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**The Open Content License**......................................................................................................................................................75
The Facilitation for Dgroups Administrators - Instructor Manual is part of a series of Internet training (ITrain) materials developed by the ITrain Network. The ITrain Network consists of individuals and institutions from around the world with a wide range of technical and training expertise in information and communication technologies. The ITrain materials are available for free and are under the OpenContent License (http://www.opencontent.org/), the full text of which can be found on the last page of this manual. The ITrain materials can be obtained from the ITrain Web site at http://www.bellanet.org/itrain/.

The training material methodology is a result of a needs analysis conducted in November and December of 1997 and subsequent consultations with experts and users, including field testing. The materials are developed for use by Internet trainers and users in developing countries. If you are an individual or an institution engaged in delivering basic or advanced Internet training courses or a user who is seeking a simple, flexible and effective Internet training guide, these materials are for you.

The Facilitation for Dgroups Administrators Instructor Manual will enable you to setup and manage online discussions using the Dgroups platform. A key component of the ITrain package is the Instructor Notes, a separate 30 page document which provides useful guidelines on how to deliver effective training. It is important that you read this in conjunction with the Facilitation for Dgroups Administrators Instructor Manual. This document can be downloaded in Zipped MSWord format from:

http://www.bellanet.org/itrain/modules/instructor_notes.zip

or in PDF format from:

http://www.bellanet.org/itrain/modules/instructor_notes.pdf
What is Dgroups?

Dgroups is an online home for groups and communities interested in international development. You can find Dgroups online at: http://www.dgroups.org

In Dgroups, one can find the online tools and services needed to support the activities of a team, a group, a network, a partnership or a community. Each Dgroup has a mailing list to support group communication, and an online space for archives of messages, participant profiles, resource sharing (documents, links, news articles), and (optionally) an events calendar. Dgroups is also a place to find groups who are interested in the same topics in international development as you.

Who is Dgroups?

The people leading Dgroups have formed the Dgroups Partnership. Current partners, as of January 2004 include:

- **Bellanet** International Secretariat [www.bellanet.org]
- Department for International Development (DFID) [http://www.dfid.gov.uk]
- Humanist Institute for Co-operation with Developing Countries (Hivos) [http://www.hivos.nl]
- Institute for Connectivity in the Americas (ICA) [http://www.icamericas.net]
- International Institute for Communication and Development (IICD) [http://www.iicd.org]
- **OneWorld** [http://www.oneworld.net]

Members include:

- Canadian International Development Agency (CIDA) [http://www.acdi-cida.gc.ca]
- Danish International Development Assistance (Danida) [http://www.um.dk/danida]
- Food and Agriculture Organization of the United Nations (FAO) [http://www.fao.org]
- International Development Research Centre (IDRC) [http://www.idrc.ca]
- Swedish International Development Cooperation Agency (Sida) [http://www.sida.se]
- Swiss Agency for Development and Cooperation (SDC) [http://www.deza.admin.ch]
- United Nations Economic Commission for Africa (UNECA) [http://www.uneca.org]

The system is currently hosted by Bellanet on behalf of the partnership, but the Dgroups brand belongs to all partners.
See section 12 (b) of this manual for more information on Dgroups partnership categories.

**Why Dgroups?**

There is an ever increasing number of development organisations that want to have online groups or communities. Instead of creating separate solutions, why not come together and support a platform not just for each other, but for the entire development community?

The partners see support for Dgroups as a way to provide such a platform, while at the same time to provide a valuable service to their respective stakeholders and networks, and an easy way for individuals to find the groups and communities of interest to them.

Why create something new? Because until today, the partners know of no comparable service which is as simple, non-commercial (no advertisements), respectful of privacy, and targeted at low bandwidth users in the South.

For more information on Dgroups, or training for online communities please visit the Dgroups website at http://www.dgroups.org, or contact Mark Faul of Bellanet by email mfaul@bellanet.org or by phone at +1-613-236-6163 ext. 2388.
We have written the following checklist to help you prepare and conduct ITrain sessions. Each item in the checklist is explained in a 30-page document called Instructor Notes. It is an integral part of the ITrain program. Please use it.

**It is critical that all participants of this course have Dgroups user accounts with admin access (even if it is temporary admin rights) for the duration of this course. Please ensure that this is configured prior to the training workshop.**

## Preparing to conduct an ITrain course

<table>
<thead>
<tr>
<th>Topic</th>
<th>Action</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learn about participants</td>
<td>Ask the organizer of the training for a profile of the participants or try to meet the participants or send them a questionnaire before the training takes place.</td>
<td></td>
</tr>
<tr>
<td>2. Identify the training context</td>
<td>Ask the organizer about the history of the training need (ie. who identified the need) and find out if the training is part of a larger project or training program.</td>
<td></td>
</tr>
<tr>
<td>3. Assess the information sharing culture</td>
<td>Ask the organizer of the training to inform you about the existing ways and means of communication and information sharing.</td>
<td></td>
</tr>
<tr>
<td>4. Inform yourself about ITrain</td>
<td>Visit the ITrain Web site: check out the list with training materials and read the Instructor Notes.</td>
<td></td>
</tr>
<tr>
<td>5. Address your participants’ learning styles</td>
<td>Use the information gathered under topic 1 and 2 to assess your participants’ learning styles and use this information to address their learning styles during the course.</td>
<td></td>
</tr>
<tr>
<td>6. Produce and select effective learning tools</td>
<td>Customize the ITrain module you will use in your training course in order to reflect the needs, interests and understanding of the participants.</td>
<td></td>
</tr>
<tr>
<td>7. Develop ‘what’ and ‘why’ questions</td>
<td>Prepare your own list with ‘what’ and ‘why’ questions and use them to help the participants focus on the subject.</td>
<td></td>
</tr>
<tr>
<td>8. Plan ways to demystify technology</td>
<td>Prepare examples which introduce technology as a set of practical tools which can be used by the participants to achieve their goals.</td>
<td></td>
</tr>
<tr>
<td>9. Design a flexible schedule for the training program</td>
<td>Have some back-up information or exercises available for when you have some extra time and be prepared to adapt certain training topics when you realize you will not have enough time to implement the full program.</td>
<td></td>
</tr>
<tr>
<td>10. Choose an appropriate training venue</td>
<td>Visit the proposed training venue, talk with the caretaker and check technical installations.</td>
<td></td>
</tr>
<tr>
<td>11. Practice making demonstrations</td>
<td>Prepare and test all your demonstrations in advance and prepare for alternatives for the demonstrations.</td>
<td></td>
</tr>
<tr>
<td>12. Arrange supplies and materials</td>
<td>Make a checklist for all your supplies and materials.</td>
<td></td>
</tr>
<tr>
<td>13. Announce the training</td>
<td>Make sure the invitation details the time schedule and provides precise information on how to reach the training venue.</td>
<td></td>
</tr>
</tbody>
</table>

### Conducting ITrain courses

<table>
<thead>
<tr>
<th>Topic</th>
<th>Action</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Get to know your participants: before and during the course</td>
<td>Mingle with participants during breaks, show interest in the participants’ work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Use principles of adult education</td>
<td>Build forth on the experiences of your participants by calling upon their experience so they can connect what they know with what you are about to teach them.</td>
</tr>
<tr>
<td>3.</td>
<td>Ask questions effectively</td>
<td>Plan your questions in advance and ask a mixture of open and closed questions.</td>
</tr>
<tr>
<td>4.</td>
<td>Handle questions effectively</td>
<td>Involve participants in answering their own questions.</td>
</tr>
<tr>
<td>5.</td>
<td>Link your material to what participants know</td>
<td>Use examples of every day life, as well as the participants’ work experiences.</td>
</tr>
<tr>
<td>6.</td>
<td>Show the benefits of what you are teaching</td>
<td>Ask 'why’ questions, such as ‘Why is this important?’ or ‘Why do you want to know how to do this?’</td>
</tr>
<tr>
<td>7.</td>
<td>Be prepared for last minute surprises</td>
<td>Prepare different versions of your Planning Table.</td>
</tr>
<tr>
<td>8.</td>
<td>Use appropriate language</td>
<td>Address men and women with their proper pronoun and refrain from using stereotypes.</td>
</tr>
<tr>
<td>9.</td>
<td>Use appropriate non-verbal behaviour</td>
<td>If you do not know the – often unspoken - rules, ask the organizer.</td>
</tr>
<tr>
<td>10.</td>
<td>Be aware of culture or gender signals you send</td>
<td>Ask yourself: Do you confirm a stereotype? Are you a good role model for the participants? How are you different (gender, culture) from your participants?</td>
</tr>
<tr>
<td>11.</td>
<td>Check your assumptions</td>
<td>Ask yourself: How are the participants different (gender, culture) from you? Do you assume that these differences affect their learning in the course?</td>
</tr>
<tr>
<td>12.</td>
<td>Address negative experiences and remarks</td>
<td>Translate negative experiences and remarks into questions and use a group discussion to find possible answers.</td>
</tr>
<tr>
<td>13.</td>
<td>Use reviews and repetition</td>
<td>Prepare questions which help participants review the new information.</td>
</tr>
<tr>
<td>14.</td>
<td>Make sure that all trainees have equal access to computers</td>
<td>If equal access is a problem, use strict time schedule per student or organize separate hands-on sessions for specific groups of participants.</td>
</tr>
<tr>
<td>15.</td>
<td>Deal positively with technical problems</td>
<td>See every technical problem as an opportunity for learning: explain cause and discuss possible solutions.</td>
</tr>
<tr>
<td>16.</td>
<td>Conclude sections on a high point</td>
<td>Stress the positive points: the new understanding, the cooperation between the participants, the amount of information covered.</td>
</tr>
</tbody>
</table>
PLANNING TO DELIVER THE COURSE

Time to start planning our session. That is an important point — planning is an essential ingredient of solid training. Later in this manual, we include a session plan. However, the plan is not cast in concrete. You will need to adapt it to the group you are instructing and also to your preferred way of instructing.

This is a broad course. Keeping to a schedule while teaching a course like this takes skill and planning. In the course outline that follows, we have placed the estimated time for each section in the Planning Table for the course. You can make a photocopy of the Planning Table and keep it in front of you while you are giving the course. This will help monitor your time so you can see how well you are doing compared to the planned use of time.

Timing of Sections

This course is designed to be conducted in 2-3 days. It is composed of 14 sections. The Instructor Manual gives options to customize the sections to fit a different time frame for the course. The following table outlines the sections within the Facilitation for Dgroups Administrators course and indicates the amount of time we have estimated for teaching them. There are leader-led components where the instructor speaks to the group. There are also self-study sections, with participants working on their own or in pairs and the instructor acting as a coach or discussion facilitator.

Be certain to allocate time for the leader-led sections. The self-study sections are more flexible. The number finished in a course will depend on the speed with which individual participants complete them.
## Planning Summary

When instructors are planning to conduct training, it is important that they gain an overview of the course they are about to teach. That way, you can remember how the pieces of the puzzle fit together. As a result, your delivery will be smoother. You will feel more confident. For example, when someone asks you a question about a topic that comes later, you will be able to confidently say what is coming and ask him/her to be patient.

## Dgroups Training Agenda

The following agenda is an example of how this course could be conducted, with times allocated as appropriate for each section. You are encouraged to customize this agenda to suit the requirements of your own group. One way to make your personal plan would be to photocopy this plan and modify it to suit your personal needs. If you obtain the MS-Word file of this course plan, you will be able to make whatever modifications you wish to this plan — and the entire course.

