



# BOLD: Facilitating Online Short Course Outline 2026



**This course forms part of the Centre for Innovation in Learning and Teaching (CILT) suite of courses for Blended and Online Learning Design (BOLD). Participants may either elect to complete this course as: Level: Introductory-Intermediate.**

## **Meeting days:**

- Community Workshops: Tuesdays and Thursdays, 16:00-18:00, Zoom
- Community Check-ins: Fridays, 15:00-16:00, Zoom

## **Course facilitators:**

- Dr Greig Krull
- Lynn Chambers
- Cath Fortune
- Joe-Dean Roberts (admin support: [pgbold@uct.ac.za](mailto:pgbold@uct.ac.za))
- Other invited guest speakers from UCT and beyond

## **Course description:**

This course is aimed at educators as well as trainers and educational technologists involved in leading, teaching, or facilitating online or blended courses in different sectors. The course provides opportunities for participants to develop strategies to become effective online facilitators. The course model is based on key principles, namely, arriving, conversing, facilitating, practicing, applying, and consolidating. The course learning pathway follows each of these steps chronologically. At each stage, participants take on particular roles and develop specific facilitation skills for both online synchronous and asynchronous engagements with students/learners.

## Who is this course for:

The course is designed for educators, practitioners, trainers, learning designers, educational technologists, and those engaged in designing or facilitating learning across diverse contexts like higher education, schools, edtech companies, corporates, and NGOs.

## Learning outcomes:

Upon completion of this course, participants should be able to:

- Facilitate synchronous and asynchronous online discussions
- Demonstrate knowledge of different facilitation strategies in response to diversity, difference and conflict
- Demonstrate knowledge of the opportunities afforded by technologies for online learning community development
- Design or adapt facilitation activities for different modes of provision, appropriately using a range of online facilitation tools



## Teaching philosophy and practice:

### Fostering online learning communities

This course fosters the capacity to build online learning communities and communities of practice within the context of courses. This course is also designed to provide participants with an experience of engagement in an online learning community. Online learning communities are encouraged through developing online interaction and learning conversations amongst participants. Acknowledging, valuing, respecting and accommodating diversity as a combination of similarities and differences plays a central role in fostering and maintaining online learning communities.

### Playful learning

The course uses play as a bridge to learning by attempting to make learning fun and attempts to create a safe learning environment. Playful learning involves participants taking small risks, playing with ideas, keeping an open mind and making connections where they are not obvious. Participants are encouraged to express their creativity through developing their ability to challenge, question and explore.

### Reflective learning

A key principle underpinning this course is the emphasis on critical reflection as a learning process. Reflection on your own learning helps you to take ownership of your learning process. Articulating your reflections makes your thinking available for comment and feedback. Reflection is an important facet in the growth of online facilitation skills and strategies required for the establishment and maintenance of online learning communities.

### Human-centredness

The course adopts a Freirean lens to humanising online learning design and facilitation, which includes both a focus on the participants and their needs, establishing these in dialogue. This leads to the practice of co-creation, involving various stakeholders, including 'mentors' and participants in design choices, both in terms of the facilitation and the assessment of the course. Critical pedagogy also orientates our stance towards the importance of an equity orientation, creating space for a dialogue of theory and practice, that leads to a critical praxis. All of this is framed by a pedagogy of care, modelling the importance of creating spaces where participants feel like they 'belong', they are seen and their needs are met.

## Social and active learning

A key principle underpinning the course is a focus on social and active learning. Assisting participants to orient themselves in and navigate both a community of practice and a wider professional community of practice is a key outcome and key contributor to the learning strategy. This is why the short course has an emphasis on both individual practice but also ongoing group work. An emphasis on praxis-building deep connections between theory and practice are also key aspects of the social and active learning strategy. This short course is grounded in an appreciation of socio-constructivist and experiential learning, and we encourage participants to learn through 'doing'.

## Acknowledgements:

This course is an adaptation/revision of an open access course in online facilitation for university educators in Anglophone Africa by the University of Cape Town. The original open access materials were developed by Tony Carr and Shaheeda Jaffer from the Centre for Educational Technology at University of Cape Town and Jeanne Smuts of Human Development Africa, with the support of David Shepherd of All Things in Moderation and Nancy White of Full Circle Associates. An OER is available: Carr, T., Jaffer, S. and Smuts, J. (2009). [Facilitating Online: A course leader's guide.](#)

## Course format and structure:

The course will be fully online through interactive community workshops, group work, check-in sessions and asynchronous online activities. It is structured into six weekly modules, each focusing on different aspects of creating an online learning community:

1. Week 1: Arriving
2. Week 2: Conversing
3. Week 3: Facilitating
4. Week 4: Practicing
5. Week 5: Applying
6. Week 6: Consolidating

## Options for completing the course and hours required:

Generally, participants should expect to make available 10 hours a week to dedicate to course activities (5 hours synchronous and 5 hours asynchronous time).

