



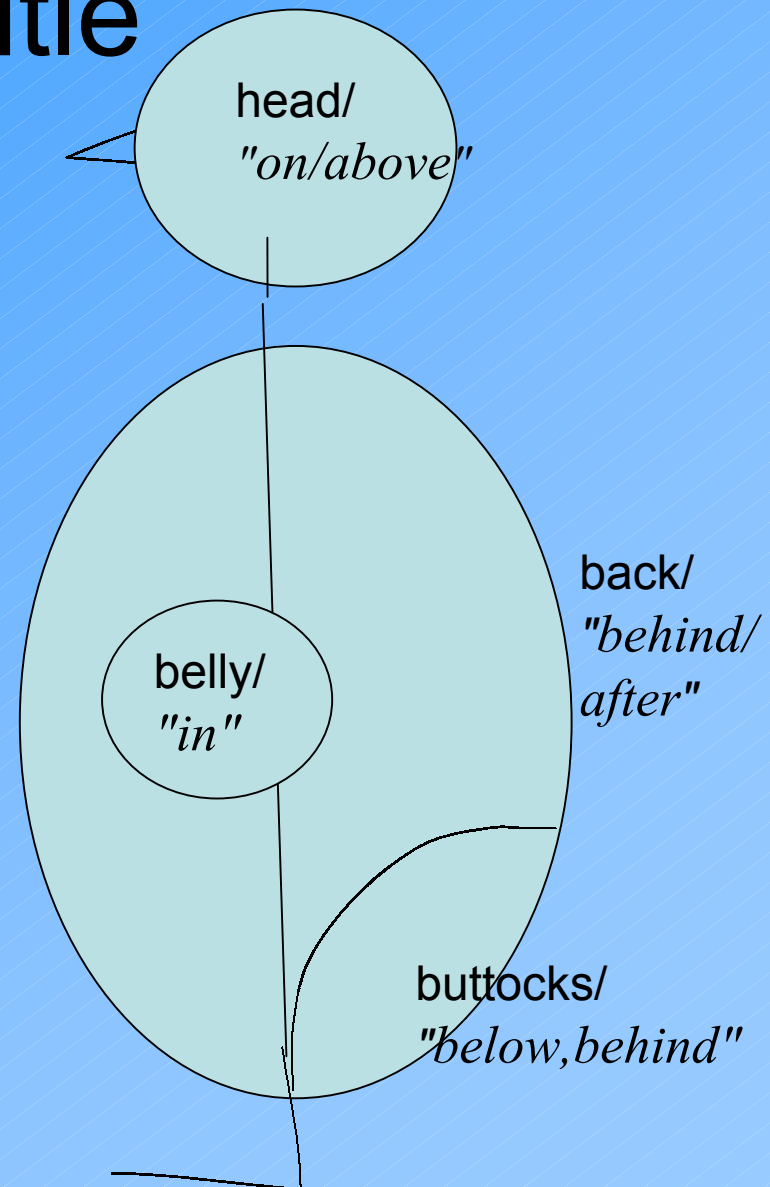


E-Learning with ILIAS in an exotic discipline

Experiences from the
Department of African Studies
at the University of Cologne

Course title

*Metaphorical
usages of bodypart
terms in African
languages*





The course

- Motivations to organize the course
- Participants
- Opportunities of the project
- Difficulties
- Opportunities out of difficulties



Motivation to organize the course

- Intention to introduce e-learning in the Department of African Studies in Cologne
- The co-operation between Cologne and Brazzaville has become very difficult as a result of the civil war in Kongo



Motivation to organize the course

- Intention to introduce e-learning in the Department of African Studies in Cologne
- Professors in Brazzaville try to re-establish their university. They accept support and cooperation of any kind from outside.



