

AN ASSESSMENT OF THE EFFECTIVENESS OF ONLINE FACILITATION AT THE MAKURDI STUDY CENTRE OF NATIONAL OPEN UNIVERSITY OF NIGERIA

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ABSTRACT

This paper assesses the effectiveness of online facilitation at Makurdi Study Centre of the National Open University of Nigeria. Three hypotheses were formulated to guide the study. A survey design was used for the study. The population of the study covered all the 767 facilitators at NOUN headquarters Abuja, and 6,474 students at the Makurdi study center. The population sample was 325 which were made up of 263 students and 62 facilitators selected through a simple random sampling technique. Three sets of research instruments namely; Facilitators Online competence Questionnaire (FOCOMQ), Online Facilitation Effectiveness Students' Questionnaire (OFESQ) and Students Access to ICT Facilities Questionnaire (SA-ICT-FQ) were developed and used to elicit opinion from the respondents. Statistical mean and Pearson Product Moment Correlation were used to analyse the research questions and test the hypotheses. The findings shows that although online facilitation at the Makurdi study centre is effective, inadequate access to ICT facilities, low level of interaction during online sessions, and non-user friendly nature of the online facilitation platform constitute major hindrances towards achieving effective online facilitation. Therefore, the study has recommended among others adequate access to ICT facilities for students in study centres; de-emphasize the use print materials and enhancement of students' capacity for optimum utilisation of these ICT facilities.

Key Words: *Assessment, online facilitation, National Open University of Nigeria, Effectiveness,*

INTRODUCTION

Technology-mediated distance learning is becoming increasingly important and speedily gaining global attention owing to its avalanche of benefits. The 2020 global health pandemic (Covid-19) made most distance learning institution across the world to drastically shift from their traditional approach where the use of print materials held sway to the deliberate integration of technology into teaching and learning. In Nigeria, the introduction of online facilitation by the National Open University of Nigeria (NOUN) remains one of the greatest technology-based innovation driving access and delivery of quality distance education to millions of Nigerians. The insecurity that has pervaded the north central region for close to two decades leading to disruption of academic calendar of most educational institutions has placed greater relevance and acceptance of online facilitation as a preferred approach to delivering education. Nevertheless, its success is significantly hinged on the availability of digital technology and the abilities to use these technologies effectively.

The National Open University of Nigeria is arguably one of the largest single mode open and distance learning institution in Africa and the only single mode Open and Distance Learning (ODL) University in Nigeria. It has over the year maintained increasing momentum in its ability to provide quality and cost effective education to millions of Nigerians who could not pursue full time university education through the conventional means for various reason. By the objective establishing the institution, it is expected to deliver quality and cost effective education using Information and Communication Technology. The continuous integration of digital technology into all the areas of its operations has endeared it into the heart of Nigerians.

Online facilitation has been viewed as the technique of enabling and promoting learning in an online environment by encouraging interaction with and between students and supporting interactive online learning activities (Kimmig, 2022). It has been described as the act of managing the learners and the learning through an online medium. It is an interactive structure that recognises

the social and interactive elements of knowledge construction rather than emphasis on web content (Australian Flexible Learning Framework, 2003). Just like any distance learning institution where technology is used, NOUN has fashioned online instructional model that takes the form of video conferencing sessions, discussion forum, and chat sessions as 'mitigants' to the myriad of challenges that characterised the use of print materials that has dominated instructional method in the past as well as measuring up with global standards.

Measuring the effectiveness of online facilitation as an approach to instructional delivery in any distance learning institution may be a very herculean task given the relative nature of the term effectiveness. Whatever theory may have shaped human perspective of the understanding of effectiveness over the years, this paper would rather keep it simple and conceptualise it to mean the extent or degree to which something is successful in producing a desired result. In other words, it is weighing result against standard. Therefore, the effectiveness of online facilitation simply connotes the extent to which institution's instructional goals are achieved. Usually, online facilitation are viewed as instructional innovation designed to improve interaction, engagement, feedback, collaboration, and improve the overall learning experience of learners with attendant consequence on their academic performance.