Two types of certificates will be issued for this course:

- Attendance certificate: Attend 80% of workshops (Tues and Thu sessions in Weeks 2-5).
  - Note: In addition to the Attendance certificate participants may also receive a *participation letter* for the following: Attend 80% of workshops, submit individual weekly activities (min 4 of 5), submit weekly reflections (min 4 of 5) and complete the collaborative group assignment (min 50% mark).
- Pass certificate: Attend 80% of workshops (Tues and Thu sessions in Weeks 2-5), submit individual weekly activities (min 4 of 5), submit weekly reflections (min 4 of 5) and complete collaborative group assignment (min 50% mark), and completion of the individual mini eportfolio assignment (min 50% mark) in Week 6.

### Notional learning hours required:

This is a 10-credit course, which equates to a notional 100 hours of learning. The minimum and expected learning times shown above indicate the requirements for each certificate (course completion) option. Actual time spent may vary, depending on prior experience and expertise. Participants aiming for full benefit of the course should anticipate allowing time for reflection, practice and deeper exploration of materials as well as doing additional research. You should aim to dedicate around 2 hours a day to this course over the duration of the 6 weeks.

Type of certificate/ letter	Activities	Minimum learning time per activity	Expected learning time per activity	Total expected learning time
Certificate of attendance	80% attendance of workshops (6 workshops attended across weeks 2-5)	12 hours	16 hours	20 hours
	Attendance of check-in sessions (Weeks 2-5)	N/A	4 hours	
Certificate of attendance (with a letter of participation)	80% attendance of workshops (6 workshops attended across weeks 2-5)	12 hours	16 hours	40 hours
	Attendance of check-in sessions (Weeks 2-5)	N/A	4 hours	
	Individual readings, practice and completion of weekly activities (4 out of 5) and reflections (4 out of 5)	12 hours	16 hours	
	Weekly group work activities (min 50% mark)	2 hours	4 hours	
Certificate for pass	80% attendance of workshops (6 workshops attended across week 2-5)	12 hours	16 hours	64 hours
	Attendance of check-in sessions (Weeks 2-5)	N/A	4 hours	
	Individual readings, practice and completion of weekly activities (4 out of 5) and reflections (4 out of 5)	12 hours	20 hours	
	Additional group work activities (min 50% mark)	4 hours	8 hours	
	Pass individual mini portfolio (min 50%) (to be submitted at the end of week 6)	8 hours	16 hours	

### Additional notes

- Short course participants who may want to RPL the course into the PGDip (BOLD) will need to achieve a minimum score of 70% in the final assignment (pass certificate only).
- For attendance to count per workshop, you need to attend at least 75% of the session i.e. 90 min of the 120 min session.



## Short cost and registration:

### The full cost of the short course is R6000 with discounts available as follows:

- When enrolling 5 or more participants, participants are entitled to a 10% discount.
- UCT staff are entitled to a 30% discount i.e. R4200.
- All current full-time postgraduate students from any institution are entitled to a 50% discount i.e. R3000.
- HELTASA members are entitled to a 10% discount i.e. R5400.

Note: Please request a discount voucher code from: [pgbold@uct.ac.za](mailto:pgbold@uct.ac.za) BEFORE you enrol for the course.

Registration and payment is managed through UCT's short course platform, [the Learning Store](#).

UCT reserves the right to not offer the course if less than 10 participants are registered for a cohort. The maximum number of participants in a cohort is 40 participants.

### Tools and Platforms used

- The course will run on UCT's Learning Management System, *Amathuba*. Announcements will be made through the platform.
- We will meet synchronously on *Zoom*.
- Other tools that may be used include Padlet and Wooclap.



