

## Selected statements from some participants in the E-teaching courses

Flexible, part time online education is ideal for further and continuous education, and reaches the practitioners. Just in time education, with daily work as context, has high impact.

The ET courses are partly based on the previous Norwegian PiOLl courses developed by the NITOL group and the experience from the European project Model for a European Networked University (MENU). Course delivery and academic responsibility has shifted between University of Agder, Grimstad and Stord Haugesund University College since 2005. The original PiOL course were first given by HiA in 1993.

### Statements from some of the participants



*Samy Abd El-Azeem  
Egypt*

"Today, online learning is growing rapidly because of a fast growth in the use of internet for communication, information and services. E-learning gives us a tool to build new quality learning environments, provide pointers for their effective use and increase capacity. The GVVU e-teaching course enhances my career and improves the scientific cooperation with the other fellows at work. Participating in the E-teaching 1 course, has improved my personal decision making, time managing and organizing work as a leader. In addition, my technical skills and knowledge about online education have increased. The course gave me confidence to let my students work collaboratively. I am a lecturer teaching soil microbiology at Suez Canal University. I have given scientific ideas and problems to my students and make them discuss and share to explain and find solutions. I have been applying the pedagogical approach that I learned in the E-teaching course when teaching soil microbiology as an experiment. I encouraged the students to collaborate and learn from each other – to take the “social constructivist challenge” when working with the role soil microorganisms have in improving soil fertility, and I got very positive feedback from this work. But I need more time to carry it out with different types of students to get complete success."

*Samy Abd El-Azeem, phd, Lecturer of Soil Science, University of Suez canal, Egypt ET 1, 2008*



*Kristine Reinjfjord,  
Norway*

Last year I completed the Masters Programme in Development through University of Agder and United Nations University/Global Virtual University, which is run online with socio-constructivist pedagogy. After some months I pursued the E-Teaching I course and I was very happy to be back in the virtual classroom with fellow students from all corners of the world. I then got the chance to dig deeper into the pedagogy and the theory behind the type of teaching and learning that I had already been “exposed to” for the previous two years. I was so intrigued! Through my 2,5 years of online learning, I saw the virtual classroom as a pool of ideas, inspiration, collaboration and companionship, the latter perhaps difficult to understand for outsiders since it is ‘all virtual’ and only with very few face-to-face meetings. The thing is that as online students I think we felt a special sense of responsibility towards each other, - a mutual obligation to produce good academic work and to reach our goals of completing every task, every module, every course. The very nature of the pedagogy requires collaboration, and after some struggling to find our way around the classroom we started forming productive and competent teams that did not just discuss academic matters but also formed friendships and networks that hopefully will last forever. The social aspect was actually quite surprising and interesting to me. Looking up for a moment and past my own practical experience, I truly believe in online pedagogy and its great potential for educating people in developing countries, bridging the digital divide and empowering local communities. I feel privileged to have gained insight into this field and to be able to work as an online tutor.

*Kristine Reinjfjord, Personnel Officer and Online Tutor, Norway MSc DM, ET1 2007*



*Arild  
Langemyr,  
Norway*

I am now in the middle of developing an e-learning course called Chemical Risk Reduction in Enterprises. I could never have done this without participating in E-teaching I and E-teaching II. I have learned to choose between different pedagogical approaches and to make efficient learning environments adapted to the topic at hand and the learning objectives. I have been a chemistry lecturer in secondary schools and in the private sector for three decades, but despite this long experience, must admit I have changed and improved my approach to teaching, online as well as face-to-face, thanks to the E-teaching courses.

*Arild Langemyr, Engineer. Lecturer, Norway. ET I and ) 2007*



*Speranza  
Ndege,  
Kenya*

I was a student in E-Teaching 1 class that was offered in 2007. The knowledge I gained was excellent and has revolutionized e-Learning in my institution. I found myself practically applying the principles of pedagogy while at the same time engaging in absolute collaborative learning. I have shared my knowledge with members of teaching staff at my University, showing them how to organize students into small tutorial groups, organizing the course materials into topics and supplementing them with online resources. My University uses Moodle e-Platform and I made sure they have fashioned it to conform to the way Prof Aake did with the Fronter e-Platform. I ensure that students communicate with one another and that each group has a Moderator and a Weaver. I have introduced to the teaching staff the idea of scaffolding and it is working excellently with their students. I have shared the knowledge I gained in E-Teaching 1 with students, lecturers and administrators from other institutions too. In May 2008, I attended the 3<sup>rd</sup> International Conference in e-Learning held in Ghana, where I made a presentation based on my experiences during e-Teaching 1 course and how I am applying the knowledge gained to my University. I was greatly surprised and pleased when after my presentation a smiling Prof Aake reached out to shake my hand. He had just witnessed one of his students do a presentation based on an e-course he had so well taught and directed. E-Teaching 1 is interesting, practical and answers many pedagogical issues – it is real treasure.

*Speranza Ndege, Senior Lecturer at Kenyatta University, Nairobi, Kenya and the Director in charge of e-Learning at the University. ET I 2007*



*Sverrir  
Thorhallsson,  
Iceland*

I have been putting some of the pedagogical things I learned in this course to a test. I am a part time lecturer at three universities on the subject of geothermal drilling and design of wells. What I especially like to tell you about is the „constructivist“ elements I added to the UNU Geothermal Training Programme this month. The 21 fellows have just completed one month of intensive lectures. Mine lasted for one week, and I augmented my usual „instructivist“ lectures with „constructivist“ homework for the first time. In the past the assignments have been more targeted to the individual fellow and the latter part is focused on individual projects and writing the paper. I urged the fellows to collaborate and learn from each other – to take the „constructivist challenge“. They took to this like the fish to the water! The lights were burning late in the study room during this period and I got very positive feedback from this experiment.

*Sverrir Thorhallsson, Professor, Iceland E-teaching 1, 2006*