Assessing the effectiveness of online facilitation at the National Open University of Nigeria is very critical to its continuous utilisation as a medium of instructional delivery and to improve its processes. Such assessment often identifies major weaknesses and strength of the medium of instructional delivery. The adequacy of the competence of the facilitators to drive successful online facilitation is a key consideration in studies such as this. The perception of students and its acceptability as a medium of instruction has a great influence on how much success it can achieve. This and several other consideration necessitates the need to periodically evaluate it to understand how well it has fared.

Aside mastery of the subject matter (pedagogical), the facilitator needs competence in the operation of computer devices and utilisation of software. Devices such as computers, projectors and others serve as a conduit through which facilitators deliver educational content to their learners. Their ability to operate these devices and use advanced educational software including internet, e-mails, and zoom to create the right platform and atmosphere for effective online facilitation. Furthermore, competence in software operation enables efficient management of online resources, assessments, and feedback mechanisms. On the whole, facilitator's proficiency with digital devices and software enhances their ability to create a dynamic and interactive virtual learning environment that fosters effective communication, engagement, and knowledge transfer.

Communication and collaboration are an essential competence for facilitators to achieve effective online facilitation. Since NOUN is characterised by physical separation, it becomes incumbent on the facilitator to master an act of communication that is clear and concise with a view to fostering inclusive and supportive learning environment. They must find a convenient and easy way to convey complex concepts in a manner accessible to all students. Meanwhile, the collaboration skill is necessary for the promotion of interactive and participatory learning experiences through virtual discussions, group projects, or collaborative online platforms. Facilitator that is highly competent in communication and collaboration can establish a sense of community among these students that are far apart from each other, thus enhancing the overall learning experience and ensuring that instructional content is effectively conveyed and understood.

Understanding the perception of students about online facilitation as a medium of instructional delivery at the National Open University of Nigeria, particularly at the Makurdi study centre is very critical in judging the effectiveness of this model of instructional delivery. Although online facilitation has been characterised by interactivity, participation, positive learning environment and improved academic performance of students, all these comes to nothing where the perception of the students about online facilitation is negative. This can have a great impact on their acceptance of this medium of instructional delivery and overall consequence on how they perceived it to influence their understanding of the course materials, improve their academic

performance, support their interaction and collaboration as well as help them meet their learning objectives.

Recognizing the degree of students' access to ICT facilities like computer (PC, desktop, smart phone), internet connectivity, educational software, and other social media platforms relevant to teaching and learning is very critical in defining their readiness to accept online facilitation as a medium of instructional delivery for an engaging and interactive learning. To appreciate the relevance of online learning and becoming part of an online class it is necessary that students whether on their own or provided for by the institution must have access to these ICT tools. It suffices to note that institutions may have these online facilities but making it accessible to students may be limited by lots of factors including institutional policies. Therefore, for students to be able to effectively assess the effectiveness of online facilitation in National Open University of Nigeria, it is pertinent to gauge the extent of their access to these online learning tools.

Since online facilitation is still a relatively new medium of instructional delivery at the National Open University of Nigeria, this study is poised to assessing its effectiveness with a view to understanding its strengths and weaknesses; hence, it will among others seek to investigate students' access to ICT Facilities for online learning, perception of students on the use of online facilitation as a medium of instructional delivery, the level of acceptance of online facilitation among students in the Makurdi student centre, and assess the competence of facilitators for online facilitation at the National open University of Nigeria.

Purpose of the Study

The Purpose of this research work is to assess the effectiveness of online facilitation at the Makurdi Study Centre of the National Open University of Nigeria. Specific objectives are to:

- i. investigate students' access to ICT Facilities for online tutorials at the Makurdi Study Centre of the National Open University of Nigeria
- ii. investigate the level of acceptance of online facilitation among students at the Makurdi Study Centre of the National Open University of Nigeria
- iii. examine the perception of students on the use of online facilitation as a medium of instructional delivery at the Makurdi Study Centre of the National Open University of Nigeria
- iv. assess the competence of facilitators for online facilitation at the National Open University of Nigeria
- v. assess the effectiveness of online facilitation at the at the Makurdi Study Centre of the National Open University of Nigeria

Research Questions

- i. How much access do students have to ICT facilities for online tutorials at the Makurdi Study Centre of the National Open University of Nigeria?
- ii. What is the level of acceptance of online facilitation among students at the Makurdi Study Centre of the National Open University of Nigeria?
- iii. What is the perception of students on the use of online facilitation as a medium of instructional delivery at the Makurdi Study Centre of the National Open University of Nigeria?
- iv. What is the level of competence of facilitators in the identified skills required for Online Facilitation at the National Open University of Nigeria?
- v. How effective is online facilitation at the Makurdi study centre of the National Open University of Nigeria?