## Weekly course outline

### Week 1: Arriving

<b>Overview</b>	In this week we focus on welcoming everyone to the course, familiarising ourselves with the course environment, activities and outcomes and getting to meet each other online. You will also have an opportunity to consider your strengths and learning opportunities as an online facilitator.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Navigate the course content and structure</li> <li>• Connect with course colleagues</li> <li>• Evaluate current facilitation capabilities</li> </ul>
<b>Asynchronous Activities</b>	<ul style="list-style-type: none"> <li>• Activity 1: Navigate the course content, model and structure</li> <li>• Activity 2: Watch the introductory videos of the course mentors</li> <li>• Activity 3: Introduction Padlet</li> <li>• Activity 4: Evaluate current facilitation capabilities (assessment mark attached)</li> <li>• Activity 5: Weekly reflection (assessment mark attached)</li> </ul>
<b>Community Workshop 1</b>	There is no Community Workshop 1 in Week 1.
<b>Community Workshop 2</b>	In Community Workshop 2, facilitators will lead an interactive session focused on the course and the participants in arriving in an online learning community: <ul style="list-style-type: none"> <li>• Introducing you to the course facilitation team</li> <li>• Discussing the participation guidelines</li> <li>• Providing an overview of the course structure</li> <li>• Discussing the course assessments</li> </ul>
<b>Community Check-in</b>	(Optional) Community Check-in in Week 1: This is an optional check-in for anyone wanting to discuss any technical support needs or requiring help navigating the Amathuba course site.

## Week 2: Conversing

<b>Overview</b>	In this week we consider strategies for building online learning communities, and some online facilitation skills and strategies. We will also start planning for our co-facilitation in the following weeks. Along the way we will get to know each other better.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• How to build an online learning community</li> <li>• How to encourage participation</li> <li>• Forming a co-facilitation team</li> <li>• Preparing for Week 3 and 4 facilitation activities</li> </ul>
<b>Asynchronous Activities</b>	<ul style="list-style-type: none"> <li>• Activity 1: Building an online learning community (similarity safari)</li> <li>• Activity 2: Encouraging participation (assessment mark attached)</li> <li>• Activity 3: Working together with co-facilitators</li> <li>• Activity 4: Planning and designing facilitation sessions (assessment mark attached)</li> <li>• Activity 5: Weekly reflection (assessment mark attached)</li> </ul>
<b>Community Workshop 1</b>	In Community Workshop 1 we will explore: <ul style="list-style-type: none"> <li>• Differences and similarities for face-to-face and online facilitation</li> <li>• Strategies for facilitating live (synchronous) sessions</li> <li>• Planning and designing for co-facilitation</li> </ul>
<b>Community Workshop 2</b>	Community Workshop 2 will focus on small group work – teams working together (in breakouts) to plan and design co-facilitation activities.
<b>Community Check-in</b>	If you have questions, concerns, need feedback, want to explore a topic, come join us for the Community Check-in session. This week's focus will be on tips for facilitating live sessions.

## Week 3: Facilitating

<b>Overview</b>	This week we continue our development of facilitation skills and strategies. In particular we focus on questioning and weaving conversations. You will co-facilitate either a synchronous or asynchronous session.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Co-facilitate a synchronous session</li> <li>• Co-facilitate an asynchronous session</li> <li>• Explore weaving</li> </ul>
<b>Asynchronous Activities</b>	<ul style="list-style-type: none"> <li>• Activity 1: Weaving (assessment mark attached)</li> <li>• Activity 2: Co-facilitate either a synchronous session or asynchronous session (Co-Facilitation Task Part 1) (assessment mark attached)</li> <li>• Activity 3: Engage with a discussion forum topic for one group (so they can practice facilitation)</li> <li>• Activity 4: Give feedback on co-facilitation sessions</li> <li>• Activity 5: Weekly reflection (assessment mark attached)</li> </ul>
<b>Community Workshop 1</b>	In Community Workshop 1 we will explore: <ul style="list-style-type: none"> <li>• Strategies for facilitating discussion fora</li> <li>• The Community of Inquiry Framework</li> </ul>
<b>Community Workshop 2</b>	Community Workshop 2 will focus on small group co-facilitation. Half the cohort will co-facilitate 30-minute sessions. Breakout rooms to be used to split the groups (where needed).
<b>Community Check-in</b>	If you have questions, concerns, need feedback, want to explore a topic, come join us for the Community Check-in session. This week's focus will be on check-in and check-out strategies for online sessions.