### Day 1 – Introducing, Planning & Setting up Dgroups

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>930-940</td>
<td><strong>1. Overview</strong>&lt;br&gt;<strong>Agenda:</strong> Introductions. Explain prerequisites. Hand out student manuals. Discuss the day's agenda</td>
</tr>
<tr>
<td>940-1000</td>
<td><strong>Introducing Dgroups:</strong> about Dgroups and role distinctions</td>
</tr>
<tr>
<td>1000-1045</td>
<td><strong>2. Introduction &amp; Expectations</strong>&lt;br&gt;<strong>Interview and role-play:</strong> Allow participants to introduce each other &amp; briefly state their expectations for the course, and roles within Dgroups</td>
</tr>
<tr>
<td>1045-1100</td>
<td><strong>BREAK</strong></td>
</tr>
<tr>
<td>1100-1200</td>
<td><strong>3. Different types of Dgroups: Case Studies</strong>&lt;br&gt;<strong>Group Discussion:</strong> how are people using online forums? Other ways that Dgroups can be utilized</td>
</tr>
<tr>
<td>1200-100</td>
<td><strong>LUNCH</strong></td>
</tr>
<tr>
<td>100-130</td>
<td><strong>4. Planning for an online discussion</strong>&lt;br&gt;<strong>Planning:</strong> participants work in pairs</td>
</tr>
<tr>
<td>130-230</td>
<td><strong>Group Discussion:</strong> reporting the plans back to the group</td>
</tr>
<tr>
<td>230-245</td>
<td><strong>BREAK</strong></td>
</tr>
<tr>
<td>245-400</td>
<td><strong>5. Setting up your discussion using Dgroups</strong>&lt;br&gt;<strong>Computer Work:</strong> Setting up a new Dgroup &amp; playing with the features</td>
</tr>
<tr>
<td>400-430</td>
<td><strong>Feedback on setup process:</strong> discussing improvements that could be made to the setup process</td>
</tr>
</tbody>
</table>

### Day 2 – Administering Dgroups

---

**Instructor Manual - DRAFT**
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>930-1045</td>
<td></td>
<td><strong>Computer Work:</strong> how to manage the online features of Dgroups</td>
</tr>
<tr>
<td>1045-1100</td>
<td>6. Administration Features of Dgroups</td>
<td><strong>BREAK</strong></td>
</tr>
<tr>
<td>11-1200</td>
<td></td>
<td><strong>Computer Work:</strong> how to manage the online features of Dgroups</td>
</tr>
<tr>
<td>1200-100</td>
<td></td>
<td>LUNCH</td>
</tr>
<tr>
<td>100-230</td>
<td>7. Mailing Lists</td>
<td>Mailing List management</td>
</tr>
<tr>
<td>230-245</td>
<td></td>
<td><strong>BREAK</strong></td>
</tr>
<tr>
<td>245-300</td>
<td>8. Dgroups support system</td>
<td><strong>Key Points:</strong> description of support system</td>
</tr>
<tr>
<td>300-400</td>
<td></td>
<td><strong>Computer Work:</strong> how to use Request Tracker</td>
</tr>
<tr>
<td>400-430</td>
<td></td>
<td>Discussion: feedback on support system</td>
</tr>
<tr>
<td>430-500</td>
<td><strong>Extra Session</strong></td>
<td>Dgroups Open Source Version</td>
</tr>
<tr>
<td>102x748</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DAY 3 – Facilitating Discussions**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>930-940</td>
<td></td>
<td><strong>Key Points:</strong> instructor description of intro messages</td>
</tr>
<tr>
<td>940-1015</td>
<td>9. Getting the discussions started</td>
<td><strong>Composing Messages:</strong> work groups compose messages</td>
</tr>
<tr>
<td>1015-1030</td>
<td></td>
<td><strong>BREAK</strong></td>
</tr>
<tr>
<td>1030-1100</td>
<td></td>
<td><strong>Discussion &amp; Questions:</strong> reporting messages back to the group, and feedback</td>
</tr>
<tr>
<td>1100-1110</td>
<td>10a. Facilitating discussions – Key Skills</td>
<td><strong>Key Skills:</strong> instructor description of key facilitation skills</td>
</tr>
<tr>
<td>1110-1130</td>
<td></td>
<td><strong>Strengthening Key Skills:</strong> group exercise</td>
</tr>
<tr>
<td>1130-1200</td>
<td></td>
<td><strong>Practicing Key Skills:</strong> group exercise</td>
</tr>
<tr>
<td>1200-100</td>
<td></td>
<td>LUNCH</td>
</tr>
<tr>
<td>100-105</td>
<td>10b. Applying Key Skills</td>
<td><strong>Introduction:</strong> describe the group exercise</td>
</tr>
<tr>
<td>105-130</td>
<td></td>
<td><strong>Breakout Groups</strong></td>
</tr>
<tr>
<td>130-215</td>
<td></td>
<td><strong>Group Discussion</strong></td>
</tr>
<tr>
<td>215-230</td>
<td></td>
<td><strong>BREAK</strong></td>
</tr>
<tr>
<td>230-300</td>
<td>10c. Facilitator Guidelines</td>
<td><strong>Group Brainstorming Exercise</strong></td>
</tr>
<tr>
<td>300-330</td>
<td>11. Evaluating the discussion</td>
<td><strong>Group exercises</strong></td>
</tr>
<tr>
<td>330-345</td>
<td>12. Reference materials</td>
<td><strong>Quick Overview</strong></td>
</tr>
<tr>
<td>345-400</td>
<td>13. Review</td>
<td>An <strong>essential</strong> part of the course; please leave time to conduct a review; students review their notes and the manual and select three things that they have learned; later, they explain these points to the group</td>
</tr>
</tbody>
</table>

**Instructor Manual - DRAFT**
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>930-940</td>
<td></td>
<td></td>
</tr>
<tr>
<td>940-1015</td>
<td>9. Getting the discussions started</td>
<td><strong>Key Points:</strong> instructor description of intro messages</td>
</tr>
<tr>
<td>1015-1030</td>
<td></td>
<td><strong>Composing Messages:</strong> work groups compose messages</td>
</tr>
<tr>
<td>1030-1100</td>
<td></td>
<td><strong>BREAK</strong></td>
</tr>
<tr>
<td>400-430</td>
<td>14. Evaluation: To be Completed by Participants</td>
<td><strong>Discussion &amp; Questions:</strong> reporting messages back to the group, and feedback</td>
</tr>
</tbody>
</table>
# Preplanning for the Course: Checklist

<table>
<thead>
<tr>
<th>Category</th>
<th>Topic</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training room general</td>
<td>Good soundproofing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sufficient light (natural/electrical)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curtains/blinds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ventilation/air-conditioning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enough chairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sufficient electrical power points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enough room for the group, equipment, games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training facility manager plus contact number</td>
<td></td>
</tr>
<tr>
<td>Training room available facilities</td>
<td>Flip chart</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Whiteboard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Blackboard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computers</td>
<td></td>
</tr>
<tr>
<td>Training room amenities</td>
<td>Where are toilets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enough toilets for men and women</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Room for breaks and lunch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accessibility for disabled participants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elevator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fax and fax number</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Telephone and telephone number</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Photocopier</td>
<td></td>
</tr>
<tr>
<td>Training room security</td>
<td>Is room secure overnight</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are personal belongings safe during breaks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is room accessible outside office hours</td>
<td></td>
</tr>
<tr>
<td>Training room location</td>
<td>Is venue easily accessible by public transportation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is venue easily accessible by car</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is there enough parking space</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is it safe to travel from venue after office hours</td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>Marker pens and eraser for whiteboard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chalk and eraser for blackboard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marker pens for paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Flip chart paper</td>
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<td></td>
<td>Large sheets of paper</td>
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<td></td>
<td>Thick paper or thin cardboard for cards</td>
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<td></td>
<td>Scissors</td>
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<td></td>
<td>Adhesive tape</td>
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</tr>
<tr>
<td>Computers</td>
<td>Enough computers, all of which are working properly</td>
<td></td>
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<tr>
<td></td>
<td>Email application installed and configured (Pegasus Mail, Eudora)</td>
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<tr>
<td></td>
<td>WWW browser installed plus local HTML files (Netscape, Mozilla)</td>
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<tr>
<td></td>
<td>Live Internet connection</td>
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<tr>
<td></td>
<td>Technical support (network manager plus contact number)</td>
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</tr>
<tr>
<td>Dgroups admin accounts</td>
<td>Ensure that all participants have Dgroups accounts with admin</td>
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<tr>
<td></td>
<td>permission</td>
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</tbody>
</table>
Conventions Used in this Manual

**Icons**

The following icons appear in the instructor manual or in both the instructor’s manual and the student’s manual. We included icons to draw attention to the text beside them and to give an immediate visual clue about the meaning of the material contained in the section.

- **This is a box with information** for the instructor. You can use it to prepare yourself before you conduct a course.

- When you see a bubble like this, you are strongly encouraged to **customize** the current topic.

- This is a box with references to additional resources for the instructor. The resources can be found in the Resource Section in the back of the Instructor Manual or at the ITrain Web site.

- This **for your information** icon indicates additional information or resources for instructors and students.

- This icon represents an **exercise** that participants are to complete.
Evaluation Form for Instructors

Good training courses are constantly being revised and improved. The best way to review a course and develop new ideas for revisions is to get feedback from instructors and participants who use it. With that in mind, we have created a questionnaire for your comments. Please treat this questionnaire as a guideline. Feel free to add comments in any areas you feel we have missed. You can send your evaluation to:

Attn: Bellanet International Secretariat
c/o IDRC, PO Box 8500
Ottawa, ON K1G 3H9
Canada
Fax #: +1 613 236-7230
Email: itrain@bellanet.org

<table>
<thead>
<tr>
<th>Name:</th>
<th>Email Address:</th>
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<table>
<thead>
<tr>
<th>Course Name</th>
<th>Duration in Hours:</th>
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<table>
<thead>
<tr>
<th>Number of Instructors:</th>
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<td>Female =</td>
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<thead>
<tr>
<th>Number of Students:</th>
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<tbody>
<tr>
<td></td>
<td>Female =</td>
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<tr>
<th>Describe in a few words, your cultural background:</th>
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</table>

In the table below, please rate the material with an x or ✓. Please indicate which sections you conducted in a leader-led format and which ones were self-study.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Students’ level of interest</th>
<th>Delivery method</th>
<th>How well did this section work?</th>
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<tbody>
<tr>
<td></td>
<td>high</td>
<td>medium</td>
<td>low</td>
</tr>
<tr>
<td>2. Introduction and Expectations</td>
<td></td>
<td></td>
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<tr>
<td>3. Different types of Dgroups: Case Studies</td>
<td></td>
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<tr>
<td>4. How to help a community plan for an online discussion</td>
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</tbody>
</table>
### Topics

<table>
<thead>
<tr>
<th>Topics</th>
<th>Students’ level of interest</th>
<th>Delivery method</th>
<th>How well did this section work?</th>
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<tbody>
<tr>
<td>5. Setting up your discussion using Dgroups</td>
<td></td>
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<tr>
<td>6. Administration Features of Dgroups</td>
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<tr>
<td>7. Mailing Lists</td>
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<tr>
<td>8. The Dgroups Support System</td>
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<tr>
<td>9. Getting the discussions started</td>
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<tr>
<td>10. Facilitating Discussions</td>
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<tr>
<td>11. Evaluating the Discussion</td>
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<tr>
<td>12. Reference Materials</td>
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<tr>
<td>13. Review</td>
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</table>

Please indicate the extent to which you agree with the following statements.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - strongly disagree, 2 - disagree, 3 - neutral, 4 - agree, 5 - agree strongly</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The introductory notes for instructors were helpful.</td>
<td></td>
</tr>
<tr>
<td>The introductory notes for instructors were easy to read.</td>
<td></td>
</tr>
<tr>
<td>The layout of the manual made it easy to follow.</td>
<td></td>
</tr>
<tr>
<td>The words used in the manual were easy to understand.</td>
<td></td>
</tr>
<tr>
<td>The explanations in the manual were easy to understand.</td>
<td></td>
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<tr>
<td>The manual was the right length.</td>
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</tr>
<tr>
<td>The graphics of the manual were easy to read.</td>
<td></td>
</tr>
<tr>
<td>These course materials helped me teach the course.</td>
<td></td>
</tr>
<tr>
<td>The training was what I thought it would be.</td>
<td></td>
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</tbody>
</table>
Topics that should be added:

Topics that should be removed:

Describe the materials you added:

Other comments:
1. Overview

Welcome to Facilitation for Dgroups Administrators. In this course you will learn how to setup, manage and facilitate online discussions using Dgroups.

**This course will cover:**

1. Planning for an online discussion or community
2. Setting up a new Dgroup
3. Administering Dgroups
4. The Dgroups support system
5. Facilitating online discussions
6. Evaluating the success of your discussions
7. Evaluating this course

In order to successfully complete the exercises, you will need to be familiar with Linux, Microsoft Windows, or the Macintosh, and a web browser (Mozilla, Netscape or Internet Explorer). If you do not meet these requirements, we have developed a computer handbook, which you can use to upgrade your skills.

