



The X-factors of good e-learning

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The X-factor is The undefinable “something” that makes for star quality

- **The title refers to the television music talent show originating in the United Kingdom (Source: Wikipedia)**
- **We would like to find a method for making star quality online courses**
- **We would like to identify the x-factors of good e-learning**



History

- In previous E-learning courses we had some problems:
 - Students were not active during courses
 - The drop-out rate was high

The challenge was:

How can we create contexts which make learning possible for students in e-learning courses?

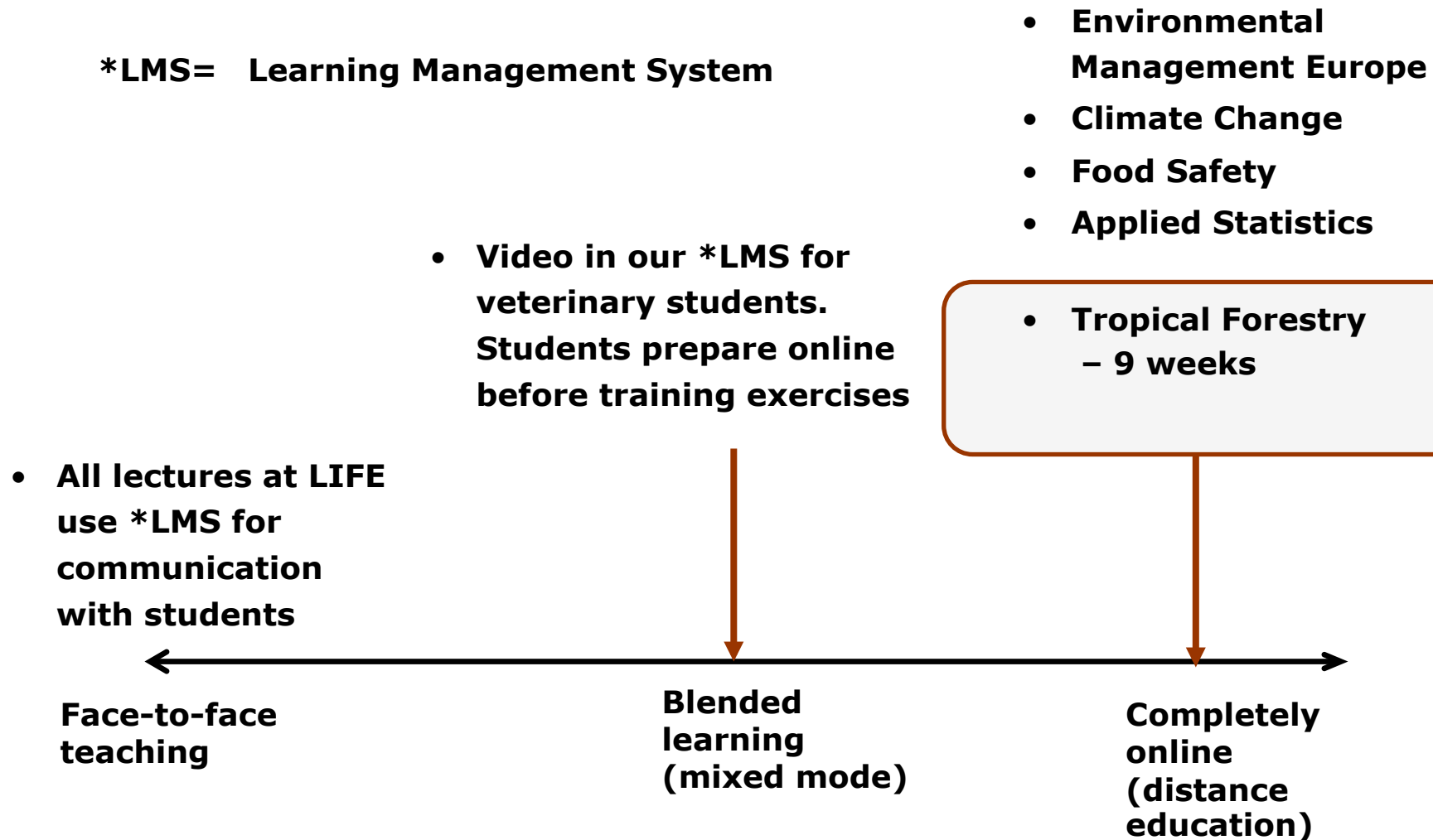
or

What are the x-factors of good e-learning?



