THE USE OF A LEARNING MANAGEMENT SYSTEM TO ENHANCE COLLABORATION AMONG SERVICE LEARNING PARTICIPANTS

Elanie Myburgh
NPO: REACH
LMS: BLACKBOARD

Dear lecturer,
Registration for second semester Blackboard modules for 2013 is now available.

Beste docent,
Registrasie vir tweede semester Blackboard modules vir 2013 is nou beskikbaar.

My Announcements
- No Institution Announcements have been posted in the last 7 days.
- ESSD0105_ON
- HELP!
- UFS101 Bloemfontein Campus
- EVALUATE UFS101 AND WIN A VAN SCHAK VOUCHER!

My Courses
- Courses where you are: Instructor
  - EIAAP301105_ON (unavailable - will be available Saturday, June 1, 2013)
  - EIAAP310105_ON
  - ESSD0106_ON
  - LFAP301206_ON
    - Announcements:
      - HELP!
      - SAPP201 ON
  - UFS101 Bloemfontein Campus
    - Announcements:
      - EVALUATE UFS101 AND WIN A VAN SCHAK VOUCHER!
“Continuously negotiated collaborations and partnerships between the UFS and the interests groups that interacts with it, aimed at building and exchanging the knowledge, skills, expertise and resources required to develop and sustain society.”

(UFS, 2006:9)
“Service learning is a course-based, credit-bearing educational experience in which students participate in an organised service activity that meets identified community goals, reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of civic responsibility.”

(Bringle & Hatcher, 1996)
GILLY SALMON FIVE STAGE ONLINE MODEL

- Development: Supporting, responding
  - Providing links outside closed conferences

- Knowledge construction: Facilitating process
  - Conferencing

- Information giving and receiving: Facilitating tasks and supporting use of learning materials
  - Searching, personalising software

- Online socialisation: Familiarising and providing bridges between cultural, social and learning environments
  - Sending and receiving messages

- Access and motivation: Welcoming and encouraging
  - Setting up system and accessing

E-Moderating
Technical support

© Copyright reserved Kopiereg voorbehoud Gilly Salmon (2002:2)
Bringle, Clayton and Price (2009:8)
OBJECTIVES

• Explore literature on service learning relationship-building and online communication tools that might be used to enhance collaboration between the various stakeholders.

• Analyse perceptions of students, NPO staff members and lecturers with regard to service learning and the use of an LMS at the University of the Free State.

• Explore online communication tools that might be used to encourage collaboration among students, lecturers and NPO partners.

• Make recommendations with regard to a good practice model for the use of online tools in service learning modules.
RESEARCH METHODS

• The research design includes both qualitative and quantitative methods within an Action research design.

• Qualitative and quantitative methods included:

• Participatory: Investigating NPO service learning collaboration goals that could be addressed through online tools.

• An initial and follow-up questionnaire was used in this study by the students.

• Weekly journal entries and activities.
RESULTS

• Equal access to information on the LMS put all the participants on equal footing and this assisted the participants to feel more at ease with one another.

• Feedback from the NPO manager and researcher encouraged the students to communicate more frequently.

• Communication among the students, the NPO manager and the researcher occurred on a daily basis during the pilot study period.

• The reflective journals on the LMS not only helped the students and NPO manager to communicate but it truly enhanced the service learning experience. Participants could put their words, feelings, fear and excitement on paper.

• Equity and closeness among the participants grew with each week’s activities.
1. Encourage students, NPO and academic staff to log in on a daily basis.

2. Formal assessment should be done for the NPO and NPO staff members.

3. Academic staff should activate early warning system. This will help academic staff member to determine who is falling behind with Blackboard entries.

4. Download Blackboard application on smart phone to have easy and convenient access.

5. Turn around time of 24 hours to comment on Blackboard entries.

• Salmon, G. 2000. E-moderating: The key to teaching and learning online (London: Kogan Page)