This manual is a reference for your personal learning. Feel free to make notes on it. You can learn more about the ITrain Collective, of which this manual is a part, at [http://www.bellanet.org/itrain](http://www.bellanet.org/itrain).
2. Introduction and Expectations

Objectives: To get to know other participants at the workshop, and learn about experiences that others have had with Dgroups and online facilitation.

Questions

1. Please introduce, to the group, the person you interviewed. In a sentence or two, indicate what type of work he or she does.

   ______________________________________________
   ______________________________________________
   ______________________________________________

2. What experience with Dgroups does the person you interviewed have?

   ______________________________________________
   ______________________________________________
   ______________________________________________

3. What issues or questions does the person you interviewed expect to learn about Dgroups from this course?

   ______________________________________________
   ______________________________________________
   ______________________________________________

Outcomes:

1. The instructor should have a good understanding of each participant’s background and interest in Dgroups.

2. The instructor should have compiled a list of questions or issues that the group would like to explore through the training.
3. Different types of Dgroups: Case Studies

**Objectives:** To gain an understanding of the different types of uses for Dgroups.

Dgroups is predominantly used by Civil Society Organizations and NGOs for the following:

- to increase the awareness and intercultural exchange between teenagers worldwide through Global Teenager Project
- to collaborate on shared projects see Ifwin, European trade network
- for internal communication such as OneWorld-trustees
- for consultation CRIS campaign and WSIS preparations
- for external communication – such as the OneWorld South Asia partnership
- for discussion - see IS list
- for local and international knowledge sharing networks and South-South exchange
- to increase discussion between parliamentarians in the America (by ICA through FIPA’s Virtual Parliament project)

**Example:**

The current Communication Rights in the Information Society (CRIS) campaign is a strong, civil-society led initiative that uses a number of Dgroups to further their campaign; they provide a good example of a concrete application of Dgroups. They use Dgroups to:

- discuss strategy documents using the mailing list
- archive all documents related to the discussion for new members
- share events on the calendar
- distribute documents via the web to email function
- update on latest news relating to the group
- plan for the next fact-to-face meeting

According to the CRIS experience, workgroups tend to work best when 5 to 75 people have a clear project in mind and at least some of the members meet periodically. They also address the local needs (such as language needs and access to ICT tools) of each workgroup through the development of a variety of modular or individualized solutions.
4. How to help a community plan for an online discussion

Objective: To identify a systematic method for planning an effective online discussion. There are many important factors to consider when planning for an online discussion, and the more effective your planning, the more likely your discussions and online interactions will be valuable.

Dgroups can be used as a discussion forum, an online space for sharing resources and ideas, and a newsletter tool. How do you plan to use Dgroups?

Who do you expect to participate in the discussions?

How well do the participants know each other?

What are the objectives, expected outcomes, and outputs?

How ready is your group? (Are they communicating already? How often do they interact? What communication tools are they currently using?)

Are there other similar groups? Other participants that might be interested in this discussion (either as a participant or guest)?

What other questions should you consider?

Have the participants divide into 2 or 3 groups. Together they should identify a new discussion group that they're planning to start, or make up a scenario of a group that they could start.

Together the pair should come up with responses to the questions listed to the right. Encourage participants to think of any other questions that they might want to consider while planning their group.

Have each pair share their plans with the larger group. Encourage the larger group to ask for more details about the discussion, and record the questions on a flip chart.

Outcomes:

1. Participants should be able to determine if a group is prepared to setup a Dgroup

2. Participants should be prepared to answer some initial questions from their discussion groups about process, roles, and contacts.
5. Setting up your discussion using Dgroups

NOTE: This section is for creators, however it is good for non-creators (administrators or facilitators) to also understand the process.

**Why is there a Creator?**
A creator ensures that all Dgroups are created properly; that an organizations quota is managed; and that the workload for creating new groups is distributed across partner and member organizations.

**Objectives:** How to setup and configure Dgroups to support your online discussion. Adding new members.

1. Go to [http://www.dgroups.org](http://www.dgroups.org)
2. Click on My Groups
3. Enter your email address and password to login
   (If you cannot remember you password, click on “Retrieve a Password” to have your password sent to you via email)
4. Click on “Create New Workspace”
5. Select the language(s) for the workspace (only the interface will appear in multiple languages – the content is only available in whatever language the participants use). Click on “next” to continue.
   (Hold down the control key to select more than one language. If you select more than one language, you will need to enter the following fields once for each language)
6. Enter the following information – explanations of each field are provided below, and a screen capture of the online form is provided on the following page.

**Please select a Skin from the list**
This will determine the look and feel of the workspace. You will be able to select from a few different skins; and you can change the skin at a later time. (The languages that you select will limit the available skins, as not all skins are available in all languages). See section 12(a) for more information on setting up a new skin. Note: not all skins support the calendar. If you want your group to have a calendar, ensure that your chosen skin supports it (such as the Dgroups generic skin).
Default language
This is the language that the interface will appear in when a participant first comes to the workspace. The Dgroups interface can be displayed in English, French, Spanish, or Portuguese. Only the languages that you selected in step 5 will be available here.

Short name
This is the name of the group that will be used for the URL and mailing list (example a short name of Dgroups-training would create a Dgroup at http://www.dgroups.org/groups/Dgroups-training (most new groups will be created under a subdirectory, such as groups/iicd/groupname) and create a mailing list of Dgroups-training@dgroups.org)

Sector
This is the sector focus of your group. You can select multiple sectors by holding down the control key.

Region
The region of the world that your group discussions apply to. Select from Global, Oceania, Africa, North America, Latin America, Asia-Pacific, Europe, or Middle East.

Country
The country (ies) of the owner of group, or which represents the main subject of your list.

Keyword
Enter keywords here to make it easier for others to find out about your group.

Long name
Used as part of the description displayed on the Dgroups main website, and for titles on your workspace.

Short description
Describe your group briefly, but with enough detail to help people understand the purpose of your group. This is an important item since this is the text that visitors will see beneath your group's listing

Describe who can participate in this workspace
This is used as part of the description displayed on the Dgroups main website.

Lead Organization: Enter the full name of the organization leading the discussion group.

Please enter the text that you would like to have displayed on the front page of the workspace
This text should describe the objectives and purpose of your Dgroup, including who can participate. A good description here will help participants to better understand why they would want to commit time to participating in this group.

Who can view this workspace?
This setting will determine if people have to register and be approved by you to view the space (only people I authorize), or if any visitor to Dgroups can view the site (if the site is open or closed to all Dgroups visitors).

Who can contribute to this workspace?
Describes who can send messages to the list, and contribute resources to the online space. If you select anyone, the people do not require authorization to join the list or submit new resources online. If you select “Only people I authorize”, then you will have to approve all participants before they can contribute messages or resources.

**List the workspace in Dgroups listings**
This setting will determine if your group appears in the master listing. If your group is closed or private, you can still select to list it in the Dgroups listing, as people cannot gain access without your approval. People are encouraged to list all Dgroups in the public listing to make it easier for development practitioners to see the range of activities being discussed, and connect with new colleagues through Dgroups. **Select “no” for testing spaces.**

**This is a testing workspace**
A testing workspace could be setup to try out some of the features of Dgroups. During this exercise you are setting up a testing group, please ensure that this setting is set to “Yes” so that the space does not appear in the main Dgroups listing, and can be easily identified in the future when removing old testing spaces.

**Allow members to announce new resources**
If set to yes, this feature allows participants the option of sending a notification to the mailing list when new resources are added to the workspace. **This setting will effect a later part of the course, and should be checked.**
You are creating a new workspace. All the fields below are required unless otherwise indicated.

### Step 1. Select a skin

- **Default Language:** English

### Step 2. Basic Information

- **Short Name (one word, used in URLs, mailing lists):**
- **Sector:**
  - agriculture & NRM
  - economy, business & trade
  - education and training
  - environment
  - governance & government
- **Region:**
- **Country:**
  - Afghanistan
  - Albania
  - Algeria
  - American Samoa
- **Keyword:**

### Step 3. Multilingual Information

- **Long Name (used in descriptions, titles, etc.):**
  - English
  - Français
- **Short Description (one sentence):**
  - English
  - Français
- **Describe who can participate in this workspace:**
  - English
  - Français
- **Lead Organization:**
  - English
  - Français

Please enter the text you would like to have displayed on the front page the workspace.

#### English

#### Français

### Step 4. Workspace Parameters

- **Who can view this workspace?**
  - Anybody
  - Only people I authorize
- **Who can contribute to this workspace?**
  - Anybody
  - Only people I authorize
- **List this workspace in Dgroups listings?**
  - Yes
  - No
- **This is a testing workspace.**
  - Yes
  - No
- **Allow members to announce new resources:**

[Create Workspace]
7. Click on the “Create Workspace” button at the bottom on the form once all fields have been filled in.

8. Click on the URL to visit your new workspace.

*Partners and members of Dgroups are entitled to setup their own Dgroups “skins” to customize the look of their online workspace. See section 12a in this manual for details on how to setup a new custom skin.*

9. Adding Participants:

3. Click on the link to visit your new Dgroup

4. Click on the “Participants” link (which may be labelled differently depending on the skin)

5. Click on the “Add Participant” link

6. Enter the email address of the participant you want to add
   a. If the participant already has a Dgroups profile you cannot change any of his/her information.
   b. If the participant does not have a Dgroups profile already, you must enter “First Name”, “Last Name”, “Password” and “Verify Password” (the individual can change his/her password later)

7. If you want the new participant to have admin rights for your group, check the box next to the “Admin” field

**Administration rights grant a user the ability to add or delete members from a group, and edit or delete any resources from a group.**

8. By default an automatic welcome message is sent to the participant. Prior to adding people, you should inform participants that they will receive this message as it contains their login details. If you do not want to send a welcome message, select “no”.

9. Click on “Submit” to add the new participant.

10. Repeat steps a-g to add more participants.

** Each time you add a new participant, his/her profile should appear in the list of participants in the “Participants” section of your Dgroup.

10. Add some of the other workshop participants to your Dgroup. Visit some other groups and explore some of the features of Dgroups as a user.
6. Administration Features of Dgroups

a. Modifying Your Dgroup Configuration Settings

Once your Dgroup is created, it is possible to modify basic parameters. To edit your Dgroup:

1. Log in to the Dgroups admin interface at www.dgroups.org/admin/. You will need to enter your username and password combination into the log in screen on this page.

Once you log in, you should see a listing of various groups for which you are a member or administrator.

2. Click the link to the Dgroup for which you are an administrator. This logs you into the page with the HTML form containing the details of your Dgroup.

The system lets you know that you are in the editing mode by displaying an alert to this effect at the top of the workspace form.

3. Change the introductory text and posting privileges on your site.
You will receive a message confirming that your editing has been successful and the changes have been updated. The Dgroups system will also offer a link back to the admin interface for carrying on with other tasks you may have in mind.

4. After editing details of your group, visit the workspace to view the changes that you made. Invite others to visit your site and post messages using the new posting privileges rule.

b. Managing Users

(i) Adding Users

1. Log in to the Dgroups admin interface at www.dgroups.org/admin/

2. Once logged in, click on the link to the dgroup for which you are an administrator. This will take you further into the admin interface for your dgroup.

3. Click again on the link titled "[group name] participants" at the top left hand corner of this page.

   ![Dgroup Path: Current Skin: Long Name: Short Name:]

   This brings you to the page where current participants in the group are listed.

4. Click on the "Add Participant" link on the right hand side of this page.

   ![Add Participant: Delete Participants: Date:]

5. Type in the email address of the user in the text box that appears on the new page and then click on the button labelled "Next".

If the user you are adding is already a member of the Dgroups system, the next page that appears will show a HTML input form with all the user details pre-filled.

6. At the bottom of this input form, you will find a check box titled **Permissions** for giving administrator rights to the user you are adding. It is unchecked by default. If you wish to make the added user an administrator, check this box, otherwise leave the box unchecked to denote that this is a regular user.

7. Below the checkbox is the option to send a welcome message to the user saying they have been added to your dgroup. Check the button that says "yes". This helps to prepare new users for the messages that they will receive from your dgroup.

8. Click on the "Submit" button. This brings up the confirmation page that says the user has been successfully added to your dgroup.

9. Clicking on the link titled "return" takes you back to the page listing the participants, where you can see the new user you just added.
(ii) Removing Users

Users can remove themselves from your dgroup, or you can also do this.

