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Book of Abstracts
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Aligning Sustainable Development Goal 4 with Provision of Distance Learning through Library Perspective: Issues and Challenges

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Sustainable development goal number four (SDG 4) is the education goal whose main focus is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities”. In that perspective, its focus on the promotion of lifelong learning augurs well with the mainstay of distance education in any country. This linkage is anchored on the quality, timely provision of knowledge through libraries that are entrusted with the role of searching, acquiring, processing and make access to various distance learners knowledge in various forms for their continuous learning and attaining various qualifications. It must be emphasized that SDG 4 lies at the centre of all other goals as it entails transforming societies globally into learned, aware, and one that can cope with changes at economic, political economic and social levels. Impliedly, education for all that is the main proponent of this goal must be achieved using all avenues possible including open distance learning for those that cannot afford it through other conventional education systems. Libraries are the lifeline of open and distance learning. Over years, especially with the fast changing technologies and more emphasis on e-learning of which open distance learning has also adopted quickly, the role of library has had challenges in terms of the visibility on services it provides, availability of adequate resources to cope with such changes and, skilled staff to offer library services with e-learning base.

This paper aims at exploring issues related to the role of library services in supporting promotion of lifelong education through distance education systems and as articulated in the sustainable development goal four (4). The paper will explore ongoing global as well national efforts of libraries in supporting distance education in the modern era and through the existing technologies. The linkage of the three variables, i.e. SDG4, distance education and library services is, without any doubt, of critical importance for the continuous growth and improvement of learning through distance education.

Keyword: Sustainable development goal 4, Libraries, Open and distance learning

An assessment of ethical and academic integrity in e-learning environment; legal issues and challenges

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Abstract

Academic integrity has been a concern in the education industry before and after the invention of computer technologies and many institutions are exploring various ways on how to implement academic integrity training for students. However, the serious challenges have been noted with the innovation of Information and Communication Technology (ICT) in education. Technological development in ICT has brought significant challenges in various spheres of life. These developments have challenged traditional forms of teaching and learning in education and forced institutions of
education to re-examine a variety of policies related to issues such as curriculum development and control, evaluation of faculty and students, and ownership and use of intellectual property. From a legal perspective, the technology and scope involved in electronic-learning (e-learning) pose particular challenges because many legal and policy standards applicable to education are based largely on the traditional model of brick-and-mortar classrooms and face-to-face interaction. Electronic-learning (e-learning) is used synonymously with the term “online learning” that is the form of learning that takes place at a distance from formal classrooms and is facilitated and supported by web-based technologies. In the commercial world, e-learning is often synonymous with computer-based training (CBT) and web-based training (WBT), that is, the delivery of training material and courses, whereas in university contexts the term tends to relate to a mode of study, which does not require physical presence on campus. As e-learning education develops in recognition, the question of how best academic integrity can be guaranteed is imperative. This paper therefore addresses fundamental issues regarding academic integrity in e-learning platform with the view of bridging such gaps.

Keywords: Academic integrity, e-learning, ICT

Assessment of Civil Servants’ Perception Towards The Open University Of Tanzania (OUT) and Distance education In Mpanda District, Tanzania

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The main purpose of this study was to assess the Civil Servants’ perception towards the Open and Distance Learning. The study employed a qualitative approach, influence by perception theory and mathematical theory of communication. It involved 81 sampled employees. Case study design, interview methods and thematic data analysis was used. The findings from the study revealed that there is good understanding of civil servants on OUT and ODL with a positive inclined perceptions from civil servants on the Open University of Tanzania and Distance education. Unfortunately, the enrolled number of civil servants into the Open and Distance Learning offered by the Open University of Tanzania is notably less as a result of limited experiences and lack of details in both qualitative and quantitative forms, among other reasons. This surfaced a concern on nature, availability, and formats of information on OUT and ODL across the society including civil servants. It was concludes that across the civil servants in the study area, despite a good understanding on basics regarding OUT and distance education, there was notably difficulties on separating the two and in several cases the two were used interchangeably. The study recommended that, the Open University of Tanzania as ODL flag bearer s should continue packaging, showcasing, sharing and updating information on ODL and OUT into the society. This will improve understanding and eventually participation of the community including civil servants in ODL programs at OUT.

Key words: Open University of Tanzania, Open and Distance education, Perception, Civil Servants, Distance learning, open learning, Mpanda

Are you a student?:
Not a student
Assessment of E-Learning Resources on Learning Styles among Taraba State University Students Jalingo Nigeria

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Research was conducted to investigate the impact of e-learning resources on learning styles among university students. The study was conducted at Taraba State University. One hundred students were selected using systematic random selection technique from the university. A pretested self-developed questionnaire was used for data collection. The instrument contained 35 items to elucidate information on the availability, utilization and effects on learning styles of the respondents. The reliability co-efficient of the instrument stood at 0.90. The data collected were analyzed using frequency distribution, mean and t-test. The findings revealed acute shortage of e-learning resources such as internet/Wi-Fi facilities, electronic boards, multimedia television and conferencing facilities, and online computers/servers, functional emails and related software facilities. It also revealed that the few available ones were off-line desktop computers, printers and projectors while digital/e-library, website and electronic courseware were not fully utilized due to lack of infrastructure and inadequate power. The results revealed strong positive relationships between availability of e-learning resources and students’ learning styles and that availability of e-learning resources impact positively on learning styles of respondents. It recommends that the university should provide sufficient e-learning resources (hard and soft) for use by students. Tutors should be trained for acquisition of the requisite knowledge and skills needed for e-learning application for the benefit of the students especially in undertaking research. Students should improve their online/e-learning abilities to improve on their learning styles type.

Key words: Effect, E-Learning, Resources, Learning Styles

Assessment of E-Learning Resources on Learning Styles among Taraba State University Students Jalingo Nigeria

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Abstract
Research was conducted to investigate the impact of e-learning resources on learning styles among university students. The study was conducted at Taraba State University. One hundred students were selected using systematic random selection technique from the university. A pretested self-developed questionnaire was used for data collection. The instrument contained 35 items to elicit information on the availability, utilization and effects on learning styles of the respondents. The reliability co-efficient of the instrument stood at 0.90. The data collected were analyzed using frequency distribution, mean and t-test. The findings revealed acute shortage of e-learning resources such as internet/Wi-Fi facilities, electronic boards, multimedia television and conferencing facilities, and online computers/servers, functional emails and related software facilities. It also revealed that the few available ones were off-line desktop computers, printers and projectors while digital/e-library, website and electronic courseware were not fully utilized due to lack of infrastructure and inadequate power. The results revealed strong positive relationships between availability of e-learning resources and students’ learning styles and that availability of e-learning resources impact positively on learning styles of respondents. It recommends that the university should provide sufficient e-learning resources (hard and soft) for use by students. Tutors should be trained for acquisition of the requisite knowledge and skills needed for e-learning application for the benefit of the students especially in undertaking research. Students should improve their online/e-learning abilities to improve on their learning styles type.

Key words: Effect, E-Learning, Resources, Learning Styles

Are you a student?:
Graduate

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COGNITIVE CONTROL AND PSYCHODYNAMIC THERAPIES ON ACADEMIC SELF-HANDICAPPING BEHAVIOUR AMONG DISTANCE LEARNERS.

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Academic self-handicapping behaviour is a prominent factor militating against academic success. Intervention studies on academic self-handicapping behaviour particularly among distance learners in Nigeria are scarce. This study, therefore, examined the effects of Cognitive Control Therapy (CCT) and Psychodynamic Therapy (PT) on academic self-handicapping behaviour among distance learners. The moderating effects of gender and self-esteem were also examined. Three study centres of the National Open University of Nigeria were randomly selected; a ten-session training on CCT and PT was carried out on two study centres while a centre was used as a control. Academic self-handicapping behaviour scale (α = .83) was used as a screening device. Academic self-handicapping behaviour (α = .90) and Rosenberg self-esteem (α = .91) scales were used for data collection. Three hypotheses were tested at 0.05 level of significance. Analysis of covariance and Duncan post-hoc test were used for data analysis. The result showed a significant main effect of treatment on academic self-handicapping behaviour of distance learners (F(2,119) = 17.59, partial = .23). Participants in PT ( = 37.31) and CCT ( = 37.93) had a better reduction in academic self-handicapping behaviour than those in the control ( = 61.08) group. There were no significant main effects of gender and self-esteem on reduction of academic self-handicapping behaviour. It was concluded that Cognitive control and Psychodynamic Therapies were effective in the reduction of academic self-handicapping behaviour. Based on the finding, it is recommended that the two therapeutic techniques should be utilized by Counselling psychologists and other therapists to help clients who may be experiencing academic self-handicapping behaviour especially among distance learners.
Keywords: Cognitive control therapy, Psychodynamic psychotherapy, Academic self-handicapping behaviour, Distance learners in southwestern Nigeria.

Are you a student?:
Not a student

CREATING ICT LEARNING OPPORTUNITIES FOR PERSONS WITH HEARING IMPAIRMENT: THE EXPERIENCE OF THE OPEN UNIVERSITY OF TANZANIA

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Information and communication Technologies (ICT) has become a central aspect of modern life as both education, employment and social engagements are dependent upon being able to make use of it. Creating ICT learning opportunities for persons who are deaf can be particularly important as an option for implementing SDG4 with a focus to ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities. Persons who are deaf face challenges both in schools and rarely do have a chance for professional development after school age. With knowledge in ICT one can work on-line, can learn on-line and can make contacts and provide services on-line. Similarly, someone with knowledge of ICT can participate fully in innovation, creativity, and competitiveness in both industrial and service provision sectors. Questions that arise include where do persons with hearing impairment learn ICT? How can institutions create ICT learning opportunities for persons who are deaf? What are the benefits of ICT to persons who are deaf? This paper uses the Open University of Tanzania (OUT) experiences to respond to these questions. OUT started providing ICT learning opportunities for persons with hearing impairment since 2015. Since then has managed to train persons who are deaf and obtaining CISCO certificates of competence. Challenges faced are that related to affordability, acceptability, capacity building opportunities for programmer and teachers other challenges are related to language use in the teaching and learning and employment opportunities after completing the training.