Hypotheses

- i. There is no significant relationship between students' access to ICT Facilities and their perceived effectiveness of online facilitation at the Makurdi Study Centre of National Open University of Nigeria.

- ii. There is no significant relationship between and the perception of students on the use of online facilitation as a medium of instructional delivery and the level of acceptance of online facilitation among students at the Makurdi Study Centre of the National Open University of Nigeria
- iii. There is no significant relationship between facilitators' competence for online facilitation and effectiveness of online facilitation at the Makurdi Study Centre of National Open University of Nigeria.

METHODOLOGY

A survey design was used for the study. Facilitators at the university headquarter in Abuja and students from the Makurdi study centre were used to form the sample for the study. The Facilitators at the university's headquarter in Abuja were used for the study because facilitation is done from the headquarters and they also have access to the technical staff at the Learner content management system (LCMS) directorate as well as the required digital literacy facilities for effective online instructional delivery. Meanwhile, the students at Makurdi study centres were used because they stand a better chance to give an unbiased rating of the effectiveness of online instructional delivery than the facilitators themselves. The population sample was 325 which was made up of 263 students and 62 facilitators who were selected through a simple random sampling technique.

The researcher developed three major instruments namely Facilitators Online competence Questionnaire (FOCOMQ), Online Facilitation Effectiveness Students' Questionnaire (OFESQ), and Students Access to ICT Facilities Questionnaire (SA-ICT-FQ). The FOCOMQ was used to obtain information from facilitators regarding their competence level for online facilitation. OFESQ was used to elicit students opinion on their acceptance of online facilitation, perception on the use of online facilitation as a medium of instructional delivery, and to rate the effectiveness of online facilitation in the Makurdi study centre. The SA-ICT-FQ was used to obtain information on students' access to ICT facilities for online learning. FOCOMQ was a five point Likert Scaled questionnaire - Extremely Competent (EC), Moderately Competent (MC), Somewhat Competent (SC), Slightly Competent (SLC), and Not Competent (NC). OFESQ was a four point Likert scaled questionnaire labelled strongly Agreed, Agreed, Disagreed, and Strongly Disagreed. Meanwhile, SA-ICT-FQ is a four point Likert scaled questionnaire labelled Highly Accessible, Moderately Accessible, Partially Accessible, and Not Accessible.

The research instruments were validated by experts of ICT in Administration and Planning, and measurement and evaluation in the Faculty of Education of the University of Jos, Nigeria. The reliability of FOCOMQ and OFESQ were determined using Cronbach Alpha and they yielded reliability coefficient of .912 and .896 respectively. Meanwhile, reliability of Students Access to ICT Facilities Questionnaire (SA-ICT-FQ) was established using the inter-rater reliability. Observers' scores were compared by correlating the test using Cohen Kappa Statistics and a reliability (r) value of 0.910 was obtained.

RESULT

Research Question One: How much access do students have to ICT facilities for online tutorials at the Makurdi Study Centre of the National Open University of Nigeria?

Table 1: Students' access to ICT facilities for online tutorials at the Makurdi Study Centre of the National Open University of Nigeria

N = 263				
S/No	ICT Facilities	Mean	SD	Decision
1	Internet Connectivity	2.59	1.61	Partially Accessible

2	Personally owned Internet-Enabled Device (Computer, Tablets, or Smartphone)	1.73	1.32	Not Accessible
3	School owned Internet-Enabled Device (Computer, Tablets, or Smartphone)	2.66	1.63	Partially Accessible
4	Microphone/Headphone	2.29	1.51	Partially Accessible
5	Lecture Recording Devices	1.98	1.41	Not Accessible
6	Digital Camera and Webcam	1.95	1.40	Not Accessible
7	Online Communication and Video Conferencing Tools (like Zoom, Skype, MSTeams..)	2.14	1.46	Partially Accessible
8	External Storage Device (Flash Drive, Diskette, External Hard Disk)	3.24	1.80	Moderately Accessible
9	Standby Generator/UPS/Power Bank	2.38	1.54	Partially Accessible
Grand Mean		2.33		Partially Accessible