1. As always, log in to the Dgroups admin interface at www.dgroups.org/admin/. If you are already logged in, click your way through to the page listing the participants of your dgroup.

2. Click on the **Delete Participants** link on the right hand side of this page.

   ![Delete Participants Button]

   This brings up a page displaying the names and email addresses of the dgroup’s participants in a list.

3. Select the user you want to delete and hit the delete button below the list.

   ![Select Participant to Delete]

   The Dgroups system returns a confirmation page notifying you that the removal was successful.

4. Click on the link titled **here** to return once again to the participants page.
The participants page now reflects the removal of the user from the dgroup - the user's name cannot be seen anymore. The person’s profile will remain in the Dgroups system, but is no longer linked to your group.

(iii) Adding Additional Administrators

There are at least three situations in which it would make sense for a Dgroups to have more than one administrator:

- The organisation that initiates a dgroup (the lead organisation) may not have the skills or the time to perform the administrative tasks and may like to give this to another group.

- Many organisations may join to start one dgroup in partnership and may each like to have their representative as an administrator for the group.

- The sheer volume of discussion on a successful dgroup may necessitate having more than an administrator for that group.

If you would like to grant administrator rights to an existing member of your Dgroup:

1. While being logged into your dgroup, visit the Participants section.

2. Click on the participant for which you would like to grant administrator rights and click Edit Profile on the top left.

3. Check the checkbox under Permissions titled Admin, then click Submit.

NOTE: To protect the privacy rights of participants, you cannot edit profile information (i.e. the text Edit Profile is misleading), you can only edit administration rights setting.
c. Managing Resources

Dgroups provides capabilities to add, edit, delete and categorize resources. There are three types of resources which Dgroups handles: documents, links, and news. Once your resource is added, it will appear at the top in the Recent Resource section on the homepage of your Dgroup.

Who can ADD resources?
- As the administrator, you can always add resources.
- Members of your Dgroup can also add resources.
- Non-members of your group cannot add resources if you had specified “Only people I authorize” to the configuration setting “Who can contribute to this workspace?” Non-members can add resources if you had specified “Anybody” to the configuration setting. However, non-members must be logged into the Dgroups system (i.e. they must be a member of at least a Dgroup) before making a contribution.

Who can EDIT resources?
- As the administrator, you can edit any resource (after editing a resource, the original submitter’s name will remain associated with the resource).
- Members and non-members of your Dgroup can only edit the resources that they had previously submitted.

Who can DELETE resources?
- As the administrator, you can delete any resource.
- Members and non-members of your Dgroup can only delete the resources that they had previously submitted.

** A user is always required to have a Dgroups profile to add/edit/delete resources.

(i) DOCUMENTS: Documents of any type can be uploaded and shared as part of your Dgroup. We recommend that you upload files that are in common or accessible file formats. Dgroups also provides the ability to view documents in proprietary formats online if the user does not have the correct program to view the file.

ADDING Documents:
1. Log in to the dgroup to which you want to add a document by entering your username and password details in the login screen.

2. On entering the dgroup, look for the "Add Document" link in the "Recent Resources" section:

![Add Document](image)

Clicking on this link brings up the form for adding documents:

![Add Document Form](image)

- **Title**: Enter a title for the document that you are adding.
- **Description**: Briefly describe the document and its contents for the benefit of other group members.
- **Filename**: Click on the button next to this field, locate the document on your computer, select it, click on Open.
- **URL**: If there is a URL where the document can also be found or a URL related to the document, provide it here.
- **Language**: The language of the document.
- **Display user name with resource**: Whether or not the submitter’s name will appear with the listing of the resource.
- **Send notification to the group members**: This option appears when ‘Allow members to announce new resources’ is checked in your Dgroups basic settings. If ‘Yes’ is chosen here, then the members of the group will receive a notification that a new document has been added. This notification also includes explanation of how to access this document via email (no need to visit the web interface).

3. Fill out the online form and click on “Submit” to add the document.

**EDITING Documents:**

1. Log in to the dgroup in which you would like to edit a resource by entering your username and password details in the login screen.

2. Click to locate the resource whose details you wish to edit, look for the "edit" link in the resource’s title bar on the top right.
Clicking on this link brings up the form for editing documents:

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>The title for the document.</td>
</tr>
<tr>
<td>Description</td>
<td>Briefly describe the document and its contents for the benefit of other group members.</td>
</tr>
<tr>
<td>Filename</td>
<td>Here you can replace the previously uploaded document.</td>
</tr>
<tr>
<td>URL</td>
<td>If there is a URL where the document can also be found or a URL related to the document, provide it here.</td>
</tr>
<tr>
<td>Language</td>
<td>The language of the document.</td>
</tr>
<tr>
<td>Display user name with resource</td>
<td>Whether or not the submitter's name will appear with the listing of the resource.</td>
</tr>
<tr>
<td>Move To</td>
<td>Here you can change the category for the document.</td>
</tr>
</tbody>
</table>

3. Click on the “submit” button to finish editing the document.

DELETING Documents:

1. Log in to the dgroup in which you would like to delete a resource by entering your username and password details in the login screen.

2. Click to locate the resource whose details you wish to delete, look for the “delete” link in the resource’s title bar on the top right.

3. You will then be prompted to confirm your deletion before the deletion occurs.

(ii) LINKS: Web links or URLs to resources available online.

ADDING Links:

1. Log in to the dgroup to which you want to add a link by entering your username and password details in the login screen.

2. On entering the dgroup, look for the "Add Link" link in the "Recent Resources" section:
Clicking on this link brings up the form for adding links:

![Add Link Form](image)

- **Title**: Enter a title for the link that you are adding.
- **Description**: Briefly describe the link and its contents for the benefit of other group members.
- **URL**: The link of interest to the group and/or relevant to the discussion.
- **Language**: The language of the URL’s content.
- **Display user name with resource**: Whether or not the submitter’s name will appear with the listing of the resource.
- **Send notification to the group members**: This option appears when ‘Allow members to announce new resources’ is checked in your Dgroups basic settings. If ‘Yes’ is chosen here, then the members of the group will receive a notification that a new link has been added.

3. Fill out the online form and click on “Submit” to add the link.

**EDITING Links:**

1. Log in to the dgroup in which you would like to edit a resource by entering your username and password details in the login screen.

2. Click to locate the resource whose details you wish to edit, look for the "edit” link in the resource’s title bar on the top right.

Clicking on this link brings up the form for editing links:
3. Click on the "submit" button to finish editing the links.

DELETING Links:

1. Log in to the dgroup in which you would like to delete a resource by entering your username and password details in the login screen.

2. Click to locate the resource whose details you wish to delete, look for the "delete" link in the resource's title bar on the top right.

3. You will then be prompted to confirm your deletion before the deletion occurs.

(iii) NEWS: Bits of significant news relevant to your discussion.

ADDING News:

1. Log in to the dgroup to which you want to add a news item by entering your username and password details in the login screen.

2. On entering the dgroup, look for the "Add News" link in the "Recent Resources" section:

Clicking on this link brings up the form for adding news:
### Add News

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Enter a title for the news item that you are adding.</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
<td>Briefly describe the news item for the benefit of other group members.</td>
</tr>
<tr>
<td><strong>Image:</strong></td>
<td>If there is an image associated with the news item, click on the “Browse…” button next to this field, locate the image on your computer, select it, click on Open.</td>
</tr>
<tr>
<td><strong>Link:</strong></td>
<td>If a link (URL) exists for the news item, specify it here.</td>
</tr>
<tr>
<td><strong>News Source:</strong></td>
<td>If an official news source is known, specify it here.</td>
</tr>
<tr>
<td><strong>Language:</strong></td>
<td>The language of the news item.</td>
</tr>
<tr>
<td><strong>Display user name with resource:</strong></td>
<td>Whether or not the submitter’s name will appear with the listing of the resource.</td>
</tr>
<tr>
<td><strong>Send notification to the group:</strong></td>
<td>This option appears when ‘Allow members to announce new resources’ is checked in your Dgroups basic settings. If ‘Yes’ is chosen here, then the members of the group will receive a notification that a new news item has been added.</td>
</tr>
<tr>
<td><strong>Submit</strong></td>
<td></td>
</tr>
</tbody>
</table>

3. Fill out the online form and click on “Submit” to add the news.

**EDITING News:**

1. Log in to the dgroup in which you would like to edit a resource by entering your username and password details in the login screen.

2. Click to locate the resource whose details you wish to edit, look for the “edit” link in the resource’s title bar on the top right.

Clicking on this link brings up the form for editing news:
3. Click on the “submit” button to finish editing the news.

DELETING News:

1. Log in to the dgroup in which you would like to delete a resource by entering your username and password details in the login screen.

2. Click to locate the resource whose details you wish to delete, look for the "delete" link in the resource’s title bar on the top right.

3. You will then be prompted to confirm your deletion before the deletion occurs.

d. Categories

1. Log in to the Dgroups admin interface at www.dgroups.org/admin/ (only the admins can manipulate categories).

2. Once logged in, click on the link to the dgroup for which you are an administrator. This will take you further into the admin interface for your dgroup.

3. Click again on the link titled "[group name] Resources" under the Subsections heading of the left menu bar.
On the following screen, you will find a listing of existing subcategories as well as resources previously added to your Dgroup.

**To Add a Category:**

Like your files on your computer, you can create folders (categories) within other folders (categories) or at the top-level. It is possible to do the same within your Dgroup to better categorize your Dgroup’s resources.

4. In the screen where you are viewing existing subcategories and resources, view the category in which you would like to add a new category. You can know which category you are viewing by reading the top navigational aide.

Example:

```
ADACore > ADACore Resources > Category 1 > Category 1.1
```

The format is [Dgroup Name] > [Dgroup Name] Resources > Category Name > Category Name > ... etc.

So, from the above image it is known that you are within the ‘Category 1 1’ category.

5. Once you are viewing the category in which you would like to add a new category, click on [ add ] under ‘Subsections: Categories:’

You will be presented with the ‘Add New Category’ form:
Add New Category as a subcategory of AID/

1. Category Setup

   Category Name:  
   Category Text:  

   Note: If your dgroup supports more than 1 language, then you will have the ability to enter the category name and description for each language.

   Category Name: Enter a clear but short name for the category.
   Category Text: If you feel a description of the category is necessary, enter it here.

2. Information Associated with Category: (optional)

   Enable Comments: 
   Resources: 

   Resources: Here you can select which types of resources you wish this category to contain (it is a good idea to select all types).

   6. Fill out the form, and click on “Submit” to add the new category.

To Edit a Category:

1. While viewing the category you wish to edit (see description on how to locate a category at the beginning of the section on ‘How to Add a Category’, click on [edit] under ‘Subsections: Categories:’

You will be presented with the ‘Edit Category Details’ form:
ITrain – Facilitation for Dgroups Administrators

2. Modify the information in the form, and click on “Submit” to make the changes.

**To Delete a Category:**

1. While viewing the category you wish to delete (see description on how to locate a category at the beginning of the section on ‘How to Add a Category’), click on [ delete ] under `Subsections: Categories`:

2. You will then be prompted to confirm not only the deletion of the category, but of all resources contained within the category as well. **Be careful!** Remember to change the location of the resources contained within it before deleting a category. This can be done by editing the resource details (as previously described).

**To move content from one category to another:**

1. Click on the resource you want to move.

2. Click “edit”.

3. For the “Move To” field, select the new category to which you want to move the resource, and click on "submit".

**e. Calendar**
**Viewing**: In the Calendar application, you can view events in the month view or you can view a listing of upcoming events.

**Month view**: This is the default view. You can also attain this view by clicking on ‘Show Calendar’ in the top calendar menu.