Are you a student?:
Not a student

Career development for Students with Disabilities in an Open Distance Learning Institution: A narrative Inquiry

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The transition from basic education to higher education and finally to work can be difficult to negotiate for any young person, particularly within the current labour market conditions that have
accompanied the major social and economic changes experienced by advanced industrial nations in recent. Students with disabilities face additional challenges in their career development and school-to-work transition. In addition, they are likely to encounter environmental and attitudinal barriers that can impede their achievement of educational and career outcomes. Drawing from the stories of two female students with disabilities at Unisa, this paper interrogates how these young women negotiate their career pathway. The students share specific aspirations for their career and life development; experiences of studying in an Open Distance learning Institution as well as perceived employment opportunities. Five themes emerged: a) career decision making, b) support and barriers c) academic performance, d) disability needs and e) career interventions. Recommendations for practice are discussed.

Are you a student?:
Not a student

Challenges of students’ examination records in open learning environment: Reflection from the Open University of Tanzania

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Examinations in any education system have an important role in the process of learning and in the whole educational institution. Examinations are essential tool for evaluating students learning outcome and to provide feedback to instructors as well as the educational institution on how well the curriculum has been covered and well understood. In the examination oriented system like Tanzania examinations are used for grading and certification and it determines an individuals’ future life and career. Because of this, examinations are sensitive and can sometimes be challenging because they require proper and careful handling and management. Accordingly, examinations require accurate and correct record keeping to maintain credibility of an educational institution and for quality control. In an ODL system where students are scattered but more important where there is flexibility on when and where to sit for examinations, management, tracking and keeping students examination records becomes even more challenging. This paper therefore examines the processes of setting, administering and handling face-to-face examination with a particular focus on the challenges encountered in handling students’ examination records in an open learning environment as evidenced from the Open University of Tanzania. The paper also highlights how the Open University of Tanzania has tried to ensure quality control of examinations by establishing a Directorate of Examination Syndicate. The paper ends with conclusions and recommendations for improved practice.

Are you a student?:
Not a student

Comparative Analysis of Alternative ODL Delivery Modes using Input-Process-Output Model: Evidence from the Open University of Tanzania

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This paper undertakes a comparative analysis of the four dominant delivery modes for postgraduate programmes at the Open University of Tanzania (OUT): distance mode, evening classroom mode, executive classroom mode and blended mode. The paper applies the Input-Process-Output (IPO) model of learning to assess the extent at which the delivery modes may differentially correlate with motivation to learn and hence desired quality graduate outputs. Analysis of variance and regression analysis were done based on data extracted from Students Academic Register Information System from OUT for 150 graduates. The results indicate that there is significant difference in desired educational quality output amongst delivery modes. Higher performers were most associated with executive classroom oriented modes followed by evening classroom mode, blended mode of delivery and lastly the traditional distance mode. This study supports the notion that classroom delivery modes facilitate motivation to learn more than distance mode. This paper recommends that for the traditional distance mode of delivery to deliver quality outputs, it must be complemented with online learning facilities.

Keywords: ODL Delivery Modes, Input-Process-Output Model, The Open University Of Tanzania

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**DETERMINANTS OF TIMELY FEES PAYMENT FOR ODL STUDENTS: THE CASE OF OPEN UNIVERSITY OF TANZANIA**

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Timely fees payment for ODL students depend on the number of factors. This study assessed the determinants of timely fees payment for students at The Open University of Tanzania (OUT) by using descriptive analysis where 150 degree and non-degree students from the seven centres (Kinondoni, Songwe, Geita, Zanzibar, Arusha, Rukwa and Katavi) participated in the survey. Multi stage and systematic random sampling techniques were used to select students who participated in the survey and data were collected through the questionnaires which were distributed to students by the Director of Regional Centres. The findings revealed that majority (91.1%) of OUT students fail to pay fees on time because of social obligations, 26.6% invested their money into economic activities, 38% lacked the reliable source of income and 3.8% delayed paying fees because they were not certain whether completing their programmes will benefit them. This study recommends that OUT should conduct training to all undergraduate and non-degree ODL students on money management, investment and course selection criteria. Also, OUT should design policies and strategies which will promote fee payment on time.

Are you a student?:

Graduate

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**DOES QUALITY ASSURANCE CONTRIBUTE TO EDUCATIONAL TRANSFORMATION IN OPEN AND DISTANCE LEARNING UNIVERSITIES IN TANZANIA?**
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Abstract
This study has investigated whether Quality Assurance (QA) mechanisms contribute to educational transformation in Open and Distance Learning Universities in Tanzania. The specific objectives were to assess the views of management and academic staff concerning the QA mechanisms in HE ODL universities; to examine the views of management and academic staff concerning the transformative role of QA in HE ODL universities; to investigate the views of management and academic staff concerning stumbling blocks in educational transformation in HE ODL universities. The study used mixed approach; data were collected using questionnaire, interviews and focus group discussion from a population of management and academic staff from the Open University of Tanzania. The sample size was 30 respondents. Data were analyzed using Excel, SPSS, F4 and NVivo software. Findings show that QA mechanisms have ensured quality of HE in ODL by emphasizing on standards and has increased recognition and credibility of HE ODL institutions. Also the study found that QA is playing a transformative role by providing timely feedback and enhancing systems in HE ODL institution. The study found that there are still stumbling blocks in transformation of higher education such as outdated curriculum, outdated methodologies, outdated study materials, and unconstructive behaviors. The study recommends that planners and management in HEIs should make sure that QA is well integrated into HE ODL institutions operations, and QA feedbacks should be taken seriously. Also the study recommends that transformation agenda should inform QA processes which entails review of QA indicators and processes.

Key words: Quality Assurance, Transformation, Open and Distance Learning

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Abstract
Challenges of Tutorship in Open and Distance Learning environments: reflections from Botswana Open University
A paper to be presented at The 6th African Council for Distance Education (ACDE General Assembly and Conference 24-27th March, 2020, Association of African Universities (AAU) Secretariat, Accra, Ghana

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Uniqueness of Tutoring in Open and Distance Learning is widely acknowledged and so are the challenges associated with it. In response to these challenges, efforts such as development of tutor handbooks that guide the tutors in their work have been made. This paper uses empirical perspectives
from Botswana Open University to illuminate how some of the identified challenges contribute to tutor success in this environment. Underlined is the fact that tutoring demands of the tutors specific skills, many of which they would have acquired from their training as educators, even though sometimes not in the strict sense of the concept “educator”. The paper submits that in an ODL tutoring environment like in others, tutors are expected to have a good combination of subject matter mastery and pedagogical strengths. The thesis of this paper is that the needed balance between these two is weak in ODL environments such as that of BOU. Yet in ODL as a mode of educational delivery, pedagogical issues seem to need more prominence in the determination of tutor effectiveness. While evidence suggests that in theory pedagogy is recognized as important for effective tutoring, in practice, there seems to be inadequate attention given to pedagogical strengths of tutors. This gap needs closure more so that ODL is contending with gaining currency as an effective contributor to the pursuit of SDG4. ODL owes it to itself to sharpen its tools such as tutors, otherwise, this will continue to render it unable to boast of a pool of ODL practitioners to ably uphold its principles. A need to address the dearth of ODL Practitioners is even more of an imperative where the aspiration to go fully fledged e-learning is evidently still very much in the long term in contexts such as that of BOU which uses blended learning.

Key words: Tutor, Open and Distance Learning, skills, educator, Tutor effectiveness, ODL Practitioners

Distance/Sandwich Education and E-Learning Environment in Ghana: Towards a Policy Framework

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In an attempt to have a citizenry comprehensibly educated to contribute significantly to the socio-economic development of the country, Ghana’s Education Act 2008, 1(5-8), makes room for innovative learning: distance learning, lifelong educational programs, and open colleges. These modes of learning are expected to use formal, non-formal, and informal approaches to learning. However, a cursory look at Ghana’s higher education landscape reveals the continual dominance of the face-to-face mode of learning to the utmost neglect of other modes of innovative learning. The finding in this study shows that distance/sandwich education and e-learning environment in Ghana are stifled mainly because of high stigma, poor internet connectivity, and non-existence of national policies regulating higher learning through innovative educational programs. Through conceptual analysis, the study suggests a policy framework for enhancing higher learning through innovative modes of learning in Ghana’s higher education institutions. Adopting such a policy is essential for improving higher education in Ghana.