Source: Field Data, 2024

Table 1 above is a reflection of how much access students have to ICT facilities for online tutorials at the Makurdi Centre of the National Open University of Nigeria. A mean score of 2.59 and a corresponding standard deviation of 1.61 for measuring extent of access to internet connection confirm partial accessibility. A mean score of 1.73 indicates that most students in the Makurdi study centre do not own internet-enabled device (Computer, Tablets, or Smartphone) that will aid them to connect to online classes from any location. Meanwhile, the Centre's owned internet-enabled devices are partially accessible by students. The extent of accessibility to microphones/Headphones, online communication and video conferencing tools as well as back-up power supply facilities are partially accessible with mean scores of 2.29, 2.14, and 2.38 respectively. Although students do not have access to digital Cameras/Webcam and lecture recording devices, several students appear to have moderate access to external storage devices. The analysis here implies that most facilities needed by students of the Makurdi study Centre to effectively engage in online classes are not adequately accessible.

Research Question Two: What is the level of acceptance of online facilitation among students at the Makurdi Study Centre of the National Open University of Nigeria?

Table 2: Investigation of the level of acceptance of online facilitation among students at the Makurdi Study Centre of the National Open University of Nigeria

N = 263				
S/No	Statement	Mean	SD	Decision

1	I am willing to participate in online facilitated courses	3.21	1.79	Agreed
2	I am confident that online facilitation platform provides enriching learning experience	3.54	1.88	Strongly Agreed
3	I am open to adapting my study routines to online facilitation format	3.56	1.89	Strongly Agreed
4	I feel likely to recommend online facilitation to my course mates	3.17	1.78	Agreed
5	I intend to continue using online facilitation platform in my future study	2.88	1.7	Agreed
Grand Mean		3.27		

Source: Field Data, 2024

Table 2 shows the opinion of the respondents on their acceptance of online facilitation. With a mean score of 3.21, it shows students' willingness to participate in online facilitated courses. Mean scores of 3.54 and 3.56 indicates that students strongly agreed that online facilitation platform provides enriching learning experience and are willing to adapt their study routines to online facilitation format. Furthermore, they are also likely to recommend online facilitation to course mates as well as continue using online facilitation platform in their future study. By implication, majority of the students accepted online facilitation for their learning.

Research Question Three: what is the perception of students on the use of online facilitation as a medium of instructional delivery at the Makurdi Study Centre of the National Open University of Nigeria?

Table 3: Examination of the perception of students on the use of online facilitation as a medium of instructional delivery at the Makurdi Study Centre of the National Open University of Nigeria

N = 263

S/No	Statement	Mean	SD	Decision
1	I prefer use of print materials for learning than online learning	3.89	1.97	Disagree
2	Facilitators do not allow for enough interaction so the online facilitation is not appealing	3.03	1.74	Agree
3	Online facilitation facilities and software are not user-friendly	3.25	1.8	Agree

4	Online facilitation platforms enhance my understanding of course material	3.00	1.73	Agree
5	Online facilitation platforms are effective in meeting my learning objectives	3.01	1.73	Agree
Grand Mean		3.24		

Source: Field Data, 2024

Table 3 shows the opinion of the respondents on the perception of students on the use of online facilitation as a medium of instructional delivery at the Makurdi Study Centre of the National Open University of Nigeria. The responses imply that although students perceive online facilitation platforms to enhance their understanding of course material as well meeting their learning objectives, they still prefer the use of print materials as a medium of instruction owing to lack of enough interaction and the not user friendly nature of facilities and software used for online facilitation

Research Question Four: What is the level of competence of facilitators in the identified skills required for Online Facilitation at the National Open University of Nigeria?

Table 4: assessment of the competence of facilitators for online facilitation at the National Open University of Nigeria

N = 62				
S/No	Statement	Mean	SD	Decision
1	I can prepare Lesson plan for online facilitation	3.78	1.94	Strongly Agree
2	I can lead forum discussion	3.56	1.89	Strongly Agree
3	I can lead chat forum	3.69	1.92	Strongly Agree
4	I can set up online classes via zoom and other online conference tool	3.48	1.87	Agreed
5	I can integrate multimedia resources for effective communication during online session	3.22	1.79	Agreed
Grand Mean		3.55		

Source: Field Data, 2024

From Table 4 above, grand mean score of respondents on the five skilled areas is 3.55 indicating that most facilitators of the National Open University of Nigeria are highly competent to facilitate instruction online. They can prepare Lesson plan for online facilitation (3.78), set up online classes (3.48), lead discussion forum (3.56), and integrate multimedia resources for effective communication during online session (3.22).