![Calendar](image)

**Upcoming Events**: You can attain this view by clicking ‘Upcoming Events’ in the top calendar menu.

<table>
<thead>
<tr>
<th>Event Title</th>
<th>Starts</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Source Conference, Cape Town (Jan 2004)</td>
<td>Jan 12, 2004</td>
<td>Dates: Jan Venue: Th Cape Town</td>
</tr>
<tr>
<td>ICT Roundtable Workshop: Agricultural Sector, Mali</td>
<td>Jan 12, 2004</td>
<td>Ségou</td>
</tr>
</tbody>
</table>

Clicking on the event titles in either view brings you to a listing of the full event details:

**Event**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Connectivity Africa Steering Committee Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Dec 8, 2003</td>
</tr>
<tr>
<td>Location:</td>
<td>Hotel</td>
</tr>
<tr>
<td>Country:</td>
<td>Switzerland</td>
</tr>
<tr>
<td>Type:</td>
<td>Workshop (private)</td>
</tr>
<tr>
<td>Topic:</td>
<td>Information, Knowledge and Communication</td>
</tr>
<tr>
<td>Contact Info:</td>
<td>Steve Song</td>
</tr>
<tr>
<td>Description:</td>
<td>Steve Song. <a href="mailto:ssong@idrc.ca">ssong@idrc.ca</a>.</td>
</tr>
</tbody>
</table>

**Adding an Event to the Calendar**:

To add an event, simply click ‘Add an Event’ from the top calendar menu.
**Edit an Event**

*Field labels in red denote a required field.*

- **Event Title:** A short title for your event.
- **Event Type:** Choose a type for your event.
- **Event Topic:** Choose a topic for your event.
- **Location:** Briefly describe the location of the event.
- **Country:** Choose the country for your event.
- **Region:** Choose the region for your event.
- **Start and End Date:** Specify the start and end date for your event.
- **Cost:** If there is a fee for your event, specify it here.
- **Contact:** Specify who the interested participants should contact for more information.
- **URL:** Specify the URL of your event if it is available.
- **Organizer:** This could be a group, organisation or individual responsible for organising the event.
- **Description:** This should give sufficient detail for the potential participants to know the nature of your event.

### Editing a Calendar Event

Unfortunately, only users who originally entered the calendar event can edit it (the event description will indicate who entered the event). Dgroup administrators cannot edit an event not originally entered by themselves.

While viewing an event which you originally entered, an ‘Edit’ button will appear at the bottom of the page. Click it and see the same form as you used for adding the event, but with your past information available in the editable fields. Edit your information and click ‘Save’.

### Deleting a Calendar Event

Only users who originally entered the calendar event can delete it.
While viewing an event you originally entered, a ‘Delete’ button will appear at the bottom of the page. Click “delete” and confirm your deletion.
7. Mailing Lists

At the core of every Dgroup is a mailing list. Dgroups currently uses the Lyris mailing list software.

Listname is the "shortname" of your Dgroup (for example, the mailing list dg-trainers would have a Dgroup located at www.dgroups.org/groups/dg-trainers and a mailing list of dg-trainers@dgroups.org)

a. Subscriber list settings

Dgroups participants can modify their email settings so that they (a) receive messages as they are posted to the list; (b) receive a daily digest of all messages sent to the list over a day; (c) do not receive any messages sent to the list, but remain a member of the list. To modify email settings:

A participant should send an email message to lyris@dgroups.org from his/her own email account, with the following in the body of the message:

To receive a daily digest (receive all the daily messages in one email):

Send an email to lyris@dgroups.org with
set listname digest

in the body of your message (replace 'listname' by the name of your mailing list).

To receive a daily MIME digest (receive all the daily messages in one email in MIME format in which each message is received as an attachment to the email):

Send an email to lyris@dgroups.org with
set listname mime digest

in the body of your message (replace 'listname' by the name of your mailing list).

To receive a daily index (receive a daily index of the subject lines of the messages of the day -- you can then request specific messages or view them in the Dgroups messages interface):

Send an email to lyris@dgroups.org with
set listname index

in the body of your message (replace 'listname' by the name of your mailing list).

To receive no mail from a Dgroups list (don't receive list contributions to your email address -- you can view messages with the Dgroups messages interface):

Send an email to lyris@dgroups.org with
set listname nomail
in the body of your message (replace 'listname' by the name of your mailing list).

To receive all messages from a Dgroup list as they are contributed (which is the default setting for all lists):

Send an email to lyris@dgroups.org with
set listname mail
in the body of your message (replace 'listname' by the name of your mailing list).

To received a summary of your list settings, send an email to lyris@dgroups.org with
Query listname
in the body of your message (replace 'listname' by the name of your mailing list).

To search messages, send an email to lyris@dgroups.org with
Search listname keyword(s)
in the body of your message (replace 'listname' by the name of your mailing list, and 'keyword(s)' with the words for which you want to search).

For a full list of email commands, visit http://www.lyris.com/help

b. List moderation settings

This section will help you to change mailing list settings so that you can moderate list messages.

NOTE: Do not modify any other list settings, as this might prevent the mailing list from operating properly.

1. Go to your Dgroup main page, and login (you must have administrator rights to the group).

2. Next to the “Recent Messages to listname” there is a link for Options. Click on the Options link, which opens a new window (see picture below) for the Lyris mailing list management. (If you do not see the options link, you are not logged in with an account that has administrator rights to that group).
3. Click on the “Click here to enter listname” button.

4. Click on the “List Admin” button.

5. Click on the “List Info” button, which will display a long form for modifying the mailing list settings. Scroll down to the section “Posting Privileges and Moderation” – see picture below. **Note: do not modify any other settings on this page, as the list may not function properly.**

<table>
<thead>
<tr>
<th>Posting Privileges and Moderation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admin Send:</strong></td>
</tr>
<tr>
<td>No, normal members are also allowed to contribute</td>
</tr>
<tr>
<td>Only Admins can send mail to the list</td>
</tr>
<tr>
<td><strong>Password Required:</strong></td>
</tr>
<tr>
<td>no, password is not required in the message body (default)</td>
</tr>
<tr>
<td>Should postings require that the sender include their member password in the message body?</td>
</tr>
<tr>
<td><strong>Moderated:</strong></td>
</tr>
<tr>
<td>not moderated - messages never need approval</td>
</tr>
<tr>
<td>How is this list moderated?</td>
</tr>
<tr>
<td><strong>Approve #:</strong></td>
</tr>
<tr>
<td>0 - no approvals needed</td>
</tr>
<tr>
<td>If member moderated, how many approvals before can post unapproved? This sets the number of approvals needed for each new member who joins</td>
</tr>
</tbody>
</table>

6. In the “Posting Privileges and Moderation” section you can modify the following features:

**Admin Send:** When set to yes, only List Administrators are allowed to contribute messages to the mailing list. Any member who attempts to contribute a message will have their contribution automatically rejected. The Admin Send feature is useful for announcement type mailing lists, where a select group is allowed to post to the list, but where all other members should not be allowed to post to the list.
**Password Required:** This option determines whether list postings contributed by email require the sender to put their personal password in the message body. If certain members do not have passwords, this option will not have any effect on their ability to post messages to the list. Passwords will not be required of them for their mail to be distributed to the list. Passwords will only be required for members who have passwords. If you want all members to have passwords, and for their passwords to be required in all list postings, you should also set "Require Password" to be true. "Require Password" (as distinct from "Password Required") requires that all members have passwords. The "Password Required" setting is found in the "Security for Subscribers" section of the List Configuration settings.

**Moderated:** *Not moderated* means that message contributions from mailing list members will be automatically approved and be automatically distributed to the mailing list. *All messages* means that message contributions from mailing list members will be held for approval by a list administrator before being distributed to the mailing list. *Number of messages* means that new members must have their first few message contributions approved. Thereafter, they will be able to contribute messages without needing approval. The number of approvals new members need, is set by the next field *Approve #*. If the *Moderated* setting is changed to *number of messages* after the list is created and people have joined, only the members who join after the change will be subjected to *number of messages* moderating. The pre-existing members will be considered as having passed their initial approval requirements. If the *Moderated* setting is changed from *number of messages* to another setting, the new setting will apply and members who still had a number of messages to be approved will instead be held to the new *Moderated* setting.

**Approve #:** If the *Moderated* setting is for *number of messages*, defines the number of message contributions that new members need to have approved before they can contribute without being held for approval. If the *Moderated* setting is not set for *number of messages* this field has no effect.

7. Modify the “Moderated” mailing list setting to “All Messages”.

8. Invite other participants to send a message to your group.

c. **Moderating messages online**

1. Go to your Dgroup main page, and login (you must have administrator rights to the group).

2. Next to the “Recent Messages to listname” are links for New Message and Options. Click on the Options link, which opens a new window for the Lyris mailing list management. (if you do not see the options link, you are not logged in with an account that has administrator rights to that group).

3. Click on the “Click here to enter listname” button.

4. Click on the “List Admin” button.

5. Click on the “Moderate” button.

A list of any messages requiring moderation will appear on the page.
6. Select a message from the list, and click on “View Message” to read the message. You can edit the message by clicking on the “Edit Message” button (WARNING: if you edit the message, do not change any of the characters in the “Header” section as this will cause an error).

7. Click on either “Approve” or “Reject”.

d. Dealing with SPAM

KEVIN TO PROVIDE TEXT HERE...

For further help using the Lyris mailing list software, please visit http://www.lyris.com/lm_help/5.0/

NOTE: By default all Dgroups have a mailing list limit of 200KB. This means that any message larger than 200KB will be automatically rejected and returned to the original sender.
8. The Proposed Dgroups Support System

Proposed Dgroups Technical Support Structure

1. Who is requesting support?

Visitors/Browsers: These are infrequent visitors to the Dgroups system who are not members of any workspaces, but are visiting for any number of reasons (ex: may want to know more about the Dgroups platform itself, may view/participate in open workspaces, etc.)

Participants/Users: These are workspace members, those who interact with the system in a regular non-administrative role.

Administrators: These are the individuals who administrate one or more workspaces. They have the responsibility to ensure the proper functionality and effective use of their responsible workspace(s).

Champions and Head-Creators: These are Dgroups “champions” from partner or member organizations and head-creators who are the principle workspace creators and technical contact persons, there is one such designated person at each partner and member organisation. Creators in general are responsible for the proper functionality and effective use of the workspaces which they have created, but the head-creator is responsible for handling of problems/questions from the additional creators (sub-creators) belonging to their organisations.

Sub-Creators: These are additional creators within partner or member organisations who are responsible for the proper functionality and effective use of the workspaces which they have created.

2. Who is providing support?

Participants: (as described above) Participants can provide support to each other (such as through the Users List – described below).

Administrators: (as described above). Note: whenever a group is created, the administrator is automatically subscribed to an administrator's list, which is currently used as a broadcast list for technical announcements.

Champions/Head-Creators: (as described above)

Sub-Creators: (as described above)

Bellanet Technical Team: These are individuals responsible for Dgroups general technical support. They are responsible for: bugs in the Dgroups internal system or...
one of its components (Lyris, skins, calendar, etc.); new feature development; skin development.

**Project Coordinators**: Introduce new partners/members to the system and coordinate governance activities.

### 3. What are the different types of support requests?

**Common “how-to” or basic questions**, those that could be answered by seeking the documentation/knowledge base (as described below).

a) Technical  
b) Non-technical

**System errors or abnormalities**:

a) Urgent, defined as:
   - Server failure  
   - Whole site unobtainable  
   - An essential page (such as the home page) being unobtainable  
   - Core modules/functionality not working for ALL workspaces: unable to send/receive messages through the Lyris Mailing List Manager; unable to add/edit/delete documents/links/news; unable to add/edit/delete calendar items; unable to add/edit/delete participants; unable to create workspaces

b) Non-urgent, defined as:
   - Errors on a page  
   - Individual pages unobtainable

**Feature requests**, either a request for a new feature or request for a modification to an existing feature.

**Skin requests**, either a request for a new skin or request for a modification to an existing skin.

### 4. What are the tools and means for support?

**Documentation/Knowledge Base**: This is the FAQ, training materials, help manuals, administrators list archives, etc. This should all be found linked from one central help location. A knowledge base could be developed as more problem/solution combinations are documented.

**Peer Support Lists**:  
Three such lists were identified to be used by those requesting support and building their knowledge of Dgroups. They are to be forums where users can learn from their peers, and use the list archives as an easily searchable knowledge base. The 2 lists are:

**Administrators Lists (one for each of English, French, Spanish, Portuguese)**:  
This is to be used primarily by Administrators. Ideally Creators/Champions, Tech Team, and Project Coordinators would also be on this list (see Fig 1) in the **language of their choice**. Creators/Champions, Tech Team, and Project Coordinators may or may not respond to questions posted on this list.
Partners List: This is to be used by Creators/Champions. Tech Team and Project Coordinators are also on this list (see Fig 1). Tech Team and Project Coordinators may or may not respond to support questions posted on this list.

Request Tracker (RT): This is a task management system used to report bugs, feature requests and skin requests by the Creators/Champions, Tech Team and Project Coordinators. Requests for support enter the system by sending an email to support@dgroups.org or by entering them into the web interface (http://support.dgroups.org). Creators/Champions, Tech Team, and the Project Coordinators interact with this system.