Keywords: innovative learning environment (ILE), e-learning environment, face-to-face learning, policy framework, distance/sandwich education

Dual Flexible schooling System: A Strategic Way to Achieve Sus-
Tainable Development Goal 4 in Nigeria

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The paper is based on United Nations Educational Scientific Cultural Organisation concept of inclusive education which is a paradigm shift from the rigid regular school’s organisation, teaching methods and pedagogy to curricula reflecting flexibility in contents, approaches, structures and strategies that accommodate all children, regardless of barriers of any kind, physical or social and/or emotional disabilities. The paper explored how far Nigeria’s policy and practice of inclusive education have reflected this paradigm shift, prospects and challenges experienced in its implementation. The concept is based on precept and practice firmly rooted on the held belief that, it is the responsibility of the regular school system to educate all children regardless of their individual differences and diversities. Dual flexible schooling system therefore is in tendon with SDG goal 4 which is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Are you a student?:
Not a student

8

E-Learning as an Effective Open and Distance Learning Strategy for Achieving of Global Sustainable Development in Nigeria

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Abstract

E-learning specifically points to the utilization of information communication technologies (ICTs) to enhance and support teaching and learning process. It is the major strategy engaged by Open and Distance Learning institutions to reach her dispersed learners in time and space. Hence this study surveyed the various strands of e-learning modes as utilized by the Open and Distance Learning operatives in Nigeria in order to provide qualitative education to millions of Nigerians who could not have access to education through the conventional mode. The National Open University of Nigeria as the only single mode of Distance institution was used as a case study. The findings revealed that learners in this institution are still grappling with some of the e-learning modes as introduced by the institution. Hence, for National Open University of Nigeria (NOUN) to achieve the required Sustainable Development Goal 4, there should be effective utilization of these strands of e-learning. Reasons for the ineffective use of these e-learning modes range from – inadequate electricity, poverty – as most learners cannot afford personal computers, high cost of data, lack of computer knowledge (skill) and time constraints. It was therefore recommended that the University amongst other things incorporate computer learning for their first year students, provide tablets or laptops for students.
ENHANCING ACCESS TO HIGHER EDUCATION FOR PEOPLE WITH DISABILITY THROUGH OPEN AND DISTANCE EDUCATION

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Enhancing Access to Higher Education for People with Disabilities through Open and Distance Education.

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Abstract
Research reveals that about one billion people, representing some 15% of the global population suffer from one form of disability or another. The proportion is expected to keep increasing in view of the fact of continuing conflicts, terrorism, hunger and aging populations. People with disabilities are usually discriminated against in virtually everything, including education and employment. This tends to lead to a vicious cycle of more poverty, further exclusion and discrimination. However, the plight of people with disability (PWD) was captured by the United Nations (UN) and provisions were made for them in the Sustainable Development Goals (SDGs). SDG 4 which stipulates provision of inclusive and equitable quality education and lifelong learning for all by 2030 has two of its targets as: to eliminate disparities for people with disabilities and to provide infrastructure and materials for improved access to education. Since education is a sure way of overcoming poverty and discrimination, the question becomes how more people with disabilities can be included in higher education? This paper therefore sought to explore ways of making Open and Distance Education (ODE) more accessible to People with Disabilities (PWD). It was discovered that PWD have problems with enrolment, physical environment, support services, finances personal factors, among others. Recommendations were made as to how to ameliorate these problems and have more people with disabilities accessing and succeeding in Open and Distance Education.

Keywords: Enhancing, Access, Higher Education, People with Disability, Open and Distance Education.

Are you a student?:
Not a student
Effectiveness of E-Learning Training Programmes in Enhancing Teachers’ Professional Competence in Educational Institutions

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Abstract

Training programmes to enhance e-learning in educational institutions have become common in various countries particularly in developing countries like Tanzania. Recently e-learning has changed various ways of teaching in schools and in other educational institutions. Teachers are believed to be the key agents of any educational change towards Sustainable Development Goals (SDGs) therefore a need to train them in order to improve teaching and learning process and also to enable them infuse e-learning across education systems. Due to immense potential of e-learning, the Ministry of Education (MoEVT) adopted several e-learning training programmes aiming to prepare teachers to integrate e-learning effectively across the curriculum. The review of literature identified limited studies with regard to the e-learning training issues in teachers’ professional development. The study fills the gap using the case study research design with the sample of 27 teachers’ respondents from 09 schools to collect data through interview guides, observation and questionnaires. The study was conducted in Musoma District primary schools as there are numerous teachers who have attended the training through e-learning. The study found out that the e-learning training to the teachers was not effective in enhancing the teachers’ professional development. Among other challenges, the pedagogical issues during the training were not taken into consideration. Other challenges include the conduct and the nature of these courses, limited follow-up trainings, insufficient e-learning facilities, limited support from school management; also workload and motivation appeared to impede the effectiveness of training programmes. The study suggests that since e-learning professional development programmes positively assist to improve teachers’ knowledge and skills, they should be well planned and effectively implemented.

Keywords: E-Learning, Pedagogy, Teachers’ Education, Teachers’ Training, Sustainable Development Goals (SDGs)

Are you a student?: Not a student

Embedding Employability Skills Development into Open & Distance Learning Curriculum: Prospects and Impediments

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Human capital is very germane to the sustainable development of any nation. This is because the economy of a nation is only as good as its human capital resources. Graduates unemployment around the globe is growing at a very alarming rate and lack of employability skills and skills mismatch have been identified among others as factors responsible for unemployment among graduates. As a degree in the world of today is no longer a guarantee of a good job and tertiary institutions especially the universities are being blamed for failing to prepare their students adequately to meet the
demands and expectations of the 21st-century workplace. Against this background, the paper looks at various ways by which ODL institutions can redesign their curriculum by embedding employability skill development in order to enhance graduate employment prospects thereby producing "work-ready" or "employable graduates". The study also examines the prospects of embedding employability skill development in the ODL curriculum as well as the likely impediments. The study adopted a theoretical approach supported with secondary data sourced from journals and internet materials. In conclusion, it was recommended that employability skill development incorporated into the ODL curriculum should be such that can replicate a key feature of real work setting and appropriate pedagogical strategies, as well as the provision of quality assessment, should be put in place in ODL institutions in order to measure employability outcomes.

Keywords: Embedding, Employability Skills Development, Open & Distance Learning, Curriculum, Prospects, Impediments

Embracing Use of OER in Teaching and Learning at the Open University of Sudan (OUS)

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Abstract

The Open University of the Sudan (OUS), was established in 2002 due to the study of UNESCO office in Cairo in 2000, and the concept paper of the teacher’s education prepared by Tony Bates from the Open University (UK), and the other experiences of international Universities. OUS is a public university, located in Khartoum with mandate to provide education through Open Distance Learning (ODL). The pressing need of the communities towards higher education and continuous learning lead to new types of universities that utilized the advanced technology in education and learning. The development of information and communication technologies (ICT) is considered as one of the main factors and drivers of knowledge. The rapid advancing in this field leads to the sharing of knowledge by many methods, one of which is the Open Educational Recourses (OER).

The Open Educational Resources (OER) movement aims to break down educational barriers, and to encourage and enable freely sharing content.

This paper aims to discuss the situation of OER at the Open University of Sudan, its development, strategies and policies, beside the impact of using OER, challenges and Opportunities. Different tools were used to carry out this paper. The Data gathered through f2f interviews, group discussions, OUS documents, Websites, UNESCO and commonwealth of learning (COL) publications. The findings of the study revealed that, OUS adopted using OER through different channels, Text books, OUS radio and educational TV channel, website, portals, e-library e-learning, printer press, OUS e-repository. Moreover, many OUS staff members participated in several workshops and activities about OER in Sudan and abroad. But still there is a pressing challenges facing OER at the institution: There is a lack of awareness among the stakeholders, resistant to the concept of ODL, weak infrastructure, no clear policies to encourage adopting OER, and understanding open licenses (CC).

The paper recommends that, the government should adopt clear policies to enhance using OER in higher education institutions, more training and retraining, continuous awareness.

Keywords: OUS, OER, COL, ODL, CC.
Enhancing the Contribution of Higher Education in Fourth Industrial Revolution

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Abstract

Global society is changing because of the shifts in technological capacity; higher education must change with it. This paper explores the contribution of higher education in fourth industrial revolution; the societal changes from the fourth industrial revolution will require higher education to develop greater capacity for ethical and intercultural understanding, placing a premium on liberal arts-type education with modifications to adapt to the particular issues raised by fourth industrial revolution technologies and their disruptions to society. Rapid adjustment of higher education institutions is needed by expanding its capacity to accommodate the acquisition of new knowledge by researchers. Social and educational transformations from the first three industrial revolutions can provide a starting point in our considering the potential transformations in higher education arising from the Fourth Industrial Revolution (4IR). The literature and analysis presented show a new approach of enhancing the contribution of higher education in the fourth industrial revolution and help the universities in considering some changes in its restructuring in delivering four industrial revolution agendas. Literature analyzed to show that higher education institutions have a complex, dialectical and exciting opportunity that can potentially transform society for the better. The fourth industrial revolution is powered by artificial intelligence and it will transform the workplace from tasks based characteristics to human-centered characteristics. Therefore improving the quality of service in higher education can bring about a significant change in society. The study used the data for the 35 respondents of higher education institutions. The study collected secondary data and the diagnostic test was done on study variables which included the test of normality and reliability test. The test of normality showed that data was a little skewed and kurtotic and did not differ significantly from normality. Based on the results obtained from the analysis of the study, the study recommends that more studies be done on the topic so as to establish unknown factors that enhance higher education in the fourth industrial revolution. Out that all the independent variables the study found out they have a positive correlation with the dependent variable. The study recommends the adoption and implementation of higher education in the fourth industrial revolution as a continuous process of creating, acquiring and transferring knowledge as one or two practices may not yield the desired results. The study also recommends that higher education should embrace the fourth industrial revolution so as to enhance efficiency economic growth.

Key Words: industrial, revolution, institutions, fourth

Ensuring Quality in Distance Education through Research and Extension. The Role of Incentives in Promoting Research Output, The Case of Institute of Distance Education of Catholic University of Mozambique.