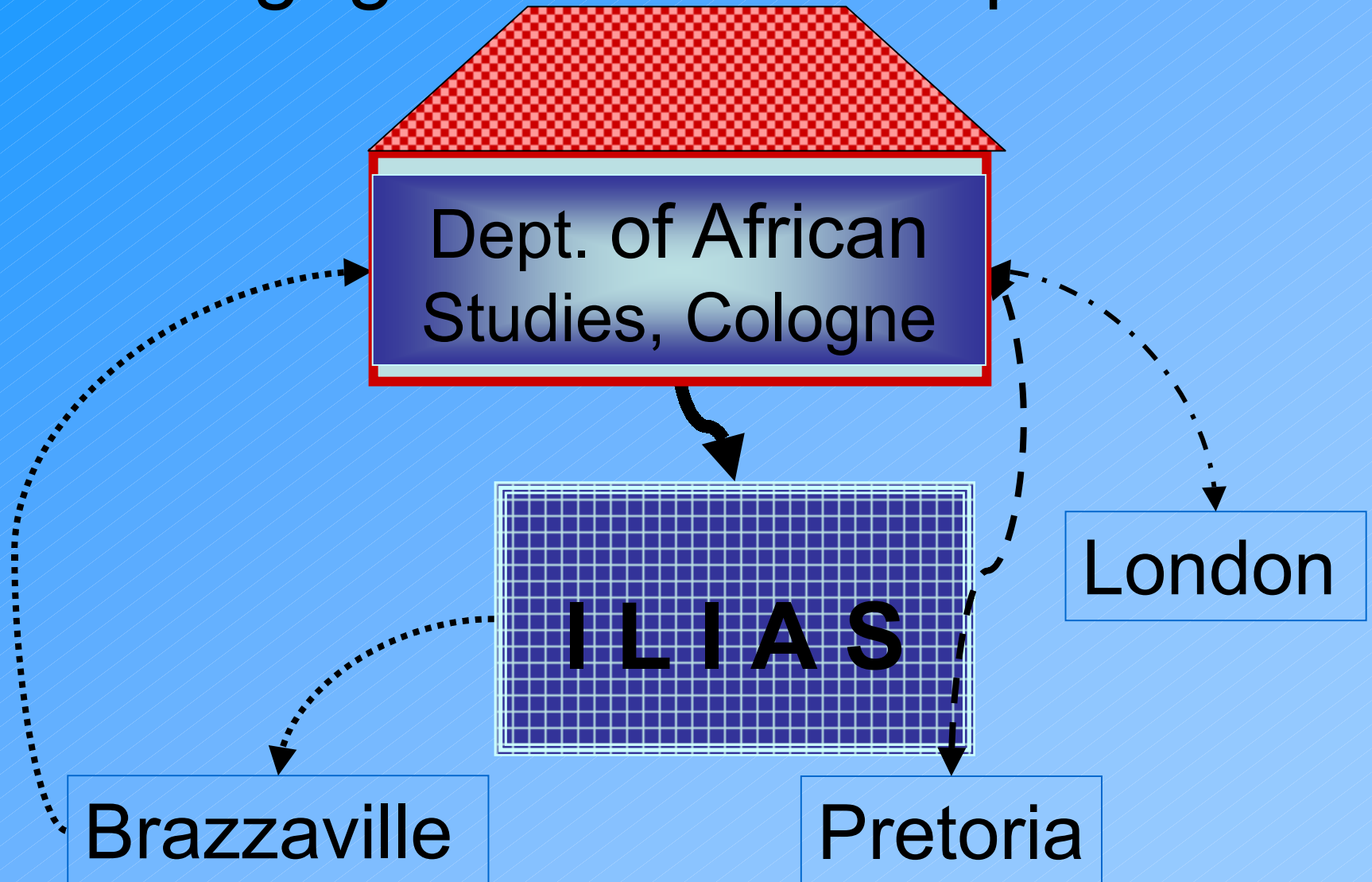
Participants

- Active partners:
 - Institut für Afrikanistik, Universität zu Köln
 - Institut de Linguistique, Université de Brazzaville, [Kongo](#)
- Highly interested:
 - Department of Afrikaans and Linguistics, University of Pretoria, South Africa
- Interested:
 - School of Oriental and African Languages, University of London

Participants



Engagement of Participants





Opportunities

ILIAS is used as a communication platform rather than as a conventional learning management system. This allows:

- cooperation at low costs
- close to synchronic cooperation, without delay because of time and distance
- projects not only for professors but also for students
- a new methodological facility:
telematic field work



Opportunities

ILIAS is used as a communication platform rather than as a conventional learning management system. It needs and allows:

- blended learning, i.e. content is taught onsite in Brazzaville and in Cologne
- "seminar"-type of a course, not lectures
- only little theoretical background has to be given on the platform



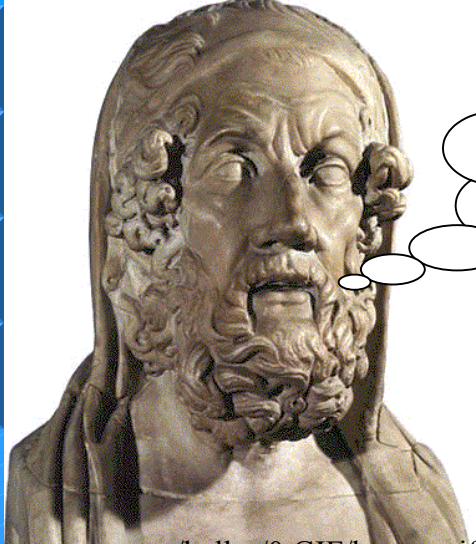
Difficulties

- Academic
- Technical
- Political



Academic difficulties

- general ignorance of e-learning and of ILIAS among professors and students at faculty/department/university level



in my eyes that is highly confusing!!!

www.greece.org/hellas/0.GIF/homer.gif

www.homer.ilias.uni-koeln.de/iliasdoc/doc/html/3.html

ILIAS DOC★

... .. 1 Introduction 2 License 3 Installation 3.1 Installation (Italian) 4 User Documentation 5 System Administration
6 Design and Concepts 7 System Documentation 8 ILIAS Development 3 Installation
===== ILIAS open source - Installation
===== ...

<http://www.homer.ilias.uni-koeln.de/iliasdoc/doc/html/3.html> 2002-07-09, 91098 bytes

Inhalt★

... , Aphorismoi 2,14-24 VII 311 532 v Hippokrates, De muliebribus I 1 VII 289 35 r Historisch-Rhetorisch VII 290
610 r Historisch-Rhetorisch II 70 5138 **Homer**, Il. I, 108-117; 119-131; 137-152; 154 I 21 46 **Homer**, Il. I, 129-146;
176-180; 187-190; 205-211 I 21 1030 **Homer**, Il. I, 129-146; 176-180; 187-190 ...

<http://www.uni-koeln.de/phil-fak/ifa/NRWakademie/papyrologie/Karte/inhalt.html> 2002-01-27, 89467 bytes

TIPP: POETS★

... these iron stones." That was the year of the Munich bother. Which Was more important? I inclined To lose my faith
in Ballyrush and Gortin Till **Homer**'s ghost came whispering to my mind. He said: I made the Iliad from such A local row.
Gods make their own importance. Inniskeen Road: July Evening ...

<http://www.spinfo.uni-koeln.de/~dm/poets.html> 1997-02-08, 37578 bytes



4895 **Strukturkurs Zulu**
2 St. Mo. 13–15

R. Klein-Arendt

4897 **Sprachen der Pygmäen**
2 St. Mi. 15–16.30 s.t.

C. Kilian-Hatz



Academic difficulties

- general ignorance of e-learning and of ILIAS among professors and students at faculty/department/university level
- different conditions of studying in Cologne and Brazzaville
 - we have the libraries
 - they know the languages



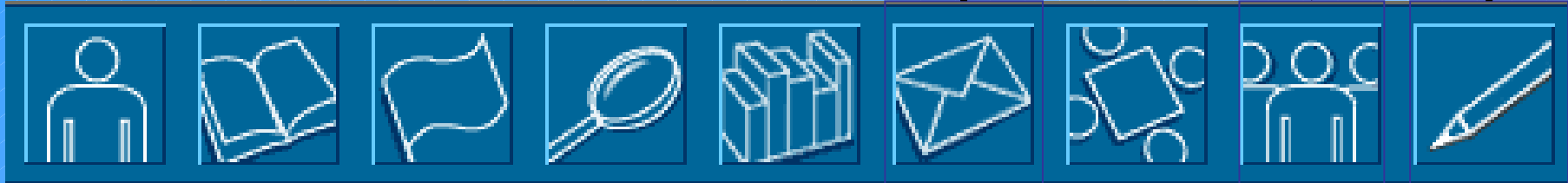
Technical difficulties

- ILIAS is slow
- ILIAS is not as easy to use as proclaimed
- ILIAS does not have the facilities necessary linguistic analyses of examples