Initially, prioritization and assignment of tasks within the system is done on a weekly basis by the Dgroups Technical Team for a trial period of 6 weeks until more clear prioritization criteria can be established.

5. Who should provide what type of support to what type of user?

To initially generalize these scenarios, the common flow of a question is from Participant to Administrator, from Administrator to Sub-Creator, from Sub-Creator to Head-Creator/Champion, then from Creator/Champion to Tech Team and/or Project Coordinators.

A response time of 2 days (excluding weekends/holidays) for Administrators, Creators/Champions is suggested when responding to individual questions from Participants/Users (response by Administrators) and Administrators (response by Creators (Head or Sub)/Champions). Response to requests posted in the task queuing system (Request Tracker) is based on the urgency. If urgent (based on stated criteria), then response should be within 1 day otherwise response is dependent of amount of time available for support in the given month.

This section attempts to go through all scenarios based on what was identified in sections 1-4.
6.1 Common “how-to” or basic questions
The following applies for both technical and non-technical questions:

**System errors or abnormalities**

### 6.1 Non-Urgent
The scenario is the same as that in 5.1.

**Urgent**

**Requester:** Visitor
The is the same as that presented for the Visitor requester in 5.1 with the assumption that visitors will not always be able to discern an urgent from a non-urgent system error or abnormality due to their level of familiarity with the system.

**Requester:** Participant, Administrator, Sub-Creator, Champion/Head-Creator
6.2 Feature requests

**Requester:** Visitor
It is assumed that Visitors are not familiar enough with the system to be in a situation to request a feature they believe is missing, so this case is not handled.

**Requester:** Participant, Administrator, Creator/Champion

6.3 Skin requests

**Requester:** Visitors, Participants, and Administrators
These users are unable to request skins or modifications to skins, so these cases are not handled.
**Requester:** Sub-Creators, Champions/Head-Creators

These cases will be handled based on the assigned “quota” for requesting partner or member organizations, and the urgency of the problem.
Using Request Tracker

Dgroups uses a request tracker software to track any problems or requests for change with Dgroups. Any issues should be reported using the Request Tracker (RT) tool, which can be found at: http://support.dgroups.org/

1. What is Request Tracker?

Request Tracker is the system that Dgroups has adopted to manage support requests. A support request, as Dgroups define it, can be one of four things:

   a. Reporting an urgent or non-urgent system error or abnormality.

   b. Question, either about how the Dgroups system works, Dgroups features, or questions about list facilitation, or just a general Dgroups-related question.

   c. New Dgroups feature/functionality request.

   d. Skin request, either for a new skin or a modification to an existing skin.

2. Who can use RT? Where is RT?

Two individuals from each Dgroups partner and member organisations, the Dgroups "champion" and "head-creator" (see section above) are granted the rights to use Request Tracker.

Dgroups Support Request Tracker is located at http://support.dgroups.org. From there, enter your username and password that was given to you.

You can also supply information to the system through email (more information in How do I make a support request through the Request Tracker system?). The email address of Dgroups Support Request Tracker is support@dgroups.org

3. How do I make a support request through the Request Tracker system?

Making a support request in RT equates to creating a "ticket". There are 2 ways to submit a support request: You can create a ticket via the Web interface or sending a message to support@dgroups.org.

3.1 Submitting a Support Request Through the Web Interface

After you login, click on "New ticket in". The next page will be the "Create a new ticket" page (see pic 1)
In this screen, input the following information:

**Requesters**  This is yourself by default, you are the individual making the request. If you are making this request on behalf of yourself and someone else, enter their email address here as well.

**Cc**  As with an email, these are the individuals who are interested in following how the support request progresses. These individuals will receive updated information as it is added until the request is fully handled.

**Admin Cc**  Enter nothing here -- these are the individuals who have administrative rights and who are also following the progress of the request.

**Subject**  A short description of your request.
Request Type

You need to choose ONE type from the following choices:

1. **non-urgent error**: Non-urgent system error or abnormality:
   - errors on a page
   - individual pages unobtainable

2. **urgent error**: Urgent system error or abnormality:
   - server failure
   - whole site unobtainable
   - an essential page (such as the home page) being unobtainable
   - core modules/functionality not working for ALL workspaces: unable to send/receive messages through the Lyris Mailing List Manager; unable to add/edit/delete documents/links/news; unable to add/edit/delete calendar items; unable to add/edit/delete participants; unable to create workspaces

3. **general question**: Technical and non-technical general or how-to questions which are not answered in the Dgroups documentation.

4. **skin request**: Either a request for a new skin or a request for a modification to an existing skin.

5. **feature request**: Either a request for a new feature or a request for a modification to an existing feature.

Attach file

If you feel it would be useful to attach a file (such as a screen capture of how you see the error), please do so here.

Describe the issue below

Provide us with sufficient detail to respond to your request. In the case that it is either a non-urgent or urgent error, please additional supply the following 5 pieces of information:

1. the date and time you encountered the error (so that the error log can be consulted)
2. the URL of the page you were visiting when you encountered the error
3. what action you took which caused the error
4. if you inputted any form values, please list the fields and the values
5. what operating system and web browser are you using

After filling in above information, click on the "Create" button to submit the request.

### 3.2 Submitting a Support Request Through Email

You can also create a ticket by sending a message to support@dgroups.org. This is very similar to supplying the same information through the web interface. The only disadvantage here is that you cannot supply your Request Type. Note that the RT system only receive requests via email from authorized RT users. Message sent from non-authorized user will be rejected.

### 3.3 Received Request (through web interface or email)

Once RT system receives your request (either through the web interface or through email, the system will send a confirmation to the requester(s) (yourself and any other email addresses you entered) which contains a ticket number and content of that ticket. Requester should keep the confirmation message for future reference. Once a ticket is created, Dgroups support team will receive a notification of the
ticket, and then an owner of the ticket will be assigned. The owner is the person responsible for resolving the problem.

3. How can I search for and view an existing ticket?

Once you are logged into RT, you will see "RT at a glance" screen (see pic 2). Click on "Dgroups" under "Quick Search".

(Pic 2)

It will lead you to next screen where it lists all tickets sorted by ticket number (see pic 3) under "Dgroup".
If you are not searching for a specific ticket (based on its number), you can search for a ticket under "Refine search". The search can be based on ticket owner, email address, subject, priority, attachment, status, and Request Type.

4. How can I add additional information to a ticket after it has been created?

You can add additional information by replying to a ticket. When viewing the ticket, click "Reply" in the upper right of the page. To quote the text of an existing reply, click Reply to an existing reply, from within the ticket's History. After the reply is submitted, the Requester(s) and Dgroups support team will get a copy of that reply via email. You can also reply to a ticket by email, find out the confirmation message you got when you create the ticket, reply that message and it will be displayed under "reply" section in RT web interface.

5. Can I delete a ticket?

Once a ticket is created, you can not delete it. If you want to provide a notification that the problem/question is now resolved, then provide a reply to the ticket.
9. Getting the discussions started

**OBJECTIVES:** Composing effective welcome & introductory messages to get your group discussions started.

To be prepared to start a new discussion group, it’s recommended that you compose a few introductory messages to send once everyone is subscribed.

**Exercise: Composing initial messages**

Compose a welcome message to get the discussion started in your group. Indicate the general focus or purpose of the discussion, objectives and any intended outcomes, when the discussions will start, and how to join the discussions, etc. Include instructions on how to use the website and list (note that the reply-to function addresses messages to the list when someone hits reply to a message), any ground rules for the list, and who to contact with any questions. Depending on the size of the group, you could get the discussion going by inviting participants to introduce themselves, and starting with some basic issues for the group to discuss.

Introduce the following key points (which would be recorded on flip charts) to consider when using email for online discussions:

1. Messages should be short and to the point;
2. Avoid the use of jargon, use simple clear language and terms;
3. Be open-ended with questions and inclusive of all participants as much as possible;
4. Start things out very simply, avoiding more in-depth discussion topics in the beginning;
5. Know your group – invite contributions on topics of common value and interest to everyone.

Invite participants to suggest other key points.

Ask participants to partner with someone they don’t know, or haven’t worked with yet. Ask each group to compose a brief welcome message, with a discussion starter.

Bring the whole group back together, and ask 1 representative from each group to share their messages. Invite questions from the rest of the group for more details about the discussions (is there any additional information that would be useful to have?)

**Outcomes:**

1. Participants should be able to bring people together within the Dgroup, and initiate new discussions for the Dgroup they have just setup.
10. Facilitating Discussions
OBJECTIVES: Clarify the role of a facilitator and begin to develop the skills necessary for effective facilitation.

One of the most important factors for the success of a community is the strength of its leadership. Effective facilitators, or community coordinators, are able to dedicate a significant portion of their time and expertise in performing a number of key functions.

A facilitator helps a group function effectively by playing these key roles:

- Clarifies and reinforces the purpose of the community.
- Keeps the discussion focused.
- Ensures that everyone has a chance to participate.
- Helps to ensure understanding.
- Is an impartial participant in discussions.

Key Skills: Explain that there are four key skills that are needed by a facilitator whether working face-to-face or online. Write down the four skills on a white board or flip chart:
- asking questions
- paraphrasing
- summarizing
- encouraging participation

Asking Questions:
The facilitator asks open-ended, clarifying and, occasionally, closed questions to expand the understanding of the situation. Open-ended questions usually begin with "what", "how", "when", "where" and are posed in a way in which the person responding cannot answer "yes" or "no", but must expand the base of information. Clarifying questions are posed in order for the facilitator to become more clear about the situation and often begin with "which", "why", "do you mean to say..." etc. Closed questions can be answered with a "yes" or "no" and are asked to get specific information.
Paraphrasing: The facilitator uses her/his own words to reflect what the speaker is saying and how the speaker is feeling. The purpose of paraphrasing is to determine if the facilitator understands what the speaker is trying to get across, and also, the affective (emotional) aspect of what is being shared. This gives the speaker the opportunity to acknowledge the facilitator's understanding, or to correct it. This skill is extremely useful when clarifying and understanding a situation.

Summarizing: The facilitator, when appropriate during the conversation, describes the key elements or details of the conversation up to that point. The purpose of summarizing is to end one phase of the conversation and either terminate or move on to the next phase. Summarizing is valuable in controlling the pace and amount of time spent listening and conversing.

Encouraging: The facilitator, through feedback and comments, encourages the speaker to say more about the situation. When encouraging another to contribute the facilitator should be aware not to make positive comments about a response, so as to remain impartial to the group.
**Exercise – Strengthening Key Facilitation Skills**

Practice using the facilitation skills by asking questions, paraphrasing, summarizing and using encouraging behaviours while a story is being told. What do you notice about using the skills? What does it take to do it well?

**Asking Questions:**

Do some quick drills to help the participants get used to using these skills. Tell the group a personal story, one from your childhood or an important event in your life – stop at various points to ask someone to paraphrase. Then, pause somewhere in the middle of the story to get open-ended questions from the group and answer them. Then ask someone to summarize the story thus far.

Next, continue the story, and ask each participant to use encouraging behaviours while you’re speaking. Then stop again and ask for a summary. Ask what they’re noticing about using paraphrasing. What does it take to do it well? What about open-ended questions, what impact did those questions have on the situation? What did you notice about summarizing?

**Paraphrasing:**

**Summarizing:**

**Encouraging:**

**Outcomes:**
1. Participants should have a good understanding of the 4 key skills described in this section, and how to apply them to support online discussions.
**Exercise: Practicing Key Facilitation Skills**

**Task:** Reach consensus on a plan for a dinner party in 10 minutes.

**Role of Facilitator:** Use the skills of open-ended questions, paraphrasing and summarizing as well as other techniques to get the group to reach consensus on a plan for a dinner party. (Time - 10mins).

**Role of Group Members:** Using the Role Card, participate accordingly in the task.

**Observer’s Role:** You will be asked to provide feedback on the facilitator’s ability to involve the participants, ask open-ended questions, and paraphrase and summarize the discussion.

What facilitation skills helped most? Why?
b. Applying Key Skills to Virtual Scenarios

**Exercise: Hands-On Facilitation**

You are the facilitator of an online community of poverty alleviation projects in Africa called PAOCA (Poverty Alleviation Online Community for Africa). The same donor funds all projects. The donor has provided resources for each project to participate in the online community and for the time spent by the facilitator. The goal of the online community is to improve the quality of the poverty-alleviation projects through the speedier diffusion of learning and experiences across them.