Author: Tavares Augusto

Co-authors: Marchone Dias ; Marcos Rabo

Abstract

Research and extension constitute one of the key quality indicator demanded by the Mozambican
Quality Authorities in ensuring quality at university level. This issue has become one of the challenges faced by many national educational institutions. Recently, the Catholic University of Mozambique have implemented many policies in order to boost research and extension in all its branches. Some of these policies involved incentives that facilitated teachers to improve their education level, such as masters and doctorate. Other were oriented in short term training in research methodologies and others were focused on granting researchers who publishes in different journals or participates in scientific events. This paper aims to address three principal objectives: (i) analyze the relationship between incentives and research output, (ii) identify the type of motivational factors according to Frederick Herzberg (1959) that most leverage the research activity at Institute of Distance Education of Catholic University of Mozambique, and (iii) understand whether the results of the research are incorporated in policies to improve quality. The study was based on literature review of the motivational theories and consultation of different institutional documents and data of participants in scientific events and the list of publications in different journals. There were interviewed 30 researchers, among them 20 who most participate in research activities in last three years, and 10 who less participate in research activities. Two policy makers were also interviewed to understand whether the outputs are being incorporated policies that improve quality. The results indicate that in general there is a positive correlation between incentives and research output. In other hand, motivating factors are most efficient than hygiene factors in promoting research, and finally the study found that there is less use of the results of the research outcomes in the new policies.

Key words: Incentives, Motivation, Quality in Distance Education.

Establishment of the UNESCO Chair on Open Distance Learning (ODL) at the University of South Africa (UNISA): Taking Stock

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In April 2018 the University of South Africa (UNISA) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO) signed an agreement to establish the UNESCO Chair on Open Distance Education (ODL) at UNISA. The founding objectives of the UNESCO Chair were (a) ‘to produce ODL research that is responsive to UNISA’s vision of ‘the African University shaping futures in the service of humanity’; (b) ‘to build capacity geared at improving the quality and coverage of higher education through the open distance learning (ODL) mode’; (c) ‘to position the UNESCO Chair as the Southern African regional hub for an integrated system of research, training, information sharing and documentation in open distance learning (ODL), and (d) ‘to align with international players in order to facilitate exchange and collaboration in the delivery of quality distance education and service to humanity’. This paper, which responds to the ACDE Call’s theme 1: “Infrastructure, ODL Resources and Adoption Techniques for Open and Distance Education”, reflects on, and shares experiences on the Chair’s establishment, the challenges it faced, and the way the challenges were resolved. The paper shares the Chair’s experiences in implementing the above-mentioned founding objectives. In August 2019 the Chair successfully hosted its inaugural annual research conference, which attracted over one hundred delegates from South Africa and the neighbouring countries. By November 2019 the Chair had hosted a ten-part ODL research seminar series, featuring experts in areas such as ‘openness in ODL’, ‘massive open online courses (MOOCs)’, ‘open educational resources (OERs)’, ‘ODL student support’, ‘distance learning and e-tutorship’, ‘ODL and learning analytics’, ‘collaborative research partnership and ODL research’, and learning management systems (LMS)” in ODL, to mention a few. These experiences can potentially serve as invaluable examples of prac-
Fads, Facts and Figures for Contextual Modelling of Open University and Distance Education in Africa

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Many universities worldwide including Africa, are implementing various models of open education and flexible learning solutions in response to growing demands for higher education and the prevalence of disruptive and emerging technologies. Besides, mixed-mode practices are narrowing the boundaries between single-mode and dual-mode higher education systems because of expanded access through open and distance education. Challenged by theories, practices, and standards underpinning the implementation of these mixed-mode practices, this paper will appraise fads, facts and figures regarding trends and emerging drivers of open university and distance education with the purpose of rationalizing and contextualizing the experiences in Africa. A meta-analysis of research, development reports, and extant data will be used in explicating the nuances of the two complementary but mutually exclusive concepts within theoretical, policy, economic, education, social, pedagogy, management, and technological contexts with implications for research and practice. In order not to compromise quality and the novelty of openness, all stakeholders including policy makers, educational institutions, and practitioners will have to reflect on these concepts for contextual modelling, equity, impact and continuous quality improvement.

Hands-On in the Science Laboratory: Some ODL Science Education Students Voices.

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Despite the conflicting research report on students ability to manipulate laboratory equipments after participating in on-line experimentation (Rivera 2016), the importance of science/laboratory practical involving handling, seeing and manipulating real objects, should be overemphasized in both the traditional and ODL system. The current research which was conducted early in October 2019 focused on some science education students from the National Open University of Nigeria during their science practicum exercise. Although there had been various ways of formerly exposing these students to laboratory based practical, this report gave the first attempt on ‘Hands on’ by capturing
the voices of some of the students. Keeffe & Andrew (2015) emphasized that students voices have been a challenge to schools and researchers and so the need to respond to the voice of these students in education and research. The data was collected by interviewing and recording some of the voices of the students in one out of the assigned six zones. A lot of excitement was captured in the voices especially of those already in the teaching field and have been avoiding practical science classes. The need for hands on experience, essential for effective transfer of practical skills should be emphasized in the ODL system.

Are you a student?:
Not a student

INCIDENCE OF BURNOUT AMONG NATIONAL OPEN UNIVERSITY OF NIGERIA STAFF, JOS STUDY CENTRE

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Abstract

This study on the incidence of burnout among National Open University of Nigeria (NOUN) staff, Jos study Centre was conducted in Jos between June and July 2015. Thirty six closed ended questionnaires were developed and distributed to all 36 staff of the Jos Study Centre. All 36 filled questionnaires were returned, representing 100% retrieval. The biodata of the staff indicated that majority (52.78%) of them were within the age range of 30 – 39 years, while very few (2.78%) within 50 – 59 years old. Data on educational status showed that majority (44.44%) had first degree or equivalent and the least (2.78%) had either primary education or Ph.D. Majority (27.78%) of the staff were registry staff while the Director and Estate Management had least (2.78%) staff. Most (80.5%) staff were married with 3 – 4 children. Respondents strongly agreed and indicated the strongest period of burnout as during conduct of examinations and least during post school (alumni) counseling. The respondents also agreed that burnout was more during early rain (May, June, July) and least during late dry (February, March, April) seasons. The respondents indicated and agreed strongly that the most conspicuous sign of burnout was exhaustion and strongly disagreed that it was using food, drugs or alcohol to feel better or to simply not feel. The respondents indicated making the regional/zonal offices more functional as very effective in solving the problem of burnout and the not effective method was planning examinations for early and late rains only. It can be concluded that burnout is prevalent in NOUN especially during conduct of examination and early rainy seasons. The management of NOUN should as a matter of urgency make the regional/zonal offices functional and organize training for staff on signs, prevention and recovery from burnout to alleviate, reduce or enable recovery from burnout among staff of NOUN.

Are you a student?:
Not a student

INFORMATION COMMUNICATION TECHNOLOGY USAGE AMONG DISTANCE LEARNERS AT HIGHER EDUCATION IN TANZANIA: A CASE OF THE OPEN UNIVERSITY OF TANZANIA
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**Abstract**

The use of technologies in teaching and learning has been embraced in Open and distance learning institutions worldwide. ICTs support the delivery of distance education in order to ensure equal access and quality education to all people for sustainable development. In Tanzania, the use and access of ICTs is uneven due to factors such as geographical distance e.g. rural and urban areas, gender, language and economic status. This study aims at establishing; the indicators of ICT-Based learning, gender differences in ICT use among ODL learners and their attitude towards use of ICTs in teaching and learning. The data was collected from 247 respondents using questionnaire. Analysis of the findings disclosed that, ICT-based learning encourages academic sustainable development of students, such that, 60% of the students were able to carry out their assignments through Moodle whereas 30% enhanced their interaction with instructors and fellow students through online forum and discussions. Findings also revealed that, there is significant difference (p<.000) between males and females in accessing ICT facilities such as telecentres, cybercafe, Moodle platform, and personal computers. Male students had higher mean score (M=5.71) in using e-learning tools than female students (M=3.34). In addition, findings indicated that, attitude is a significant factor which influence ICT usage as it explained 98.1% of students’ use of ICT facilities in ODL context. Higher attitude of students towards ICTs in learning have influence on their effective use of technological facilities.

For successful teaching and learning in ODL, the study recommends trainings of both lecturers and students on the use of ICT-enabled learning tools should be a priority. ODL institutions also need to ensure that, quality internet infrastructure and technical support are provided to support students’ learning with ICT.

**Key words:** ICT usage, Attitude, Open and distance learning

**Are you a student?:**

Graduate

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**Impact of online delivery on completion rate**

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Open and distance learners are known to take very long to complete their degree studies. Many potential learners are discouraged to pursue ODL programmes due to delays and many obstacles they encounter. In its inception years, learners at the open university of Tanzania we’re expected to spend no less than six(6) years to complete a bachelor degree programme. Even those wishing to fully dedicate their time on learning encountered obstacles, including delays in delivery of study modules, delay in marking of assignments, tests and examinations, slow response from) staff on student queries, or enquiries, and follow-ups on various issues and questions.