X-factor: Working with pilot projects

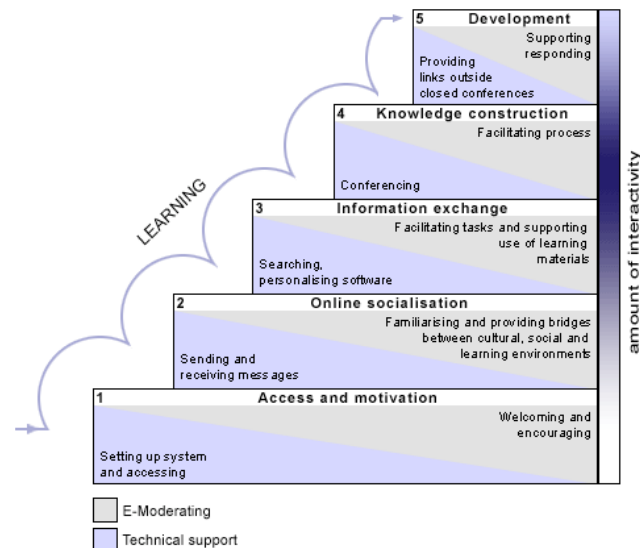
***LMS= Learning Management System**



X-factor: Teaching method

**A context which make learning possible:
Active students**

**Gilly Salmon, University of
Leicester:
"The five-stage model"**



Students *must* participate in E-lessons (complete 60 % of a module)

50% of the final grade is from their work with online activities (constructive alignment)

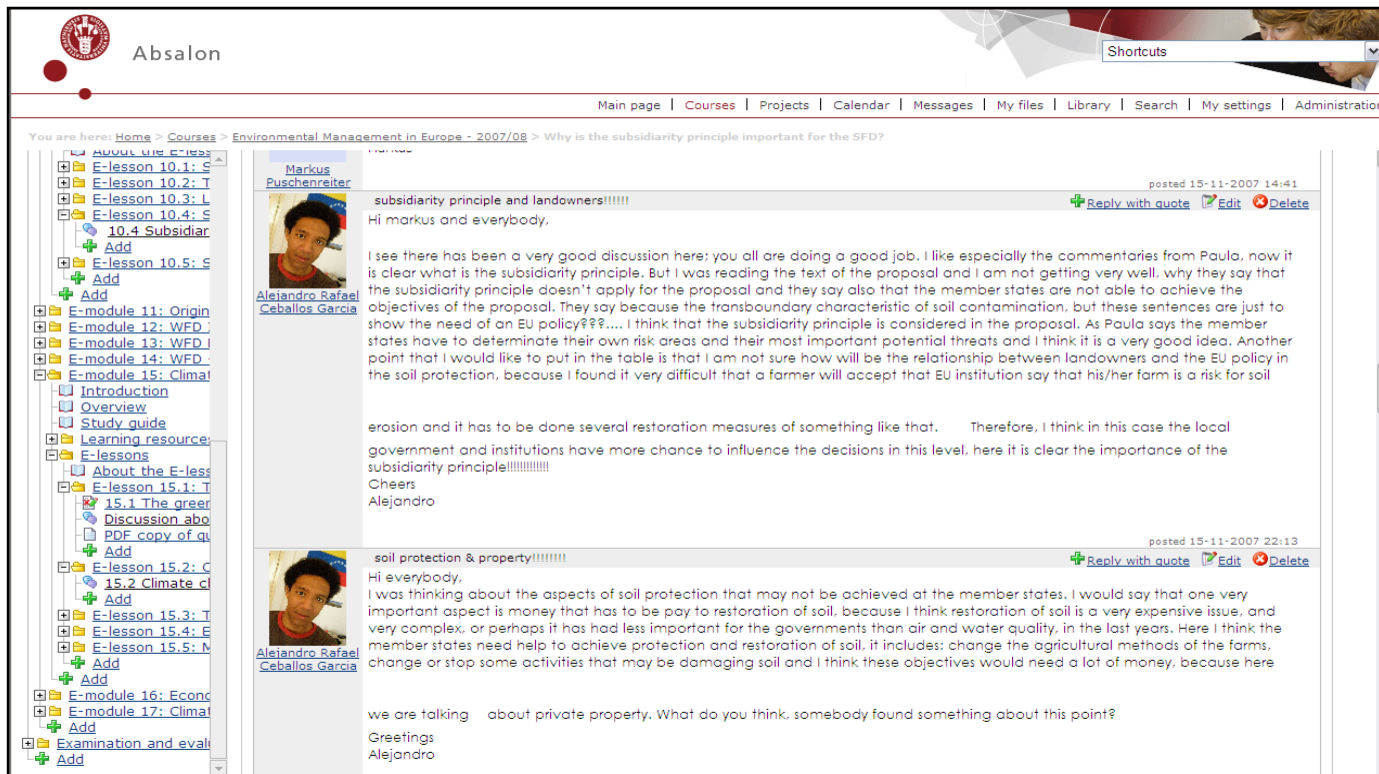
Online learning activities:

- **Multiple-choice**
- **E-tivities (Discussions)**



X-factor: It's Learning (LMS)

Students discuss and discuss and....



