

Assignment 2

Online Lesson Facilitation Assignment (25%)

Introduction

The purpose of this assignment is to provide you with the opportunity to work in pairs or small groups to facilitate an online lesson within the course in order to develop your skills as an online facilitator and experiment with a variety of facilitation techniques and strategies. During the first week of the course you will sign up for a pair or group, and will select a pre-designed online lesson on a given topic that you will facilitate for your peers for one week of the course. Using the techniques for effective online facilitation discussed in the course, you will plan and facilitate the online lesson with your partner or group, and reflect on the process. During the weeks when you are not facilitating your own online lesson, you will be a participant in your peers' online lessons and will be asked to provide constructive feedback to the facilitators.

Learning Outcomes

This assignment is aligned with the following course learning outcomes:

- Evaluate and implement a range of educational technologies to support online design and facilitation.
- Facilitate an online lesson using appropriate facilitation techniques and supporting educational technology to engage learners.
- Assess the design and facilitation techniques used within an existing online course and make evidence-based recommendations.

Instructions

For this assignment, you will:

- **Sign up for a pair or group and select a pre-designed online lesson on a given topic** that you will facilitate for your peers for one week of the course. The topics include: Building Online Community, Engaging and Motivating Students Online, and Managing the Online Environment
 - For each topic some introductory notes, a list of possible readings and videos, and learning activities have been outlined. These are all provided on the week 9, 10 and 11 course notes pages.

- With your partner or group members, you will **select the readings and videos** that you would like to assign to your peers, and will **select one learning activity** that you will facilitate. Alternatively if you would like to propose a different topic (with other readings and activities) please let your instructor know. You are free to use companion technologies and add additional tools to support your online lesson and facilitate peer learning. Keep in mind that the learning activity should not be overly complex as the focus is on facilitating the activity rather than the activity itself.
- Develop an **online facilitation plan** that outlines the steps, tasks, and resources needed prior to your online facilitation, during your online facilitation, and after your online facilitation. Please see the Week 8: Planning your Online Facilitation Module for further instructions on developing your online facilitation plan. Please note that the facilitation plan will ask you to identify the roles of each team member for the facilitation week.
- **Facilitate the online lesson** with your partner or group members during the one week that you signed up for.
 - You will be responsible for facilitating the online lesson including the assigned readings and videos, the learning activity, as well as encouraging the feedback process.
- **Reflect on your online lesson facilitation** by completing the “FLIF” (Feel, Like, Improve, Feedback) reflection (Adapted from Facilitating Learning Online - Fundamentals, 2018) upon completion of your online lesson. Your reflection will be evaluated as part of your online activity participation. The “FLIF” reflection asks you to respond to the following questions:
 - **F** — How did you feel while you were preparing for and delivering your mini-lesson?
 - **L** — What did you like most about your lesson? Your peers’ lessons?
 - **I** — How could you improve on your lesson?
 - **F** — What did you think of the feedback you received? What was it like providing feedback to your peers?
- **Participate in your peers’ online lessons** during the weeks that you are not facilitating and **provide constructive feedback** for the facilitators.
 - When you are not facilitating your own online lesson, you will be a participant in your peers’ online lessons and are expected to **actively participate** as a student. Your participation in your peers’ online lessons will be evaluated as part of your online activity participation.

- Please try to participate equally in all online lessons to help ensure that all facilitators have an equal opportunity to practice their skills. While each online lesson may have different participation requirements, as a rule you should try to **post at least two** thoughtful, insightful or provocative contributions per week, per activity.
- You will also be asked to provide **constructive feedback** to the week's facilitators. One strategy that you can use to provide feedback is the “**I Like, I Wish, What If**” method. Using this method, you can provide open feedback by providing three types of statements for your peers (Stanford University Institute of Design, 2016):
 - “I Like...” statements convey the aspects that you liked about the online facilitation
 - “I Wish...” statements share ideas about how the online facilitation could potentially be enhanced or modified
 - “What if...” statements express new suggestions for the online facilitation that might open up possibilities for new ideas that your peer can explore
- Another strategy you can use for peer feedback of online facilitation is a **Feedback Capture Grid**, which includes four quadrants to note your likes, wishes, questions and ideas. You can use the following [template](#) to guide your feedback if you chose to use this method.

Grading Rubric

This assignment will be graded according to the following rubric:

Criteria	Excellent	Proficient	Satisfactory	Unsatisfactory
Online Facilitation Plan (5%)	The facilitators provide a detailed online facilitation plan that thoroughly describes the steps, tasks, and resources needed prior to online facilitation, during online	The facilitators provide an online facilitation plan that describes the steps, tasks, and resources needed prior to online facilitation, during online facilitation, and	The facilitators provide an online facilitation plan that minimally describes the steps, tasks, and resources needed prior to online facilitation, during online facilitation, and	The facilitators do not provide an online facilitation plan, or the plan provided does not sufficiently describe the steps, tasks, and resources needed prior to online

Criteria	Excellent	Proficient	Satisfactory	Unsatisfactory
	facilitation, and after online facilitation.	after online facilitation.	after online facilitation.	facilitation, during online facilitation, and after online facilitation.
Fostering a Learning Climate (5%)	<p>The facilitators create an engaging and welcoming climate and incorporate effective strategies to establish an environment of mutual respect and comfort.</p> <p>The facilitators expertly engage with participants and foster a strong sense of teaching, social and cognitive presence.</p>	<p>The facilitators create a welcoming climate and incorporate some strategies to establish an environment of mutual respect and comfort.</p> <p>The facilitators engage with participants and foster a sense of teaching, social and cognitive presence.</p>	<p>The facilitators create a somewhat welcoming climate and attempt to establish an environment of mutual respect and comfort.</p> <p>The facilitators minimally engage with participants and foster a limited sense of teaching, social and cognitive presence.</p>	<p>The facilitators do not create a welcoming climate or do not incorporate any strategies to establish an environment of mutual respect and comfort.</p> <p>The facilitators do not actively engage with participants and do not support a sense of teaching, social or cognitive presence.</p>
Encouraging Participation (5%)	The facilitators effectively acknowledge the contributions of participants and thoughtfully encourage individuals who are not	The facilitators acknowledge the contributions of some participants and encourage individuals who are not participating to	Acknowledgment of the contributions of participants is minimal and there is little encouragement offered to individuals who	The facilitators do not acknowledge the contributions of participants and there is little or no effort to encourage individuals who

Criteria	Excellent	Proficient	Satisfactory	Unsatisfactory
	participating to contribute to the online lesson.	contribute to the online lesson.	are not participating.	are not participating to contribute to the online lesson.
Communication (5%)	All communication provided by the facilitators as part of the online lesson is clear and concise and can be easily understood by the participants.	Most communication provided by the facilitators as part of the online lesson is clear and concise and can be understood by the participants.	Some communication provided by the facilitators as part of the online lesson is clear and concise and can be understood the participants.	Communication provided by the facilitators as part of the online lesson is unclear and difficult for participants to understand.
Summary and Feedback (5%)	The facilitators provide a thorough and engaging summary of the online lesson and effectively encourage participants to reflect on the experience and to provide constructive feedback.	The facilitators provide a summary of the online lesson and encourage participants to reflect on the experience and to provide constructive feedback.	The facilitators provide a minimal summary of the online lesson and make an attempt to encourage participants to reflect on the experience and to provide some feedback.	The facilitators do not provide a summary of the online lesson and do not encourage participants to reflect on the experience and to provide feedback.