An analysis of time spent on bachelor degree programmes to graduation has been made on cohorts of graduates from 2009 to 2018. It was found that the mean completion time for the 2009 cohort was 5.85 years. Only 5% of all bachelor degree graduates had spent 3 years. On the other hand, the graduates in the 2018 cohort spent an average of 4.02 years on the degree programme, with 52% of all graduates having spent just 3 years. This notable improvement in the completion time can be attributed to the digital transformations that were undertaken by the university in its teaching, learning, assessment and management of examinations and student records. The short completion time has encouraged many school leavers to opt for online education offered by OUT. A growing number of learners now are attracted by the prospects of finishing their degree programme within three years or even less.
International and Intercultural Competence in Distance Learning

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Open and distance learning, by nature, is a cross-cultural endeavour as many programs cross national and cultural boundaries to reach students. Inherent in this type of programming is the goal to educate global citizens who have intercultural competence to work with people from all around the world, and to allow for international collaboration that promotes mutual development. It is then crucial to ensure that students’ intercultural competence is the foundation for online and distance learning, and that faculty and staff also have the necessary intercultural skills to implement such programming. This interactive paper/workshop outlines the training needs at different levels for each of the stakeholders. For example, faculty members are responsible for curriculum and teaching; therefore, faculty training must address their needs to develop intercultural course content and to implement culturally inclusive teaching strategies. All training should result in heightened awareness of one’s own cultural orientations, and enhanced capacity to work effectively in intercultural settings.

Intercultural training takes many different forms. This interactive paper/workshop maps a comprehensive framework and advocates a deep and experiential approach to intercultural training. It also includes a discussion on the intercultural issues resulting from the use of technology in open and distance learning. Specifically, the goals of the interactive paper/workshop are to demonstrate:

• intercultural training needs specific to students who are learning to become global citizens
• intercultural training needs specific to faculty who are the drivers for internationalizing curriculum and teaching
• intercultural training needs specific to staff who are supporting students in their learning journey
• examples of training workshops, some face-to-face and some mediated by technology
• curricular, pedagogical, technological, and administrative challenges and outlook for intercultural training in distance and open learning

Investigating the response of School Administrators to poor performance in O level Physics Examinations: A case study of selected schools in Lusaka and Copperbelt provinces, Zambia.

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PROGRAMME applied for: PhD in Educational Management

Title:
"Investigating the response of School Administrators to poor performance in O-level Physics Examinations"

Introduction:
Physics is an essential subject which is vital in the training of Technicians, Engineers, Pilots, Medical Doctors focusing on robotic surgery and many other professions. Despite this importance of the subject, the high failure rate in O-level Physics examinations has persisted.

The School Administrators are charged with the daily operation and running of the Schools. It is for this reason that they need to be concerned with the performance of the pupils in Physics examinations. The academic achievement of a school is usually used to rate the school as a good or bad school. Therefore School Administrators being vision bearers of the school need to be concerned with the performance of learners. The performance of pupils in Physics has been a worldwide concern in terms of the reducing number of pupils taking the subject and the quality of performance of the few that seat for the end of year examinations.

Statement of the Problem:
The results that have been recorded in O-level Physics Examinations has not been of high quality (M.O.E, 2012). The poor performance of pupils has persisted over the past years. There is a need therefore to find out the way the School Administrators have responded to this underachievement. The measures put in place in response to correct the situation should be looked at.

This research might bring about possible solutions which might improve the performance of pupils in Physics and consequently lead to an increase in the number of pupils taking Physics as a subject and a career in tertiary education.

Purpose of the Study:
This research aims to identify the possible causes of poor performance in Physics Examinations and the study will further focus on how School Administrators are responding to this underachievement. The measures put in place will also be looked at.

Objectives of the Research:
(i) To find out the measures put in place by School Administrators in response to poor performance of learners in Physics examinations.
(ii) To establish the views held by School Administrators, Teachers of Physics and learners of Physics on the underachievement in Physics.
(iii) To find out the effect of location of the school on the high failure rate in Physics examinations.

Research Questions:
(i) What measures have School Administrators put in place in response to the poor performance of learners in Physics examinations?
(ii) What are the views held by School Administrators, Teachers of Physics and learners of Physics on the underachievement in Physics?
(iii) Does the location of the school affect the performance of the learners in Physics examinations?

Significance of the Study:
A number of research studies have been conducted in the area of underachievement of learners in Physics examinations. Some findings have recommended measures to be put in place in order to improve performance. Despite this the performance has continued to be low. This research therefore aims at investigating how School Administrators and teachers of Physics have responded to underachievement in Physics. The research findings might assist the Policy makers, School Administrators to improve performance of learners in Physics examinations.

Methodology:
Study Design: The research will employ an evaluative and descriptive design. Qualitative and Quantitative approaches will be used in handling of the data when investigating ways School Administrators have been responding to the problem in question.

Target Population: The research would be conducted in selected High Schools, Headteachers, Heads of Department, teachers of Physics and learners of Physics would be considered.

Research Instruments: A Questionnaire and semi-structured interview schedules shall be used to obtain primary data on Head teachers, Heads Of Science Department, teachers of Physics and pupils of Physics views and experiences as expressed by their attitudes, views, opinions and suggestions.
Observations Checklists would be used during physical inspection of infrastructure and storerooms. Data Processing and Analysis: Data will be analyzed qualitatively and quantitatively. A content analysis of the responses would be done under the themes- methodology, resources used for teaching and learning, major constraints and opportunities. Teacher’s views on the high failure rate in Physics and recommendations. This information would be presented in simple tables, graphs, charts or frequencies that will be converted into percentages.

**Languaging for epistemological access: Towards inclusive student support in ODL**

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Access to education is a basic human right and one of the United Nation’s Sustainable Development Goals (SDG4). Access can be related to entering the educational institution (physical access at registration) and access to the experience of education. To this end, Morrow (2009) distinguishes between formal access and epistemological access, in reference to institutional access and access to ‘goods distributed by the institution’, respectively. Epistemological access is fairly under-researched, more so in relation to the role of language, particularly in Africa, where the majority of university students have to function in English, which is not their first language. This conceptual paper, thus, is aimed at interrogating epistemological access for students with disabilities and how languaging can facilitate such access in an Open Distance Learning context. The paper argues that through languaging, particularly in English, students can access the content and other goods in higher education. It further proposes various strategies towards improving epistemological access for success. The paper highlights how technology can be used to enable and enhance languaging for different types of student support. In the end, the paper discusses implications for practice that will contribute to the realisation of the fundamental ODL principles of opening access to those who might otherwise be excluded from higher education.

**Literature review quality, misconducts, and skills deficiencies: Analysis of dissertations/theses of open and distance postgraduate learners at the Open University of Tanzania**

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Abstract

A literature review is an essential component in the dissertations and theses that postgraduate learners are required to submit to their respective universities in partial or full fulfillment of their degree awards. However, the quality of these research outputs is often affected by writing and organizational flaws, as well as notable academic misconducts such as plagiarism. Often than not, these problems are blamed on the lack of reading and writing skill challenges experienced by postgraduate learners. The main purpose of this study was to determine the level of writing and organizational flaws and plagiarism in postgraduate dissertations/theses and to identify the skills gap experienced by open and distance postgraduate learners. Literature review chapters extracted from a sample of 50 dissertations/theses submitted to the Open University of Tanzania (OUT) from September 2017 to August 2018 were evaluated against a well-established list of qualities of a good literature review. Similarity scores were obtained from the university’s plagiarism-check services office. These scores were analyzed and graded against the acceptable similarity threshold of 30%. Finally, a short survey was administered on a sample of 35 postgraduate learners to identify the most demanded reading and writing skills using the tool developed by Hei and David (2015). The findings indicate the presence of substantial writing and organizational flaws in the dissertation/theses submitted to OUT. Over a quarter of the dissertations/theses submitted (first-time) had a similarity level above the maximum 30% threshold. Research gap identification and critical analysis of the content read were the most demanded reading skills while building coherence using transitions and linking the literature review to the topic of research were the most critical writing skills required by postgraduate learners. Implications for best practice by postgraduate learners and supervisors are discussed and recommendations provided.

Keywords: literature review, plagiarism, writing and reading skills, postgraduate learners

Are you a student?:

Not a student

20

OPEN AND DISTANCE LEARNING, THE CONTINENTAL EDUCATION STRATEGY FOR AFRICA AND UNITED NATION SUSTAINABLE DEVELOPMENT GOAL 4 (SDG4) A CASE STUDY OF NATIONAL OPEN UNIVERSITY OF NIGERIA (NOUN)

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OPEN AND DISTANCE LEARNING, THE CONTINENTAL EDUCATION STRATEGY FOR AFRICA AND UNITED NATION SUSTAINABLE DEVELOPMENT GOAL 4 (SDG4) A CASE STUDY OF NATIONAL OPEN UNIVERSITY OF NIGERIA (NOUN)

Abstract

This paper reviews the pattern of access to education based on six Geo-political zones in Nigeria. The statistics from the quest for higher education in Nigeria was compared for 7 academic years (2010-2016) using tables and charts. The findings revealed the high demand for University education. The number of applicants each year was exceedingly higher than the number offered admission into conventional Universities. The National Open University of Nigeria (NOUN) has contributed its quota in absorbing qualified applicants who could not gain admission in these Universities thereby contributing to the Attainment of Sustainable Development Goals4 (SDG4). The roles and efforts made by Open and Distant Learning (ODL) to achieving the continental education strategy for Africa and the United Nations were discussed. Furthermore, challenges encountered by ODL in the attainment of the continental education strategy for Africa and the United Nations and possible ways of improvement were also highlighted.

Are you a student?:

Graduate
Online tutoring and ICT in promoting online higher education in Mozambique: The case of ISCED.