The screenshot shows a web-based Learning Management System (LMS) interface. At the top, there is a navigation bar with links: Main page, Courses, Projects, Calendar, Messages, My files, Library, Search, My settings, and Administration. Below this, a breadcrumb trail reads: You are here: Home > Courses > Environmental Management in Europe - 2007/08 > Why is the subsidiarity principle important for the SFD? The main content area displays a discussion thread. The first post is by Markus Puschenreiter, dated 15-11-2007 14:41, with the subject 'subsidiarity principle and landowners!!!!!!'. The text of the post discusses the subsidiarity principle and its application to soil contamination. The second post is by Alejandro Rafael Ceballos Garcia, dated 15-11-2007 22:13, with the subject 'soil protection & property!!!!!!'. The text of this post discusses the challenges of soil restoration and the need for government support. The interface includes a sidebar on the left with a tree view of course modules and a right sidebar with a search bar and a list of shortcuts.

With permission from the student. Students have the copyright of their written messages in discussions in the online course.

Online Educa Berlin 2008.
Anita Monty, University of Copenhagen

How is it done?

An example of Applied Socio-Economics in Tropical Forestry

Course characteristics:

- **Completed within a nine week period**
- **20-25 participants per course**
- **International student body**
- **Completely online course**



How is it done – general course components in “It’s Learning” (LMS)

- **Module overviews**

**Justification
Purpose
Read
Exercises**

- **Learning materials**

**Electronically access to compendium
Satellite pictures from forests
Video from FAO conference
Powerpoint with pictures and speak**

- **Multiple-choice questionnaires
(with feedback)**

Self-test

- **Online group discussions**

**E-tivities
Computer mediated conferencing**

X-factor: (advanced) e-tivities

E-tivity 5.2: Meet the FRA - talking to Mette Loyche Wilkie

Purpose: You have read a lot of material regarding how to assess and monitor the world's forest resources. Furthermore, you have in Module 5 learned about the complexity of deforestation processes. In this e-tivity, you get the opportunity to talk directly to the head of the FRA from the FAO headquarter in Rome; Mette Loyche Wilkie. In her daily work she is faced with all the difficulties entailed in monitoring the state and extent of forests.

Preparations:

You should by now have made the necessary preparations in e-tivity 4.2. Each group should post their selected topic/question to Mette Loyche Wilkie in the "Discussion across all groups" forum (discussion in e-tivity 5.2 thus takes place in one common discussion forum for all participants - not in the group discussion fora as has been the case so far). Then watch the welcome self introduction by Mette Loyche Wilkie below (please notice that the last sentence is missing – what she was saying was that she is looking forward for an interesting and enriching discussion).

Task:

With outset in the prepared topics/questions, all students must participate actively in the discussion with Mette Loyche Wilkie and among your selves. The discussion should take place across groups (i.e. do not limit your involvement/comments to the topic posed by your own group) and will be running all week from Monday to Friday during Module 5. Seek to incorporate the knowledge you have gained in module 4. If relevant, try also to use what you have learned so far in module 5 concerning the causes of deforestation.

Kewin Kamelarczyk will e-moderate this discussion and prepare the summary of the entire discussion.

Deadline: Friday 3 October at 22.00 CET.



A few statistics

- **1200 postings in one course**
- **Ratio student postings: teacher postings is 10:1**
- **Average mark:**
 - 2005: 9.17**
 - 2006: 8.42**
 - 2007: 9.4**
- **Average mark for previous 5 years (f2f):
7.50 – 8.47**
- **Student access course around the clock**
- **Drop-outs same as in ordinary learning**



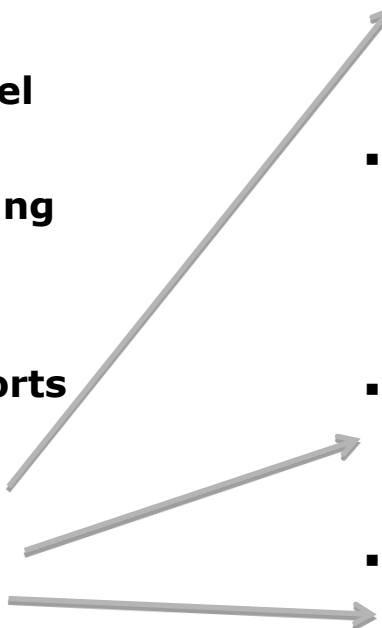
What are the x-factors of good e-learning?

Organisation

- Support from a visionary management
- Pilot projects – as a model
- Excellent and hard-working teachers
- IT Learning Center supports the teachers
- high level of service (courses, workshop, supervision, coaching, technical help)
- IT Learning Center spreads the experiences
- E-moderator course for teachers

Course

- Use of Gilly Salmons five-stage model combined with multiple choice
- Students have to be active from the beginning to the end of the course
- Teachers works in an e-learning team
- Creative use of LMS (video, pictures, powerpoint with speak, links for online maps etc.)



The "star" today is...

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