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### *1. What do you teach?*

'Media theory and analysis 1 & 2', 'Digital communication at work', Bachelors Courses, approximately 70 students and 'Media Institutions and Media Systems', Masters Course, approximately 30 students.

### *2. What is your rationale for introducing e-tivities into your courses?*

I think it is difficult to get students to be active between lessons so I focused on developing e-tivities between lessons to keep students engaged and to support their preparation for the face to face lessons. And we took our own medicine because being familiar with using media is relevant for future jobs, so the course design went hand in hand with the content.

### *3. How have developed e-tivities in your courses?*

I had taught the bachelors course before without e-tivities and I knew that I would not repeat the same course because I wanted significant signs that the students were prepared and I wanted to document my teaching and what was going on with the students. I had support from SDU's e-learning project 35,000Kr to support this, which paid for two teaching assistants and there was also a Masters student who wrote her thesis about the use of the Wiki. Because I don't usually have that level of support I could not repeat the course in the same way but I have taken elements of it into my other courses, it has changed my life as a teacher.

It was a pass/fail course so the e-tivities had to be passed.

I designed a blended-learning course which closely followed Salmon's model from stages 1-4 we did not fully reach stage 5. I worked closely with the e-learning consultant, Inger Marie Christiansen, her support was crucial.

The course included a virtual café using a Discussion Board forum to warm them up with questions like 'Tell us why you have chosen this course?' Next they had to Blog about digital communication at work. We used Adobe Connect for online sessions: the students uploaded recordings of their presentations and the others gave constructive feedback. And finally there were Wikis for them to brainstorm new insights into theory and practice, what next?

### *4. And what did the course evaluations show?*

One student said that initially she did not dare listen to her recordings of her presentations but she knew she learnt so much from the experience. I am sure the students read more than the previous year, before we had e-tivities.

I didn't think I could get something extra but I got a lot closer to the students, we met in a new way. I was worried they would miss course deadlines but they worked through the night when I was asleep and we could joke about that.

### *5. How do you support the students with course assessment?*

I have found that when I tell students the e-tivities are obligatory, they don't question this. It is for their own best and they understand that.

*6. And on the Masters course how do you incorporate e-tivities?*

This is the last course before they submit their theses; they are mature students focused on a career path. During this course they are on a work placement either for two months (10 ECTS) or four months (20 ECTS). These placements are with different organisations ranging from research to private companies to government departments. They have to complete the course at the same time so we run it as an intense two week course. We found that half the students were not attending the course so we looked for other ways to engage them. I introduced the course on Blackboard and I drew on experiences from the bachelors' course and made sure that every e-tivity had a clear purpose, content and deadline. And if they didn't meet a deadline, I emailed them saying you have three days to complete the activity; I wanted them to know there would be consequences. The students want to see that you are noticing their achievements and I would add my own comments on their postings.

Yes it took me a lot of time but no more than reading two pages from each student and reading blog postings is a lot more fun.

In the end 80% completed e-tivities but only 50% attended classes.

When they were preparing for the oral exam they used the e-tivities because they were relevant. One e-tivity focused on a new book we read and discussed together online. Each student chose to blog about a chapter, raising relevant questions that the other students then answered. Again, the students were much more active online: only 3 presented a chapter offline (during the fixed lessons), the rest came through the activity online.

**Constraints**

Course development takes time and teachers do not always have this possibility but help is available from e-learning consultants.

And as teachers we have to be engaged and motivated to seek out these developments, that's up to us. Willingness to challenge your own role from teacher to facilitator.