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The advancement of technology greatly influences the way education is today built, presented and assimilated into society, especially students and tutors, in the context of online teaching. This paper seeks to understand the perceptions of ISCED (Higher Institute of Distance Education and Science) tutors about the role of online facilitation and technologies as leverage in the expansion of quality higher education in Mozambique. ISCED is the only higher education institution dedicated exclusively to online education in Mozambique, providing access to education for more than 8000 students from 2015 to 2018. About 600 tutors collaborated in this process, most of them, as well as the pedagogical, technical, and administrative staff were unfamiliar with educational, management, and online facilitation techniques. The leadership and permanent monitoring of processes, the quality of systems, resources and materials was perceived as satisfactory. The integrated development of technologies, the continuing training of tutors, technical and administrative staff as well as the development of strategy and policy to support students and tutors have contributed to the enhancement of online facilitation, academic management and pedagogical success.

Open and Distance Learning as an Agent of Change: A Content Analysis of Alumnae Testimonies

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Abstract: This study was set to examine the extent to which Open and Distance Learning (ODL) is an agent of change with reference to the Open University of Tanzania. Specifically the study intended to examine alumnae’s perceptions on how best the Open University of Tanzania (OUT) prepared them for their career. Data was collected through in-depth interviews with key informants. Content analysis was used to analyze the data. The study findings indicate that alumnae perceive that ODL mode of education delivery made them more confident, self motivated, more industrious, capable to work independently, instilled them with high levels of persistence, sharpened their ability to plan and prioritize, made them better time-managers, and instilled them ‘a life changing discipline’. ODL made them come to terms with the assertion that “life is one’s responsibility”. The findings also reveal that most alumnae perceive that because of the knowledge and skills they gained through ODL at OUT, after completing studies, they became better performers at work and that made them excel in their careers, those employed find themselves promoted to higher positions and those self employed improved their business and in some cases they created new and better businesses. The study concludes that ODL is an agent of change in that it transforms individuals by making them...
PERCEPTIONS OF STUDENTS ON THE OPEN AND DISTANCE EDUCATION AT THE OPEN UNIVERSITY OF TANZANIA

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Abstract
The study focused on the perceptions of students on open and distance education at the Open University of Tanzania. The study included 90 students from the Open University of Tanzania. A random sampling technique was applied to inform the study. The questionnaires were applied to get the opinion on the perceptions students have over the operation of open and distance education at OUT. The study showed that students were positive in many aspects that are operated by the open university of Tanzania; these were admission process, teaching and learning, examinations recording, and supervision of the master’s student’s works. The study recommends that to improve the operation at the open university of Tanzania, there is a need to introduce a special form to record the student’s score, set funds for training postgraduate students in research writing skills and to establish a unit that will be responsible for students data on supervision.

Keywords: open and distance education, Open University of Tanzania, Perceptions.

Perceived Quality of Open and Distance Learning (ODL) Resources and Effective Learner Support Services among ODL Universities in Ghana;

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Open and Distance Learning (ODL) is a new phenomenon that is being steadily embraced in higher education space in Africa, particularly in Ghana. It is an innovation to the traditional bricks and mortar learning system in institutions of higher education and, if such novelty is not carefully managed and deployed, its essence may be misplaced. Administrators, instructors and learners are important collaborators in this project. Unfortunately, those collaborators are also new to ODL operations and their learning management systems. A major concern for learners remains effective learner support services while empowerment, skills development and infrastructure for teaching and learning are important for administrators and instructors. The paper explores the perceived quality of ODL resources and learner support services across Ghanaian ODL universities from students’ perspective. For the study, a sample of 503 respondents were randomly selected from five (5) ODL universities and quantitatively analyzed. The results revealed that instructors support was found to be unsatisfactory whilst the atmosphere of the learning center is considered non-conductive. ODL universities are recommended to invest more in technology-driven services that would enhance quality systems, and instructors support while attending to the needs of the learners quickly.

Keywords: Open and Distance Learning, Learner Support Services, Quality Assurance

Perceptions and Participation Of Stakeholders On Open And Distance Learning: A Case Of Postgraduate Students In Southern Highland Zone

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This study analysed the perceptions and participation of stakeholders on Open and Distance learning postgraduate programs of the Open University of Tanzania Postgraduate students in Southern highland zone. The study employed qualitative approach by using embedded multiple case study design. It applied multiple sampling techniques to acquire 57 respondents, specifically purposive, snowball and convenient sampling mechanisms. Relevant data collection methods used were interviews, focus group discussions and documentary review, which was analyzed by using content analysis. The study noted that, majority stakeholders across gender and age groups have basic understanding on ODL and OUT postgraduate programs, though with limited participation. Parents out of the formal sectors are very much aware. The study findings revealed that, most information found at OUT centers are those that provides guidelines to learners and other stakeholders about ODL postgraduate programs and learning materials of various courses. In addition the study confirms that there some information are accessible through brochures, physical visitation, local media, friends and advertisements during special days and graduation ceremony. Moreover, the study noted that, there is a serious problem on accessibility of ODL information to learners beyond OUT comfort zones, marketing is done mostly in English, placed in formal areas leaving a good section of the society isolated. The study recommends that OUT need to break out of the traditional cycle of marketing to share the ODL concept wider and deep into the community.
QUALITY ASSURANCE OF OPEN, DISTANCE AND E-LEARNING (ODeL) ACADEMIC PROGRAMMES IN KENYA: WHAT IS MONITORED AND EVALUATED?

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The slogans “learn anywhere any time” or “education without walls” among other slogans have been used to denote mode of delivery of education through open, distance and elearning (ODeL). This mode of delivery has opened many opportunities to people who for a long time longed to advance their education but the timing of regular face to face academic programs could not fit into their time schedules. Due to the increased demand for education and prospects for career growth, coupled with flexibility in mode of delivery, ODeL academic programmes have increasingly gained popularity at institutions of higher learning.

As more institutions and students embrace the ODeL mode of delivery of education, it is critical that the quality of these programmes is addressed. Many models and frameworks have been used to assess quality of ODeL programmes at institutions of higher education. This paper will give an overview of the concept of quality, and different metrics found in literature, of assessing quality of ODeL programmes. These metrics will be analyzed in comparison with the African Council for Distance Education Quality Assurance Toolkit for assessing the quality of ODeL academic programmes and the Standards and Guidelines provided by the regulator of university education in Kenya. The aim of the analysis is first, to highlight similarities and differences between these two sets of standards and guidelines, which are used by universities in Kenya to design and deliver ODeL programmes, and secondly, to gauge the extent to which these two sets of metrics agree with those found in literature. The arising discussion could potentially be used to harmonize the different criteria that are used by universities in Kenya, to assess the quality of the ODeL programmes they offer.

Are you a student?:
Not a student

Quality Dimensions and Attributes of student Support Services for Students with Disabilities within an Open E-Learning Institution

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The concept of quality student support service is receiving considerable attention in open distance learning (ODL) in recent years. Attempts have been made by researchers to develop quality frameworks to understand, manage and evaluate the quality of support services within ODL. There is now need to design quality framework to understand and evaluate the quality of support services
for students with disabilities (SWD). A 2016 UNESCO report entitled, Learning for all: Guidelines on the inclusion of learners with disabilities in Open and Distance Learning has also recommended that ODL institutions establish support services for students with disabilities (SWD); and that those services be made accessible. The report also emphasises on the improvement of quality of distance education teaching and learning for SWD.

Quality is a critical subject in higher education in general and distance education in particular. Quality can be understood from different perspectives. On one hand it can be viewed from the institution’s perspective and on the other, from the student’s perspective. Furthermore, service quality researchers have proposed students’ experiences and expectations as strong measures of student support service quality. This means that students should be the ones to determine the quality of their support services.

The aim of this study therefore, is to evaluate the quality of support services for SWD within an Open and Distance eLearning (ODeL) university, in order to understand and establish determinants by which SWD judge the quality of their support services. Qualitative methodology will be utilised to collect data from a sample of SWD.

It is hoped that the data will be helpful in developing a framework to help us understand and manage the quality of support services for SWD. There are many people who live with disabilities across the globe; and it is well documented that generally, people who live with disabilities face a wide range of barriers, which include access to education. A student support service quality framework for SWD is to ensure that these barriers are addressed.

Are you a student?:
Not a student

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Quality assurance in distance learning: The student as the subject of his own learning

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Quality assurance in distance learning: The student as the subject of his own learning

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The research aims to bring a reflection on the quality and safety in higher education at a distance. To achieve the objectives, it started from a descriptive analysis with qualitative research, associated with data collection using structured and semi-structured interviews by online survey of students and tutors through the survey monkey tool. The conclusions obtained reflect that the quality in distance education, a factor that on the one hand requires pedagogical strategies used in the teaching and learning process by the teaching cast and on the other the student’s self-discipline, that is, research autonomy. We used bibliographical research with resources matching to existing material on the subject in order to obtain subsidies on this subject. It also addresses the need to assess the quality conditions of the means of interaction between the student and the educational institution as a fundamental element of quality.

Keywords: Quality in Distance Education. Autonomy Learning helps each other.

Are you a student?:
Graduate
Quality of Teaching and Learning in an Open and Distance Learning (ODL) institution of higher learning? Or does it matter?