Personal Desktop

User: Helma Pasch

Email
helmapasch@t-online.de



Personal Desktop

User: Students in Brazzaville

Personal Profile Change Password Change Language

ILIAS open source IOS Forum



Technical difficulties

- ILIAS is slow
- ILIAS is not as easy to use as proclaimed
- ILIAS does not have the facilities necessary linguistic analyses of examples

Examples from Kikongo

Exemple 2.1: ESPACE

<i>ikiyuvusi</i>	<i>ku</i>	<i>nsi'a</i>	<i>?-ntima</i>	je me suis demandé au fond du cœur/profondément
???	PREP	pays	cl.-cœur	(je me suis demandé au pays du cœur)

Exemple 2.2: QUALITÉ

<i>ntim'</i>	<i>andi</i>	<i>wena</i>	<i>mu</i>	<i>zulu</i>	son cœur est en haut
cœur	POSS.3sg	est	PREP	haut	(son cœur est en l'air/ il/elle est dépassé)

<i>ntim'</i>	<i>ami</i>	<i>u-luele</i>	je suis touché(e)	
cœur	POSS.1sg	?-bless	(mon cœur est blessé)	

Exemple 2.3:

<i>ntima</i>	<i>w-a</i>	<i>mbote</i>	<i>wen'</i>	<i>andi</i>	il/elle est gentil
cœur	3-CONN	bonté	est	POSS.3sg	(son cœur est bon)

Exemple 2.4:

<i>na</i>	<i>ntim'</i>	<i>andi</i>	<i>w-a-</i>	<i>mbi</i>	avec sa méchanceté ...
avec	cœur	POSS.1sg	3-CONN	mauvais	(avec son cœur mauvais)

Text, glossing, translation



Examples from Kikongo

Exemple 1.1: ESPACE

<i>ku</i>	<i>nima</i>	<i>Ø-nzo</i>	derrière la maison
PRÉP	dos	classe?-maison	(au dos de la maison)

Exemple 1.2: TEMPS

<i>ka-ku-iza</i>	<i>ku</i>	<i>ma-nima</i>	<i>ko</i>	il ne viendra pas après
3sg-FUT-venir	PRÉP	6-dos	NEG	(il ne viendra pas au dos)

Non-recognition of tables

Examples are represented as continuous sequences of words:

1. Text in Kikongo 3. Text in French 2.

Interlinear translation 4. Word-by-word

translation

Characterization: as example

Characterization: as example as sourcecode

Exemple 2.1: ~~ESPACE~~

ikiyuvusi ku nsi'a ?-ntima je me suis demandé au fond du
cœur/profondément
??? PREP pays classe-cœur je me suis demandé au pays du cœur)

Exemple 2.2: QUALITE

ntim' andi wena mu zulu son cœur est en haut
cœur POSS.3sg est PREP haut (son cœur est en l'air/
il/elle est dépassé)

ntim' ami u-luele je suis touché(e)
cœur POSS.1sg ?-bless (mon cœur est blessé)

Exemple 2.3:

ntima w-a mbote wen' andi il/elle est gentil
cœur 3-CONN bonté est POSS.3sg (son cœur est bon)

Inputbox Width 80 Height 20

Preview

Exemple 2.1: ESPACE



Exemple 2.2: QUALITE



Exemple 2.4:



Characterization: as sourcecode

Characterization: as example as sourcecode

Exemple 2.1: ESPACE

ikiyuvusi ku nsi'a ?-ntima je me suis demandé au fond du
cœur/profondément
??? PREP pays cl.-cœur (je me suis demandé au pays du cœur)

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je me suis demandé au fond du cœur/profondément
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Exemple 2.3:

ntima w-a mbote wen' andi il/elle est gentil
cœur 3-CONN bonté est POSS.3sg (son cœur est bon)

Exemple 2.4:

na ntim' andi w-a- mbi avec sa méchanceté ...
avec cœur POSS.1sg 3-CONN mauvais (avec son cœur mauvais)