

made greater use of online tools, although the discussion forum remained the only tool most used. Typically, they recognized the greater need for scaffolding since they were working in a virtual environment.

The instructors reported several benefits from online teaching. They developed some proficiency with the use of technology to deliver their courses and developed a greater skill in writing course materials for online delivery. For some, the experience of planning for and teaching online encouraged reflection on their face-to-face delivery. Often, they made improvements to their face-to-face classes based on their online experience.

Teaching in the online environment presented some challenges for the instructors. From a technical perspective, using the LMS was a new experience and some had difficulties navigating it and taking advantage of the range of available tools and capabilities. There were challenges to create online materials and interactive sessions to encourage student participation. In one case, there was no textbook for the face-to-face version of the course so the instructor had to create the online materials from scratch. Added to this, delivering a practical course in online environment was difficult. Most instructors felt that their students wanted instant feedback in the online environment and they weren't able to meet those expectations of the students. Further, managing student participation and interaction proved to be a challenge.

Generally, there was little or no change in the instructors' identity from the face-to-face to online environment. They tended to stick to the traditional role of lecturers with some variations. One instructor defined herself as a broadcaster and delivered the course to her audience. She also saw her role as a moderator of online discussions and encouraged her students to be active participants. Another instructor portrayed herself as a networker who managed interaction among students across the region. The role of communicator was also emphasised by this instructor, who placed importance on the use of language to humanize the course. One instructor highlighted her changed role from lecturer to facilitator, researcher and enabler. She created opportunities for student empowerment and continually explored new technologies and strategies to improve the students' learning experiences. Interestingly, one instructor switched from the role of facilitator to lecturer. He was challenged to adequately deliver a practical course that was previously taught using workshops in the face-to-face mode, in the digital environment.

6. Conclusion

A number of recommendations for teaching and learning emerged from the findings of this study. The instructors experienced difficulties in using the Learning Management System and this highlighted the importance of having a user-friendly interface to minimize these issues. As a result of the challenges they faced with the online delivery and student engagement, it was felt that instructors should incorporate strategies to enhance their personal presence in their courses. Further, attention should be paid to the andrological principles in the design and development of online courses to facilitate successful delivery. The need to for a blended approach for practical courses with some opportunities for face-to-face sessions emerged as a key factor for effective delivery.

The research also revealed that students experienced challenges with the technology. Thus, the importance of student engagement with technology prior to enrolment in online programs was underscored.

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