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Open and Distance Learning involves spatial separation amongst students, as well as between students and their facilitators. This salient feature makes ODL a challenging mode of delivery. The situation is made worse by myths and narratives that still despise ODL as a "second class" education system for people who are not "fit to go into the conventional system". This paper, which responds to theme 2: "Quality Assurance in Open and Distance Learning", is guided by the Human Relations Theory which argues that people desire to be part of a supportive system that facilitates development and growth. This paper, conceptual in nature, explores quality matters in teaching and learning considered important in making ODL a viable mode of delivery in ODL institutions of higher learning. The paper considers quality matters that help ODL students in institutions of higher learning remain active in their programmes, progress through the different levels and successfully complete their studies. The paper further debunks myths that ODL offers inferior education by exploring relevant research in literature (Tait, 2012), which points a different view about ODL. Preliminary results from the literature show two main strands of quality teaching and quality learning. For both strands quality comes up as key to active learning and important to creation of autonomous students, who are self-driven in their studies as they are in charge of their own learning. The results further show that quality in delivery of instruction in ODL institutions is defined by activities that match the diverse students’ needs as these they match their daily activities. Results also show that instruction offered to ODL students in higher institutions should create space for them to take responsibilities of their work. Most important, the results show that varied teaching strategies remain key in the advancement of quality in ODL institutions of higher learning.

Are you a student?:

Not a student

ROLE OF DISTANCE EDUCATION IN ACTUALIZING THE SUSTAINABLE DEVELOPMENT GOAL FOUR (4) IN GHANA

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The achievement of Sustainable Development Goal (SDG) four (4), which seeks to guarantee inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030 has been on the priority list of many countries including Ghana. One of the critical measures that has been put in place to achieve this important goal is through expansion of access through distance education. This paper therefore seeks to explore the role of distance education in realizing the SDG 4 using the case study approach of two public universities in Ghana. To achieve the objectives, the study employed a case study design and a qualitative approach to interview officials from the two universities in addition to some key personnel from the Ministry of Education (MoE) and the Ghana
Education Service (GES). Stakeholders from the universities intimated that distance education was a critical educational programme that helped government to achieve its MDGs in general and SDG 4 in particular. Also, personnel from the ministry agreed that distance education helped to promote lifelong learning opportunities for workers and students despite their reservations about inclusivity and quality. Finally, personnel from the GES felt distance education was an effective tool helping to achieve the SDG 4 even though they stated, among other things, the challenges that distance education in Ghana was faced with which waters down quality. The study suggested that government should, as a matter of urgency, help distance education institutions to deliver quality by encouraging active participation of Non-Governmental Organizations (NGOs) in distance education programmes. Also, to improve quality, the study advocated for intensified monitoring in the form of institutional supervisions and a robust research system to get feedback on institutional activities and to track progress on programmes. The study concluded that despite the challenges that distance education in Ghana faces currently, it still played a critical role in actualizing the SDG4.

Are you a student?:
Not a student

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Resumo: Estratégia de educação para desenvolvimento sustentável

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A UNESCO e a Educação para o Desenvolvimento Sustentável (EDS)
Reconhecendo que a Educação é a chave para uma necessária mudança de mentalidades e atitudes na sociedade, em Dezembro de 2002 a Assembleia Geral das Nações Unidas aprovou, em sessão plenária, a Resolução 57/254, proclamando a Década das Nações Unidas da Educação para o Desenvolvimento Sustentável (DNUEDS), para o período de 2005-2014, seguindo as recomendações apresentadas no mesmo ano, em Joanesburgo, na Cimeira Mundial para o Desenvolvimento Sustentável. A UNESCO foi a Agência do Sistema da Nações Unidas selecionada para dinamizar os objectivos da DNUEDS junto dos Estados membros e desafiar deste modo os governos a integrar a EDS nas estratégias educativas nacionais e nos planos de acção integrados em todos os níveis da administração pública. O seu foco principal foi o de encorajar o estabelecimento de parcerias e acções a todos os níveis da sociedade, criando energias entre todos os intervenientes envolvidos. Por outro lado, era recomendado o desenvolvimento de estratégias e linhas de orientação a nível regional, sub-regional, nacional e local. Desde então, a UNESCO definiu quatro grandes objectivos para a DEDS:
Promover e melhorar a qualidade da Educação;
Reorientar e rever os programas de ensino;
Reforçar a formação técnica e profissional;
Informar e sensibilizar o público em geral, bem como os media para o conceito de Desenvolvimento Sustentável.
O ensino e aprendizagem num futuro sustentável
Do balanço feito à Estratégia da Educação à Distância de 2001 verificou-se que apesar dos sucessos alcançados durante a sua implementação, ainda prevalecem desafios como:
Divulgação da modalidade de EAD;
Formação do pessoal afecto à EAD;
Regulamentação e garantia de qualidade da EAD;
Investimento em infra-estrutura e tecnologias;
Uso da EAD para expansão da Educação.
Situação actual
Um dos aspectos mais referidos pelos entrevistados é que a EAD em Moçambique implica custos
muito elevados e incomportáveis para ampliar a provisão dos cursos, seguindo os mesmos moldes de planificação e funcionamento usados em alguns programas de nível secundário e superior. Algumas vezes, têm de enfrentar despesas não previstas ou exiguidade dos recursos alocados, que são canalizados principalmente para a reprodução dos módulos, honorários e deslocação de tutores. Por outro lado, os estudantes entrevistados queixam-se dos custos imprevisíveis e da falta de informação completa a respeito, relativamente à totalidade do curso ou disciplinas/módulos em que se inscrevem. No geral, matriculam-se e à medida que o curso decorre vão-se dando conta de gastos necessários e sistemáticos, o que origina incertezas e ansiedade. Esta situação sugere a falta de planificação e orçamentação cuidadosa de cada etapa e acções necessárias para a implementação dos cursos.

1 Desafios e Objectivos

1.1 Desafios da Estratégia

Os desafios que se colocam para os próximos anos resultam da análise do ambiente interno (forças e fraquezas) e do externo (oportunidades e ameaças) da provisão da Educação à Distância, nos últimos anos, sendo de destacar os seguintes:

Divulgação ampla das potencialidades da Educação à Distância entre as entidades nacionais a todos os níveis;

Desenvolvimento de mecanismos de acreditação e garantia de qualidade, em coordenação com outras entidades competentes, para responder às necessidades do crescimento tanto de instituições como de cursos à distância;

Formação adequada do pessoal afecto à Educação à Distância. Esta deve incluir formação inicial, em exercício e permanente, privilegiando a Educação à Distância;

Investimento em infra-estrutura e tecnologias que permitam uma melhor distribuição da oportunidade de formação, considerando os custos em relação aos benefícios trazidos tanto a nível formal como não formal da Educação;

Uso da modalidade de Educação à Distância como meio de expansão efectiva da oferta para beneficiários específicos.

Objectivo Geral


Objectivos Específicos

1. Garantir o Acesso e Retenção dos estudantes nos programas e cursos de Educação à Distância;
2. Melhorar a Qualidade e Relevância dos programas e cursos oferecidos via Educação à Distância;
3. Desenvolver a Capacidade Institucional dos provedores da modalidade de Educação à Distância.

Directrizes para a Implementação

As directrizes gerais para a implementação da Estratégia da Educação à Distância ao longo dos próximos cinco anos, focalizam-se nos seguintes aspectos:

Responsabilidades;
Gestão;
Administração e Logística;
Monitoria e avaliação e;
Divulgação da informação.

A materialização de cada um destes aspectos pressupõe uma coordenação e intervenção diferenciada dos diversos actores envolvidos, directa e indirectamente, na provisão da Educação à Distância, sendo o Ministério da Educação o facilitador da sua implementação.

Papel do Governo

O papel do Governo é fundamental na definição de uma política e estratégias para implementação, desenvolvimento e financiamento da EAD.

Partilha de recursos: O governo promove a partilha de recursos na provisão da Educação à Distância como forma de evitar a duplicação de esforços por parte dos provedores de programas de Educação à Distância.

Abrangência nacional: O papel do Governo é fundamental na definição de uma política e Estratégia de Educação à Distância que preconize a implantação da modalidade de EAD em todo o País.

Qualidade: O Governo cria mecanismos de acreditação e verificação da qualidade na provisão da Educação à Distância e incentiva os provedores na observância dos elementos de melhoria de qualidade dos seus programas.

Conclusão

A presente Estratégia advoga que se garanta, por parte dos provedores, que as acções de aprendizagem dos conhecimentos científicos e habilidades para a vida dos beneficiários da EAD, sejam
desenvolvidas com qualidade, através do uso de mecanismos e critérios objectivos expressos em instrumentos tais como o Regulamento do Ensino à Distância, os vários Instrumentos de Avaliação e Garantia de Qualidade da EAD e outros do Sector. Por outro lado, deve-se garantir a formação dos docentes, tutores e pessoal técnico-administrativo através de cursos de curta, média e longa duração. Outro pilar importante que se teve em conta nesta Estratégia é o desenvolvimento da Capacidade Institucional que focaliza três áreas, designadamente, as acções de formação, infra-estruturas e tecnologias educativas e o estabelecimento de parcerias. Refira-se que as acções de formação dos docentes, tutores e pessoal técnico-administrativo contribuem para o fortalecimento da capacidade institucional. Baseia-se na visão de um mundo no qual todos tenham a oportunidade de aceder a uma educação e adquirir valores que fomentem práticas sociais, económicas e políticas de sustentabilidade contribuindo para um futuro que compatibilize as necessidades humanas com o uso sustentável dos recursos, superando assim os efeitos perversos que vão desde a destruição ambiental até à manutenção/agravamento da pobreza e para garantir deste modo que as gerações futuras não sejam penalizadas em relação às gerações presentes. A EDS só será eficaz se houver uma articulação entre todos os agentes no terreno e uma maior cooperação entre estes, como por exemplo entre as escolas, as autarquias, as ONG’s, os média e outras instituições oficiais, criando energias favoráveis, assentes num funcionamento em rede, entre actores e instituições à escala local, regional e nacional