The members of the online community are using a Dgroup. The group is called “paoca”. The Dgroup has been in existence for a year and has approximately 150 members. Recently, some projects have been approved by the donor, resulting in 15 new members in the online community.

Members of the list include project managers, representatives of line agencies in recipient countries and representatives of the funding agency.

The following scenarios are described:

1. Building Identity
2. Message Overload
3. Inactivity in the Discussions
4. Resolving Conflict
5. Authoritarian Experts
6. Long, Complex Messages
7. Consistently, Off-topic messages
8. Cultural and Gender Conflict
9. Power Relations

Explain the purpose of this exercise – to explore ways to respond to typical online facilitation scenarios.

There are nine scenarios, contextualized through an email or text description. Depending on the size of the group, have participants breakout into groups of 3-5 people – which ever number allows each group to run through two different scenarios. Sort the groups into “group pairs” (or “triplets” if necessary) and have each group pair brainstorm on the same scenario and draft a reply. In a report-back, each group pair will compare replies and discuss.

Repeat the process once covering the remaining scenarios.

The scenario messages and situation can be modified to be more relevant and appropriate to the workshop participants.
1. Scenario: Building Identity

Fifteen new members have recently joined the discussion. You recognize that knowledge flow is in large part determined by trust and how well people know each other.

In your role as facilitator, what steps do you take to help the new members develop a sense of trust in and belonging to the online community? Compose your answer in the form of an email.

Suggestions: Building Identity

- Ask the new members to introduce themselves suggesting that they share a little bit about themselves, their project, and what they hope to get out of the community.

- Send a public message of welcome to those who introduce themselves on the list.

- When asking for introductions from new members, set an example by telling something about yourself.

- Make your communication personal, draw on your own life experience.
2. Scenario: Message Overload

List activity has recently risen dramatically. From a norm of about 12 messages per week, message activity has risen to about 12 messages per day. Several factors account for this. The donor has recently announced new reporting requirements, which have stimulated discussion amongst the participants. At the same time, members are preparing online for a knowledge-sharing workshop in Harare. The combination of these two things has produced a dramatic increase in messages.

As the facilitator you have received private messages from several members complaining that they find it hard to keep up. One has even publicly asked to be removed from the list.

*In your role as facilitator, what do you do? Compose your answer in the form of an email.*

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**Suggestions: Message Overload**

- Point out that all discussions have peaks and valleys, and the current busy period is unlikely to be sustained
- Suggest that members can modify their mail setting to “digest” mode to receive a single email each day containing a “digest” of the day’s messages
- If the whole group is involved in both issues, suggest that the group deal with one issue at a time
- If sub-groups are dealing with the separate issues, suggest closer attention to the use of subject lines to help people better organize the reading of their messages
- If only 3 or 4 people are involved in one of the discussions, suggest that they take the discussion “offline”, that is to say communicate privately on the issue via email
- Acknowledge all personal communication with a personal reply; don’t generalize a reply to a private message to the list
3. Scenario: Inactivity on the List

It’s been three weeks and no one has posted a message to the list.

In your role as facilitator, what do you do? Compose your answer in the form of an email.

Suggestions: Inactivity on the List

- Develop a resource of materials potentially of interest to the community that you can share during slow periods
- Encourage members to share obstacles that they are encountering in their work
- Contact likely members privately to solicit experiences that they can share with the community
- Interview a community member and post summary of interview to the community
- Introduce deadlines for contributions on particular topics
- Try a “newsletter” approach which regularly seeds the discussion with new ideas
- Actively attempt to link members’ experience to build communication/relationships between members by instigating conversations
- Encourage mentors/experts from the community to share knowledge with new members
- Ask questions on-line that target specific people, preferably based on their personal interest or previous posting or something to which they are likely to respond
- Suggest the creation of a group project to create an output that would be of use to all members of the community
4. Scenario: Resolving Conflict

Two recognized experts are arguing on the PAOCA Dgroup. Their arguments are interesting and cogent but not free of personal invective.

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To:          PAOCA <paoca-cl@lyris.bellanet.org>
From:        Cyril Ubuntu <cyril@people.net>
Date:        12/12/2002
Subject:     Project management skills

It has come to my attention that many of the project managers implementing United Funding Agency's projects are lacking in the skills needed to use core project management tools such as MS Project. In my opinion, all project managers should be able to demonstrate capacity in the use of project management software before being given responsibility for a project.

~Cyril

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Cyril Ubuntu <cyril@people.net>
Project Manager
Southern Africa – Poverty Alleviation Project
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To:          PAOCA <paoca-cl@lyris.bellanet.org>
From:        Patricia Uhuru <puhuru@freedom.net>
Date:        13/12/2002
Subject:     Re: Project management skills

Dear Cyril,

I object to your prescriptive approach. You always think that software is the solution to everyone’s problems. In my 20 years of experience, I have successfully managed dozens of projects without the “benefit” of project management software. In many cases, projects have software IMPOSED UPON THEM. This only detracts from the project manager’s time, which could be more usefully spent directly engaging with poor communities.

~Patricia

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Patricia Uhuru <puhuru@freedom.net>
Project Manager
Eastern Africa – Poverty Alleviation Project
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Suggestions: Resolving Conflict

- Emphasize that all viewpoints are valid
- Emphasize respect and understanding for other people’s opinions
- Emphasize the importance of politeness and tone
- Seek to weave a common thread from their arguments
- Encourage all members to be constructive in their engagements
- Send a “netiquette” message to the list
- Possibly send a private message to each to reinforce positive behaviour
  - Establish a Code of Conduct for the community

In your role as facilitator, what do you do? Compose your answer in the form of an email.
5. Scenario: Authoritarian Experts

A new member, in one of her first messages to the list, mentions a recently published work that she has found useful and interesting. A long-time member of the list and recognized expert dismisses the work and by implication, the new member.

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To: PAOCA <paoca-l@lyris.bellanet.org>
From: Emmanuel Mafuna
Date: 12/12/2002
Subject: Interesting paper

Greetings,

I thought that some of you might be interested in a paper that I recently discovered in the African Journal of Poverty Alleviation. John Smith of the University of Wallamaloo writes that the next generation of micro-credit lending institutions will transform the face of lending in Africa over the next decade.

Perhaps this indicates that we should be investing more in micro-credit institutions as part of our poverty alleviation strategy.

Looking forward to hearing your views.

All the best,

Emmanuel

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Emmanuel Mafuna <emafuna@funder.net>
Research Assistant
United Funding Agency

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To: PAOCA <paoca-cl@lyris.bellanet.org>
From: Cyril Ubuntu <cyril@people.net>
Date: 12/12/2002
Subject: Project management skills

Dear Emmanuel,

John Smith is hardly a respected member of the academic community. His ideas have long since been discredited in most academic circles. In my most recent paper, systematically disprove his arguments. Most respected researchers have little time for his theories.

You might spend your time more productively investigating some of my papers at http://www.pedantic.net/~cyril.

-Cyril

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Cyril Ubuntu <cyril@people.net>
Project Manager
Southern Africa – Poverty Alleviation Project
In your role as facilitator, what do you do? Compose your answer in the form of an email.

Suggestions: Authoritarian Experts

- Send a private message to Cyril pointing out the need to encourage new and less experienced members, to be respectful of all points of view, and above all to be polite.
- Send a Netiquette message to the list emphasizing the need to be encouraging, respectful, and polite.
- Seek a common thread within both messages and post conciliatory reply.
- Send a private message to Emmanuel encouraging him/her not to be intimidated or discouraged.
6. Scenario: Long Complex Message

A list member posts a very long and seemingly complex message that nobody responds to. Obviously a lot of thought went into the message but either for reasons of length or complexity or both, members have not responded.

To: PAOCA <paoca-c1@lyris.bellanet.org>
From: Patricia Uhuru <puhuru@freedom.net>
Date: 14/12/2002
Subject: Impact Assessment Rating

Dear PAOCA members,

The twin objectives of any micro-finance institution are to be financially viable, and to maximize the access of its services to the poor. While it is a difficult juggling act to be able to reach the poorest of the poor and remain financially sustainable, it is, nonetheless, the poor that make up the clientele and provide for the successes of the industry. Therefore, those MFIs that can plan for and maintain a high level of access while applying sound financial and managerial practices are likely to succeed. What is required is a means of showing how effective their operations are at raising the living standards of their customers, especially among the most impoverished.

The information required for such a task would need to take into account how well the MFI contributes to their clientele's ability to:

- Increase, stabilize and diversify their revenues;
- Ensure basic goods and services, foods and medicines among others for their households;
- Improve household living conditions, in particular those of women;
- Increase household wealth; and
- Increase participation in economic and social life as well as fostering autonomy among various population groups.

The methodology would need to be centred around a socio-economic data gathering system on households. A control group would be acknowledged, both qualitative and quantitative indicators would be drawn from the data collected from interviews and/or questionnaires, and follow-up visits/questionnaires would be established.

There are a number of important questions to be answered about the practicality and efficacy of an Impact Assessment Rating system:

- Poverty impact assessments may show individual donors that their money is being spent well, but can it satisfy private investors, such as commercial banks?

It is taken as a given that an MFI must be financially viable before it can improve access to the poor. Thus, it is important that the MFI become financially sustainable; then it can offer whatever level of services it wishes to its customers. However, with the sudden proliferation of MFIs and the multitude of different business practices they employ, it is difficult to predict which ones will be ultimately successful. It is in this respect that one ought to look at what has driven the microfinance industry—the resourcefulness of the poor. The growth
of the industry is based on the tapping of a resource that was previously deemed to be unprofitable. Indeed, it is the ability of MFIs to increase the living standards of the poor that is an indicator of their success. If an MFI can be acknowledged for improving the lot of its clients as a result of its level of access, it is a good indication that the MFI will be sustainable in the long term.

If individuals and households are to be seen as emerging from poverty, how do you go about defining "poverty"?

This question revolves around the issue of what standards, performance indicators, or benchmarks are most appropriate for an assessment rating. These would, as mentioned, either be formed by the MPA or decided by those organizations tapping into an MPA Rating Fund, led by certain minimum guidelines. The acceptance of such measures can be seen in how many MFIs and evaluation agencies voluntarily involve themselves in the system, and what kind of reaction it is given by donors, investors and banking institutions.

How do you know if someone has risen out of poverty due to the services offered by the MFI, or if it was due to something else?

The answer would have to be determined from the accuracy of the methodology used, but would also depend on taking a deep look into all the factors involved in poverty alleviation. MFIs will certainly be more successful if they are working in a favourable environment, and if their efforts are supplemented by different sorts of development initiatives within the community. How an MFI takes advantage of its surroundings and how it associates itself with other development organizations may be determining factors in its impact on poverty alleviation.¹

What does everyone think?

~Patricia

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Patricia Uhuru <puhuru@freedom.net>
Project Manager
Eastern Africa - Poverty Alleviation Project

¹ Source: Options for a New Micro-finance Promotion Agency - Draft Document
Hari Srinivas - hsrinivas@gdrc.org - http://www.gdrc.org/icm/govern/impact-assessment.html
In your role as facilitator, what do you do? Compose your answer in the form of an email.

Suggestions: Long, Complex Message

- In order to cope with the length of the document, select a single aspect to focus on in your reply.
- Summarize and/or paraphrase the key point of the message.
- Respond succinctly to demonstrate the importance of short, clear messages that will increase the chances of messages being read.
- If the individual continues to contribute long, drawn-out messages, remind him/her in a private message about list netiquette.
7. Scenario: Consistently Off-Topic Messages

Over the course of the last few weeks, one of the members of the list (Pierre) has posted a couple of off-topic messages related to the consulting services that his company offers in the area of micro-credit. The most recent of his messages is listed below.

To: PAOCA <paoca-cl@lyris.bellanet.org>
From: Pierre Diallo <pierre@consultarama.net>
Date: 15/12/2002
Subject: Consultant for Hire

Dear friends,

Consultarama can help you turn your project around. We have 700 years combined microcredit expertise in 49 countries around the world.

Our list of satisfied clients includes:
- World Bank
- IMF
- WTO
- ADB
- IADB

Can you afford not to use the services of Consultarama?