## Week 4: Practicing

<b>Overview</b>	We consider strategies for intentionally equitable hospitality and building trust in online communities. You will co-facilitate either a synchronous or asynchronous session.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Co-facilitate a synchronous session</li> <li>● Co-facilitate an asynchronous session</li> <li>● Explore intentionally equitable hospitality</li> </ul>
<b>Asynchronous Activities</b>	<ul style="list-style-type: none"> <li>● Activity 1: Create a welcome / review / bumper video (assessment mark attached)</li> <li>● Activity 2: Co-facilitate either a synchronous session or asynchronous session (Co-Facilitation Task Part 2) (assessment mark attached)</li> <li>● Activity 3: Engage with a discussion forum topic for one group (so group can practice facilitation)</li> <li>● Activity 4: Give feedback on co-facilitation sessions</li> <li>● Activity 5: Weekly reflection (assessment mark attached)</li> </ul>
<b>Community Workshop 1</b>	In Community Workshop 1 we will explore: Intentionally equitable hospitality
<b>Community Workshop 2</b>	Community Workshop 2 will focus on small group co-facilitation. Half the cohort will co-facilitate 30-minute sessions. Breakout rooms to be used to split the groups (where needed).
<b>Community Check-in</b>	If you have questions, concerns, need feedback, want to delve deeper into a topic, come join us for the check-in session on Friday. This week's focus will be on care and community building strategies.

## Week 5: Applying

<b>Overview</b>	This week we strengthen our facilitation skills. We consider strategies for dealing with differences and conflict in online learning communities.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Navigating conflict</li> <li>● Reflect on co-facilitation experiences</li> </ul>
<b>Asynchronous Activities</b>	<ul style="list-style-type: none"> <li>● Activity 1: Managing conflict (assessment mark attached)</li> <li>● Activity 2: Reflect on co-facilitation experience (assessment mark attached)</li> <li>● Activity 3: Weekly reflection (assessment mark attached)</li> </ul>
<b>Community Workshop 1</b>	In Community Workshop 1 we will explore: <ul style="list-style-type: none"> <li>● Encouraging engagement</li> <li>● Navigating conflict</li> </ul>
<b>Community Workshop 2</b>	Community Workshop 2 will focus on small group tasks. Each group will reflect on their co-facilitation experiences. Breakout rooms to be used to split the groups (where needed).
<b>Community Check-in</b>	If you have questions, concerns, need feedback, want to explore a topic, come join us for the Community Check-in session on Friday. This week's focus will be on online communication strategies and questioning and feedback strategies.

## Week 6: Consolidating

<b>Overview</b>	This week we prepare for leaving the course and becoming independent online facilitators. We look at ways of building networks and finding resources as part of our personal development plans. Then it's time to share our closing reflections and to say goodbye.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>• Reflection and synthesis of learning</li></ul>
<b>Asynchronous Activities</b>	<ul style="list-style-type: none"><li>• Completion of a mini eportfolio of facilitation (including a professional learning plan to continue to grow your facilitation skills).</li><li>• Complete of course feedback survey.</li></ul>
<b>Community Workshop 1</b>	Join us for our final live session as we reflect on the course, wrap-up and look forward.
<b>Community Workshop 2</b>	Join us for an optional check-in about any questions about the mini eportfolio.
<b>Community Check-in</b>	No Community Check-in session in Week 6.



## Course assessments

### There are four types of course assessments:

1. Weekly individual facilitation activities (due at the end of each week for Weeks 1-5) - 10% weighting
2. Weekly reflection activities (due at the end of each week for Weeks 1-5) - 10% weighting
3. Group facilitation assignment (working on for Weeks 2-5) - 30% weighting
4. Individual mini eportfolio (due at the end of Week 6) - 50% weighting

### Group tasks for the Group facilitation assignment (broken down per week):

- Week 2: Facilitation Planning/Design
- Week 3: Co-facilitate a synchronous (in Zoom) or asynchronous session (discussion forum)
- Week 4: Co-facilitate a synchronous (in Zoom) or asynchronous session (discussion forum)
- Week 5: Internal Group Participation Evaluation

### Mini facilitation ePortfolio assignment components (individual):

- ePortfolio introduction
- Contextual facilitation challenge and proposed solution
- Curation of co-facilitating experiences (not assessed)
- Reflection synthesis
- Facilitating resources curation
- Personal Learning Plan
- Structure and presentation of mini eportfolio

### Research

As part of the design of the BOLD short courses you may be invited to participate in a research project that will seek to analyse the anonymous contributions of participants in this course.