Research Question Five: How effective is online facilitation at the Makurdi study centre of the National Open University of Nigeria?

Table 5: Assessment of the effectiveness of online facilitation at the Makurdi study centre of the National Open University of Nigeria

N = 263				
S/No	Statement	Mean	SD	Decision
1	Online platform has helped improve my academic performance	2.83	1.68	Agreed
2	with online facilitation, I have clarity and understanding of the course materials	3.11	1.76	Agreed
3	Online facilitation platform enhances critical thinking and problem solving skills	2.73	1.65	Agreed
4	with online facilitation, there is opportunity to ask questions and receive instant feedback	3.52	1.88	Strongly Agreed
5	I enjoy quality online discussions and interactions with my facilitators and course mates	1.98	1.41	Disagreed
6	The synchronous nature of online facilitation has helped improve NOUN's public perception	3.23	1.8	Agreed
7	With online facilitation, there is opportunity for collaboration with course mates for group work in a virtual setting	3.02	1.74	Agreed
8	the online facilitation platform provides better learning opportunities for people living with disabilities	3.77	1.94	Strongly Agreed
Grand Mean		3.02		

Source: Field Data, 2024

From the table above, the respondents agreed with all the items measuring the effectiveness of online facilitation except item 5 – I enjoy quality online discussions and interactions with my facilitators and course mates. This may have little or no adverse consequence on the overall result as a grand mean score of 3.2 showing that the respondents agreed that online facilitation is effective at the Makurdi Study Centre of the National Open University of Nigeria.

Test of Hypotheses

Hypothesis one: There is no significant relationship between students' access to ICT Facilities and their perceived effectiveness of online facilitation at the Makurdi Study Centre of National Open University of Nigeria

Table 6
Pearson Product Moment Correlation between students' access to ICT Facilities and their perceived effectiveness of online facilitation at the Makurdi Study Centre of National Open University of Nigeria

Comparing Values		Access to ICT Facilities	Effectiveness of online facilitation
Access to ICT Facilities	Pearson Correlation	1	.803**
	Sig. (2-tailed)		.000
	N	263	263
Effectiveness of online facilitation	Pearson Correlation	.803**	1
	Sig. (2-tailed)	.000	
	N	263	263

** . Correlation is significant at the 0.01 level (2-tailed).

The test of students' access to ICT Facilities and their perceived effectiveness of online facilitation at the Makurdi Study Centre of National Open University of Nigeria at .05 level of significance shows it was positively correlated at .803. Since the p-value (.000) is less than the level of significance (.05), we reject H_0 ; hence, we conclude that there is a significant relationship between students' access to ICT Facilities and their perceived effectiveness of online facilitation at the Makurdi Study Centre of National Open University of Nigeria.

Hypothesis Two: There is no significant relationship between perception of students on the use of online facilitation as a medium of instructional delivery and the level of acceptance of online facilitation among students at the Makurdi Study Centre of the National Open University of Nigeria

Table 7
Pearson Product Moment Correlation between perception of students on the use of online facilitation as a medium of instructional delivery and the level of acceptance of online facilitation among students at the Makurdi Study Centre of the National Open University of Nigeria

Comparing Values		Perception of students on the use of online facilitation as a medium of instructional delivery	Level of acceptance of online facilitation among students
Perception of students on the use of online facilitation as a medium of instructional delivery	Pearson Correlation	1	.934**
	Sig. (2-tailed)		.000
	N	263	263
Level of acceptance of online facilitation among students	Pearson Correlation	.934**	1
	Sig. (2-tailed)	.000	
	N	263	263

** . Correlation is significant at the 0.01 level (2-tailed).

Perception of students on the use of online facilitation as a medium of instructional delivery and the level of acceptance of online facilitation among students at the Makurdi Study Centre of the National Open University of Nigeria was subjected to a test of relationship at .05 level of significance; the result shows it was positively correlated at .934. With p -value less than the level of significance, we

reject H_0 ; hence, we conclude that there is sufficient evidence that there is a significant relationship between Perception of students on the use of online facilitation as a medium of instructional delivery and the level of acceptance of online facilitation among students at the Makurdi Study Centre of the National Open University of Nigeria.