Visit our website at http://www.consultarama.com

Guaranteed results or your money back!

Bless you all,

Pierre
In your role as facilitator, what do you do?
Compose your answer in the form of an email.

Suggestions: Consistently Off-Topic Messages

- Establish a Code of Conduct for the community
- Post a reminder to the list of the subject theme and goals of the list
- Arrange to set the offender’s list settings to “Moderated” so that all posts from that person come to the list administrator prior to going to the list
8. Scenario: Cultural and Gender Conflicts

In the midst of a healthy discussion on micro-finance best practices, a list member posts a culturally inappropriate and insensitive message.

To: PAOCA <paoca-cl@lyris.bellanet.org>
From: Pierre Diallo <pierre@consultarama.net>
Date: 15/12/2002
Subject: Grameen model for Africa

Dear friends,

In Patricia’s recent message she suggests that the Grameen micro-finance example should be replicated throughout Africa. In my opinion, the Grameen model will never be successfully replicated in Africa. Women were instrumental in the development of the Grameen model and as a result, this particular model wouldn't work well in Africa because women there are much more submissive than South Asian women.

My 2 cents,
Pierre

In your role as facilitator, what do you do?
Compose your answer in the form of an email.

Suggestions: Cultural and Gender Conflicts

- Initiate a discussion on culture and gender sensitivity
- Send a message emphasizing the dangers of broad generalizations and the need to respect others
- Establish a Code of Conduct for the community

Messages such as this can be particularly sensitive. You should modify it to get the point across but not to offend others.
9. Scenario: Power Relations

The following email has been forwarded to the list from a senior manager within the United Funding Agency. The message was posted over a week ago and has received no response.

To: PAOCA <paoca-cl@lyris.bellanet.org>
From: Donald Green <dgreen@funder.net>
Date: 19/12/2002
Subject: 

Dear project recipients,

As head of Evaluation at United Funding Agency (UFA), we urgently need your input to assist us in improving the quality of our project delivery.

Learning is not a spectator sport and we need all of your experiences to help us. We have many success stories but often the richest learning comes from failure.

We would like to hear about all of your failures so that we continue to improve project delivery here at UFA.

Please share your failures with the other list members so that all may learn.

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Donald Green <dgreen@funder.net>
Chief Evaluation Officer (CEO)
United Funding Agency

In your role as facilitator, what do you do?
Compose your answer in the form of an email.

Suggestions: Power Relations

- In a private message to Donald, suggest that he reframe the question in a more trust-building manner
- In a private message to Donald, suggest that Donald start off with a spectacular failure of his own
- Set a precedent by talking about one of your own failures, set the tone that Noble Failures are important
- Clearly establish that what's shared with the list doesn't go beyond the list without the permission of the members
- Have Donald clearly establish for the group what will happen with the stories and how they will be used
c. Facilitator Guidelines

During this exercise, you might have observed or discovered some guidelines that would be useful for a facilitator to follow.

Create a list of useful guidelines for facilitators:

- Two screens or 4-6 short paragraphs is the ideal length of an email message
- Choose a clear descriptive subject heading
- Model the behaviour you wish to see in others
- Don’t be impersonal
11. Evaluating the Discussion

Why evaluate discussions?
Taking stock of outcomes & outputs
Summarizing discussions
Staying on track

Why else would you want to evaluate discussions?

1. Introduce the need or value in evaluating ongoing discussions
2. Go over some of the methods that people can use.
3. Have a group discussion on other ways to evaluate the performance of discussions.

Revisiting the objectives of a discussion:
One technique for revisiting objectives would be to conduct a retrospective review of activities and discussions on the list.

Issues to consider during an evaluation:

1. Level of participation:
   - number of messages
   - unique contributions (are discussions dominated by a few people?)
2. type of ongoing sharing (docs, links, other resources?)
3. output/outcomes of the discussions
4. revisiting the objectives of the group
5. measuring current expectations of members
6. member satisfaction, needs, concerns
7. new members
8. range of organizations represented
12. Reference Materials

a. Setting up a new skin

(available for Partners and Member organizations only)

A Dgroups Skin defines the standard look and feel across all or a set of your Dgroups. It generally consists of the following:

- top header images
- the menu bar (links to Home, Messages, Participants, Resources, Calendar,...)
- the search box
- the login/logoff/join text
- links to view the Dgroup in alternate languages
- footer text ("Dgroups is a joint initiative of...")

So that we can properly construct your Dgroups Skin, you should provide the Dgroups technical team with an HTML template of how you would like your Dgroups to look. Most organisations wish to adapt their website look and feel for their Dgroups skin. Take the time to browse existing Dgroups to help you get ideas of how you would like your Dgroups to look. The best way to create this HTML template is to copy the source from an existing page.

If it is not possible to supply the Dgroups technical team with an HTML template, then please provide us with a link to an existing website who's look can be adapted to create the Dgroups skin, and answer the following questions:

- Where would you like the search box located?
- Where would you like the login/logoff/join text located?
- Where would you like the language choice links located?

We also need to know:

1. What languages would you like your Dgroup to support? Current choices are: English, Spanish, French, and Portuguese.

2. Do you want a calendar associated with your skin? If yes, then every Dgroup you create with this skin will have a calendar linked to it for use by the Dgroup participants.

3. Do you want a resource sub-category listing always visible, and if so, where? Note that resources can categorized and viewed by category.

Setting up a new skin requires about 1 week.
All requests should be sent to support@dgroups.org
b. Dgroups Partnership Categories of Participation


Overall, the partners will support activities of Dgroups through funds raised by new members and new partners. If not enough funds are raised in a given year, the partners will share the cost themselves. There are three levels of participation in Dgroups:

(a) Partners

$25,000 USD initial contribution, $25,000 renewal fee after five years (the term to be reviewed by Partners).

Rights:
- Appointed representatives of each partner make decisions for the Dgroups Partnership.
- Three customized skins per partner, and limit of 35 groups per skin.
- Partners receive unlimited creation rights on the generic branded (default) skin.
- Recognition as a main supporter of the partnership in tagline (email & web).
- Partner will face fewer restrictions on resource use than member spaces.
- Access to advanced mailing list options with their workspaces.
- Access to support from the Dgroups partners mailing list & technical support responses acknowledged within a 24hr time period during business days.

Obligations:
- Commitment to be funders of last resort if new partners do not support the activities of the partnership.
- To actively promote Dgroups.
- To raise funds through new partners & members.
- To attend partnership meetings (at least one per year).
- To abide by the criteria established for the granting of workspaces to new organizations and activities.
- To use the standard Dgroups tagline on their skins & email footers.

(b) Members

$10,000 USD initial contribution. Members can upgrade to full partners by paying the difference, to be endorsed by Governance. (the term to be reviewed by Partners)

Rights:
- One skin, quota of 25 workspaces assigned.
- Ability to attend partnership meetings, but not vote.
- Unlimited creation of generic branded workspaces.
- Members will face fewer restrictions on resource use than free spaces.
- Access to advanced mailing list options with their spaces.
- Access to support from the creators mailing list.
- Limited initial support from the Host.
Obligations:
- To abide by the criteria established for the granting of workspaces to new organizations and activities.
- Must use quota of 25 workspaces with custom skin within first three years.
- They will train their own creators and administrators.
- To use the standard Dgroups tagline on their skins & email footers.

(c) Users

$0 cost. Initially they will be given access only through partners and members.

Rights:
- Unlimited creation rights using generic skin.
- Support provided by Creator organization (existing Partner or Member).
- Can be given generic spaces by current partners & members.
- Access to public communities of interest in managing and hosting Dgroups.

Obligations:
- To abide by the criteria established for the granting of workspaces to new organisations and activities. (See acceptable use policy).
- Must be responsible for their own workspace contents.
**c. Facilitation Skills Role Cards**

Cut out the Roles outlined below and paste them to a piece of bristolboard or cardboard before handing them out to the role-players.

<table>
<thead>
<tr>
<th>ROLE</th>
<th>ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are the person who <strong>disagrees</strong> with everything the facilitator proposes and interrupts the facilitator but doesn’t come up with new ideas or suggestions.</td>
<td>You are the person who <strong>agrees</strong> with everything the facilitator proposes.</td>
</tr>
<tr>
<td>You are the person who <strong>supports</strong> several <strong>different</strong> possibilities.</td>
<td>You are the person who <strong>suggests</strong> several <strong>different</strong> possibilities.</td>
</tr>
<tr>
<td>You are the person who does not contribute unless you are specifically asked for your opinion.</td>
<td></td>
</tr>
</tbody>
</table>
13. Review

You may review your notes for this activity. You are going to select three main things you have learned in the seminar. Review these in your notes or this manual and be prepared to explain one of them to the group. We ask you to select three because someone else might select one of the points you have chosen. By choosing three items, there should be one left by the time your turn comes.

We have had several ways of learning. There was the first part where the instructor led activities. Later, you were on your own, with the instructor available to help as needed. There were exercises and there was reading. What types of activities did you prefer?

Give students several minutes to select their three items. Use an innovative way for students to choose the order in which they are to speak. For example, students gently lofting a soft ball to the person who speaks next is a way to bring some life to the selection of speakers. Have all students stand so they remain engaged in the entire review exercise.

When students tell you what they prefer, explain to them that it is normal that people have different preferences. This has implications for learners. You will learn best when your styles are accommodated, although most of us can adapt. When you are learning about software, you should look for ways to accommodate your learning style. What is it you - students - plan to do?
14. Evaluation: To be Completed by Participants

AAR-style review group discussion:

1. Objective Questions:
What are some of the things we did in the workshop?
What words or phrases do you remember the most?

2. Reflective Questions:
What were the high points of the workshop for you?
What were the low points?
Where did we struggle the most?

3. Interpretive Questions:
What was the turning point in the workshop?
What new vantage point has this workshop given us/you?

4. Decisional Questions:
What's the next step for you to implement what you've learned during this workshop?

One important part of training is to receive specific feedback from people who use the materials. With that in mind, we have created a questionnaire for your comments. Please treat this questionnaire as a guideline. Feel free to add comments about any areas you feel we have missed.

Your name and address (optional):

__________________________________________________________________________

Course name: __________________________________________

Duration in hours: ________________________ Date: ________________________________

Location: __________________________________________________________________________

Instructor(s): __________________________________________________________________________

_____________________________________________________________________________________

Please indicate your answers below with an x or a check.

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>How relevant did you find this section?</th>
<th>Delivery method</th>
<th>How well did this section work?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>very</td>
<td>somewhat</td>
<td>not very</td>
</tr>
<tr>
<td>1. Introduction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topics</td>
<td>How relevant did you find this section?</td>
<td>Delivery method</td>
<td>How well did this section work?</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>----------------------------------------</td>
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</tr>
<tr>
<td>2. Introduction and Expectations</td>
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<td></td>
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</tr>
<tr>
<td>3. Different types of Dgroups: Case Studies</td>
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<tr>
<td>4. How to help a community plan for an online discussion</td>
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<tr>
<td>5. Setting up your discussion using Dgroups</td>
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<tr>
<td>6. Administration Features of Dgroups</td>
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<td>7. Mailing Lists</td>
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<td>8. The Dgroups Support System</td>
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<tr>
<td>9. Getting the discussions started</td>
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<tr>
<td>10. Facilitating Discussions</td>
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<tr>
<td>11. Evaluating the Discussion</td>
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<tr>
<td>12. Reference Materials</td>
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<td></td>
</tr>
<tr>
<td>13. Review</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please indicate the extent to which you agree with the following statements.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. The introductory exercise was helpful.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>15. The notes for participants were easy to read.</td>
<td></td>
</tr>
<tr>
<td>16. The layout of the manual made it easy to follow.</td>
<td></td>
</tr>
<tr>
<td>17. The words used in the manual were easy to understand.</td>
<td></td>
</tr>
<tr>
<td>18. The explanations in the manual were easy to understand.</td>
<td></td>
</tr>
<tr>
<td>19. The manual was the right length.</td>
<td></td>
</tr>
<tr>
<td>20. The graphics of the manual were easy to read.</td>
<td></td>
</tr>
<tr>
<td>21. This course will help me use the Internet.</td>
<td></td>
</tr>
<tr>
<td>22. The training was what I thought it would be.</td>
<td></td>
</tr>
</tbody>
</table>

23. Topics that should be added:

________________________________________________________________________
________________________________________________________________________

24. Topics that should be removed and why:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

25. Other comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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