

Online Lesson Facilitation Assignment (25%)

Introduction

The purpose of this assignment is to give you the opportunity to develop your skills as an online facilitator and experiment with a variety of facilitation techniques and strategies. You will be responsible for facilitating an online lesson within the course and reflecting on the process. You will work independently to select a pre-designed online lesson on a given topic, plan and facilitate the lesson for your peers, and reflect on the process.

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:

1. **Select a Topic and Online Lesson:** Choose a pre-designed online lesson on one of the following topics:
 - Building Online Community
 - Engaging and Motivating Students Online
 - Managing the Online EnvironmentYou will facilitate this lesson for your peers during one of the course weeks (Week 9, 10 or 11 according to the sign up sheet). You will be provided with a pre-designed online lesson template that includes an introduction, unit notes, suggested readings and videos, and learning activities.
2. **Develop the Online Facilitation Plan:** Develop an individual online facilitation plan that outlines the steps, tasks, and resources needed before, during, and after your online facilitation. Please see the Week 8: Planning Your Online Facilitation Module for further instructions on developing your plan.
3. **Facilitate the Online Lesson:** You will be responsible for:
 - Facilitating the online lesson, including assigned readings and videos.
 - Facilitating a learning activity from the lesson template (you can also use additional tools to enhance your facilitation). The activity should not be overly complex, as the focus is on the facilitation process itself.
 - Encouraging participation and providing opportunities for feedback.
4. **Reflect on the Facilitation:** After completing your facilitation, you will reflect on the process by completing the “FLIF” (Feel, Like, Improve, Feedback) reflection (Adapted

from *Facilitating Learning Online – Fundamentals*, 2018). Your reflection will ask you to respond to the following:

- **F** — How did you feel while 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?

5. Participate in Peer Lessons:

- During the weeks you are not facilitating, you will participate in your peers' online lessons. You will need to contribute thoughtful and constructive feedback to the facilitators. Your participation and feedback will be evaluated as part of your overall participation in the course.
- You should aim to post at least two thoughtful, insightful, or provocative contributions per week, per activity.
- Use the “I Like, I Wish, What If” method to provide feedback:
 - “I Like...” statements convey what you liked about the facilitation.
 - “I Wish...” statements share ideas for enhancement.
 - “What If...” statements offer new suggestions that might spark further ideas.

Alternatively, you may use a Feedback Capture Grid to organize your feedback by noting your likes, wishes, questions, and ideas.

Grading Rubric

Criteria	Excellent	Proficient	Satisfactory	Unsatisfactory
Online Facilitation Plan (5%)	Provides a detailed facilitation plan, covering pre, during, and post facilitation steps.	Provides a clear facilitation plan, addressing all necessary steps.	Plan provides a minimal description of required steps.	Does not provide a plan, or the plan is insufficient.
Fostering a Learning Climate (5%)	Creates an engaging and respectful climate, fostering teaching, social, and cognitive presence.	Creates a welcoming climate and fosters teaching, social, and cognitive presence.	Attempts to create a welcoming climate with minimal engagement.	Does not create a welcoming climate or foster teaching presence.
Encouraging Participation (5%)	Effectively acknowledges contributions and encourages those not participating to contribute.	Acknowledges contributions and encourages others to participate.	Minimal acknowledgment of contributions, little effort to encourage participation.	Does not acknowledge contributions or encourage participation.

Criteria	Excellent	Proficient	Satisfactory	Unsatisfactory
Communication (5%)	Communication is clear, concise, and easily understood by participants.	Most communication is clear and concise.	Some communication is unclear, difficult to understand.	Communication is unclear and difficult to understand.
Summary and Feedback (5%)	Provides a thorough summary of the lesson and encourages reflection and constructive feedback.	Provides a summary and encourages reflection and feedback.	Provides a minimal summary and some encouragement of feedback.	Does not provide a summary or encourage reflection and feedback.