Hypothesis Three: There is no significant relationship between facilitators' competence for online facilitation and effectiveness of online facilitation at the Makurdi Study Centre of National Open University of Nigeria.

Table 8
Pearson Product Moment Correlation between facilitators' competence for online facilitation and effectiveness of online facilitation at the Makurdi Study Centre of National Open University of Nigeria.

Comparing Values		Facilitators' competence for online facilitation	Effectiveness of online facilitation
Facilitators' competence for online facilitation	Pearson Correlation	1	.917**
	Sig. (2-tailed)		.000
	N	62	263
Effectiveness of online facilitation	Pearson Correlation	.917**	1
	Sig. (2-tailed)	.000	
	N	263	62

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient between facilitators' competence for online facilitation and effectiveness of online facilitation at the Makurdi Study Centre of National Open University of Nigeria is .917, indicating a strong positive correlation between them. By this, H_0 is rejected; hence, we conclude that there is a significant relationship between facilitators' competence for online facilitation and effectiveness of online facilitation at the Makurdi Study Centre of National Open University of Nigeria

DISCUSSION

Students at the Makurdi study centre do not have access to personal computers and other major ICT facilities that will enhance their learning through online means. Even where such facilities are provided by the centre, they are not adequately accessible. This may constitute significant hindrance to the effectiveness of online facilitation in the centre. The finding here corroborates Samuel (2020) findings which concluded that students lack adequate access to ICT facilities for online learning in their study centres. Although most students at the centre may have shown appreciable level acceptance of online facilitation as a medium of instructional delivery, they still prefer the use of print materials for learning than online learning. This may not be unconnected with their inability to have adequate access to ICT learning facilities and the know-how to use these facilities even when they are accessible.

With their abilities to prepare lesson plan for online facilitation, lead forum discussion and chat forum, set up online class communication tools like Zoom, as well as integrate multimedia resources for effective instructional delivery, this study concludes that facilitators at the National Open University of Nigeria are highly competent to manage online facilitation for instructional effectiveness. Going by summations of scholars like Berge 2008; Martin and Parker, 2014), facilitators competence can have lasting impact on students' understanding of course materials and promote the level engagement. Although online facilitation has been perceived to be effective by the students, most of them do not enjoy quality online discussion and interactions with their

facilitators and course mates. This perhaps may have been their reasons for still preferring the use of print materials for their learning as opposed to online platforms.

This study also finds out that increasing students' access to ICT facilities can significantly enhance the effectiveness of online facilitation at the Makurdi study centre of National Open University of Nigeria. Similarly, students' perception of the use of online facilitation as a medium of instructional delivery will determine their acceptance and willingness to appreciate online facilitation. Finally, the level of facilitators' competence for online facilitation has great influence on its effectiveness as a medium of instructional delivery. This corroborates the position of Borup, West, & Thomas (2015)

RECOMMENDATIONS

Findings from this study shows that online facilitation is accepted by most students as an effective means of instructional delivery, however, inadequate access to ICT facilities, lack of user friendly nature of NOUN online facilitation platform for students' learning, and the low of interaction between facilitators and students and among students may jeopardize the essence of the introduction of online facilitation, therefore, this study recommends that:

- i. The institution from the centre should support study centres towards ensuring that ICT facilities are not only adequately available but are adequately accessible to students.
- ii. While the institution intensify students' training on the use of ICT by deliberately integrating it into their curriculum, emphasis should be given to computer appreciation as one of the requirements for admission into any programme of the university knowing full well that NOUN is supposed to be an ICT driven institution.
- iii. The institution can gradually but deliberately de-emphasize the use of print materials as a medium of instructional delivery. This will compel prospective students to embrace a digital form of learning.
- iv. Facilitators should make their classes more interactive to stimulate students' interest on online learning which has been observed to providing positive learning experience for students.
- v. The study also recommend for a further study to investigate the extent of facilitators and students' digital literacy for effective teaching and Learning at the National Open University of Nigeria for enhanced interactive, participatory, and engaging teaching-learning experience for teeming students across study centres.

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