in secondary schools. I hope you will have a fruitful learning experience.
- Course Description:**

This course is a pre-requisite for all students who intend to teach History in Secondary schools in Uganda. It is intended for secondary school teachers in training. It provides theoretical and practical knowledge of History teaching, its principles, aims and objectives, methods, organization, management assessment and evaluation.

This course provides necessary background to instructional strategies used in the teaching of History in secondary schools. The Student will learn how to prepare to teach, when to teach and how to teach History in secondary schools. Students will learn to meet practical work and Information Technology as a distinct mode of teaching History in secondary schools. The course provides skills and knowledge that will enable the student solve the numerous contemporary issues that relate to the teaching of History in secondary schools and tertiary institutions.
- Social Stream:** Includes 'Like us on Facebook', 'Recommend' (278), 'Follow us on Twitter', and 'Follow' (17).
- Search Forum:** A search bar with an 'Advanced search' link.
- Upcoming events:** A section stating 'There are no upcoming events' with links to 'Go to calendar...' and 'New event...'.
- Messages:** A list of messages from users like Odhiambo Moses, Susan Makharu, Lora Nuvochi Luwande, and WEMA AIGNE NANCY.

*Welcome Message of CTP 207HIS : Teaching, Learning and Assessment of History by Agatha Alidiri*



## Appendix 7: Sample Topic under Development

**Topic 1: introduction to foundation of curriculum**

**Topic Outline and Learning Objectives**

In topic one you will be introduced to curriculum concepts, the importance of curriculum to a classroom teacher, the implications of curriculum elements to Uganda's education systems. Foundation of curriculum exposes a teacher in curriculum design, development and implementation process in line with the country education system. This topic will cover key concepts in curriculum, education and training, types of education, dimension of education, importance of training, comparisons between training and education, characteristics of education and training, comparisons between education and curriculum, viewpoint about the curriculum and implications of curriculum concepts to Uganda's schools.

By the end of the topic you will be able to:


1. Describe different concepts in Curriculum
2. Identify the dimensions of education
3. Explain the importance of training in Uganda's education system
4. Analyse the viewpoints about the curriculum.
5. Assess the implications of curriculum concepts to Uganda's education system.

◦ **Your tasks for Topic 1**

1. Read materials on this topic and response to given tasks
2. Through online discussion forum learners will assess the implications of different concepts of Curriculum on the education system of Uganda.
3. In short paragraphs, learners will explain with reasons, which curriculum dimensions should/ not be given emphasis in the education system of Uganda.
4. In pairs learners differentiate between schooling and Education.
5. Individual assignment: Discuss the used of curriculum to a classroom teacher. ( To be submitted within one week online)


---


**Topic Discussion Forum**

 [Topic 1 Discussion Forum](#)


---

**Resources and references**

 [Topic 1 Notes: PDF](#)

 [Topic 1 Lecture: Video](#)

**Assessment**

 [Assignment 1 \(Submission box\)](#)

***Topic 1 of CTP 1101 : Foundation of Curriculum by John Bismarck Okumu***

---

## Appendix 8: Sample Self-evaluation Report 1

---



Re: Your progress in course development

by [John Baptist Habimana](#) - Friday, 24 April 2015, 1:31 PM

### My progress in content development

Hi Dr Betty and colleagues.

It's a great pleasure to hear from you again. Warm greetings from Gulu University.

The following is what I have been able to accomplish:

1. Course Code: 1206 Title: Education Management and Administration( EMA)

2. Number of topics:

- o Fully Developed three 2
- o Partially developed 1
- o Yet to be developed 1

3. Three new things I learnt in the process of developing my topic content :

- o Decision making about *what* students should learn given their ; prior experiences, Social and cultural backgrounds and interests.
- o Sequencing learning activities in order to achieve the objectives
- o The performance indicators to assess if learning has taken place.

4.Three challenges encountered:

- o How best I can conceptually organize the content of my program into units or themes
- o How much time I Need. For example, howmuch it takes for students to really learn the content Iwant them to learn.
- o How much and what kind of knowledge students need?

5.How I hope to address the challenges raised in (4) above

- o An organizing framework to put the objectives for my program by content area into units or themes.
- o If have not planned enough time to learn, I may either have to change my objectives for the unit or change the amount of time I have and are willing to devote to that content.
- o I would consider factors specific to the needs and interests of the students in my situation eg, Prior experiences, social and cultural backgrounds, ability in the content you want to teach and interests.

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)

## Appendix 9: Sample Self-evaluation Report 2



Re: Your progress in course development

by Prof. Charles Okumu - Friday, 1 May 2015, 6:53 PM

Dear Betty,

Since Kisumu, I have made great progress in developing the course content which I have used in teaching the face to face students. The challenge with the online teaching is that it have to split what would go into a three hour lecture into either weekly online posting to the students or every two weeks and then wait for their response.

For example in teaching colonial literature the sub-topics include:

1. Europe writes about Africa, a historical prespective
2. Choice of suitable texts: Joyce Cary's Mr Johnson which is set in Nigeria in the post second world war. Cary writes from his experience as a colonial officer posted in the District office far from the center. the students will have to focus on the Nigerian colonial history and then on Joyce Cary's Mr Johnson. I will have to give them reading material and sites to visit.

Furthet introduction to colonial literature would depend on the responses of the students which I. Tourn depend on their level of knowledege of literature. Ugandan students would have done literature at A-level.

assignments will sort out the weak from the strong.

charles

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)



Re: Challenges

by Prof. Charles Okumu - Friday, 1 May 2015, 7:04 PM

I have responded to this in the Question and Answer Fourum sent.

How would I overcome some of these challenges?

I have partly answered that too but some others include:

1. Assessing materials which are relevant to teaching colonial and post colonial literature . These include books, articles and other teaching ideas such as maps of Pre and post colonial Africa to locate the setting.
2. Getting biographical materials on the individual authors
3. A study of the culture of the people, for example, the Ibo/Igbo of Nigeria if I am going to teach Achebe's Things Fall Apart and Joyce Cary's Mr Johnson as two examples of colonial and post colonial literatures.
4. Knowing the levels of knowledge of the students would also aid me in preparing suitable material for reference for them.
5. I would set clear objectives and learning outcomes for each section of the course.
6. Students response to the 1st assignment would act as future guide.

charles