Are you a student?:
Undergraduate

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STAKEOLDERS PERCEPTIONS ON OPEN AND DISTANCE LEARNING: A CRITICAL ANALYSIS OF LEGAL AND POLICY ISSUES

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ABSTRACT
This study examined stakeholder perceptions of the impact of Open and Distance Learning (ODL) and enrollment in Tanzania while critically analyzing legal and policy issues. We argued that the presence of clear and specific legal and policy framework on ODL promotes enrollment and access to education. Using a mixed research approach, a total of 120 respondents were consulted. Descriptive statistics and thematic analysis were used in analyzing the data. The findings indicate that there is no legal and policy framework which advocates ODL as a mode of education delivery. Responses pointed out on the importance of reforms on legal and policy framework to promote ODL nationwide as a way to improve more enrollments and more access to education in Tanzania. Additionally the study findings indicated that an increase in enrollment to be due to the benefits of ODL whereby education becomes more affordable and flexible for everyone. This study contributes to the literature in the field of ODL by acknowledging the great benefits accrued to it. It also adds to the field of policy makers and Law practices by ODL with law and policy formulation. Particularly by raising an alarm on the necessity of formulating clear and specific laws and policies to govern ODL practices. The study recommend on legal reform on ODL to guide the modus operand of education delivery to DE oriented institutions as well to have a stand-alone policy on ODL that would promote infrastructures for learners and ensure quality of the education provided.
Keywords: Open and Distance Learning, Legal and Policy framework.

Are you a student?:
Not a student
STUDENTS E-LEARNING TECHNOLOGICAL READINESS FOR EFFECTIVE TEACHING AND LEARNING IN OPEN AND DISTANCE E-LEARNING: THEORETICAL REVIEW

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Abstract
Open and Distance Learning (ODL) institutions are now evolving to Open and Distance E-Learning (ODeL) mode. The ODeL mode utilizes modern technologies in teaching and learning which in turn changes pedagogical practice and the quality of teaching and learning thereof. In particular, the aspect of Students’ e-Learning Technological Readiness (SeLTR) of the ODeL mode is apparently a significant solution. It allows the students to use e-learning resources and multimedia technologies to improve their quality of learning. Nevertheless, the existing literature reveals that students face technical challenges when studying through ODeL mode. They include difficult in communication through internet, insufficient computing skills, and difficulty in accessing reliable information. Part of the challenges is attributed to contribute to students’ dropout. This paper aims at assessing the effects of SeLTR for effective learning in ODeL through theoretical review. The questions answered by the paper include: what are theories and models related to SeLTR in ODeL? What are the outcomes of using models on enhancing SeLTR in ODeL? What is the Study contribution on enhancing SeLTR in ODeL? The work was based on qualitative research design; theories and models basing on research questions were reviewed, synthesized then come up with findings and contribution. Theories have been reviewed, namely, Transactional distance theory, Self-regulated learning theories and models related to the SeLTR were reviewed. The review, reveal that the students’ ability in directing their learning, technological self-efficacy, learner control, time management, behavior regulation, attitudes (perceived ease of use and usefulness) which connect a learner into ODeL are some of the main outcome of the SeLTR. The paper also reveals a pattern for the SeLTR in the ODeL mode. The paper ends by making recommendation that transformation to teaching and learning methodology in education is unavoidable, SeLTR in ODeL is significant in meeting inclusive, equitable, and affordable and quality education.

Keywords: Open and Distance Learning, e-learning, Students Technological readiness.

Are you a student?:
Graduate

SUPERVISING DISTANCE STUDENTS: PRACTICE AND EXPERIENCE AT THE OPEN UNIVERSITY OF TANZANIA

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ABSTRACT
Supervising doctoral candidates through distance mode of delivery poses many challenges for both students and supervisors. The paper presents an overview of the practice and experience of supervising distance students at the Open University of Tanzania (OUT) and try to link them with best practices learned from the “DIES/CREST Online Training Course for Supervisors of Doctoral Candidates at African Universities”. The study employed descriptive and documentary analytical research methods. The paper presents a brief profile on the Open University of Tanzania and highlights the
administrative and academic activities of Postgraduate Studies at OUT. Supervision practice and roles at OUT are explained and data on trends of Doctoral candidate enrolment is presented and discussed. Supervision supporting infrastructure is also outlined and discussed. The paper also highlights challenges facing supervising distance students that include; spatial and temporal, workload, technological, giving feedback and cultural challenges. Strategies for effective distance supervision are narrated and discussed and finally, the paper gives conclusions and recommendations basing on the knowledge gained from the training and best practice elsewhere.

Keywords: Distance Learning, Doctoral students, Supervision Practices and Experience

Are you a student?:
Not a student

5

SUSTAINING BEST PRACTICES IN DISTANCE TEACHER EDUCATION (DTE) THROUGH COLLABORATION

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Abstract
Distance teacher education (DTE) affords participating teachers opportunities for interaction amid teaching and individual study. The paper begins with conceptual constructions and explains the principles and gains of collaboration in various aspects of DTE. It continues by relating the principles of collaboration to sustainable best practices in DTE using the school of education in the National Open University of Nigeria (NOUN) as example. It reveals that NOUN has significantly and consistently maintained the principles of collaboration in its teacher education practice. The paper concludes that despite its association with issues of ownership of programmes or projects, collaboration is a worthwhile venture and a means of ensuring quality in all education sectors. Recommendations include the need to institute good quality assurance system in teacher education programmes by insisting on best resources and best assessment strategies with emphasis on reflective practice.

Keywords: Collaboration; practice; continuous; teacher education; sustainable; quality.

Are you a student?:
Not a student

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Students’ satisfaction with service delivery in National Open University of Nigeria

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This study investigated the level of students satisfaction with service delivery in National Open University of Nigeria. The survey research design was used to carry out the study. Four research
questions guided the study with respect to counselling, library, medical and information communication and technology services. Stratified random sampling was used to select 1000 returning students from ten study centres in the South-east and South-south geopolitical zones of Nigeria. Data collection was carried out with a structured questionnaire developed by the researcher. Face and content validation was determined by experts in open and distance learning. A pilot study was used to determine the reliability coefficient of the questionnaire. A reliability coefficient of 0.81 was obtained. Data was analysed using descriptive statistics.

Findings showed that the level of students’ satisfaction with medical and information communication and technology service delivery was very low. Based on the findings recommendations were made for the delivery of quality service to the students especially in the medical and information communication and technology aspects. One of the recommendations is the establishment of basic health facilities in the study centres. The implications of the findings of the study to the attainment of the sustainable development goals were also highlighted.

Are you a student?:

Not a student

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Students’ Perceptions on the Quality of Open and Distance Learning Programs: A Qualitative Approach

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With the exponential expansion of open and distance learning (ODL) system in the 21st century, there has been great concern about the quality of ODL programs. One of the important determinants of the success of ODL system is the perceptions of the various stakeholders involved in it towards the quality of ODL programs. While numerous studies have examined the perceptions of different stakeholders such as instructors, faculty and administrators, relatively little research has been conducted on students’ perceptions on the quality of ODL programs. This qualitative study aimed to explore students’ perception on the quality of ODL programs through the lens of Jung’s (2012) Distance Education Quality Model. The depth of insight gained from this study would provide valuable guidelines for ODL institutions on how to improve the quality of ODL programs in order to increase learning experience and performance of ODL students.

Keywords: Students’ perceptions, Quality, Open distance learning, Distance education quality model

Are you a student?:

Not a student

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TEACHING AND LEARNING IN ODL BLENDED MODEL ENVIRONMENTS

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The study examined blended teaching and learning model in institutions at the Open University of Tanzania (OUT). Guiding questions: How blended teaching and learning is conducted? What is the importance of blended teaching and learning in institutions? Which strategies to remove challenges for retention of dropouts? Methods for study included qualitative and quantitative; Microsoft excel window 7 for data analysis. A total of 60 respondents included purposive 20 OUT staff; 20 Post graduates and 20 Undergraduates.

The results for blended teaching and learning model to boost academic performance were 56%; 44% provide more interactions between instructors and learners; 36% develop active participation in discussion forums. 32% said wider coverage to work at any environments regardless of geographical locations. Others include flexibility, bridge gaps between ODL & Conventional models; allow the use of multimedia online tools like copyrighted materials, OERs, audio/video conferencing, to enhance digital technology skills & ICT. Improve critical thinking and give quick feedback to all participants. The challenges included 60% ignorance in digital technologies; learners 80% students lack ICT skills; 52% poor internet connectivity & electricity in the rural areas; about 40% poverty and poor ICT devices; 16% time consuming to instructors and tedious work. Others saw inadequate resources; less collaboration and communication among all stakeholders in the organization; resistance for culture and mindset change. The strategic model to remove challenges: provision of adequate training on blended model environment 60%. Provide good working environments to staff 58% from Department to Faculty level; have current library resources; Organizations ensure reliable and improved ICT infrastructures, server and internet connectivity 52% all the time. Ensure availability of digital resources 44% like Laptops, Tablets, Smart phones at affordable costs by loan schemes to enhance retention. Government invests more on Human Capital & other resources in the ODL Teaching and Learning Environments.

Key words: Open & Distance Learning, Teaching & Learning Methodologies, Strategic SDG4 Blended Model

Are you a student?:
Not a student

THE EFFECTS OF ONLINE AND DISTANCE LEARNING ON ENTREPRENEURIAL DEVELOPMENT IN TANZANIA: CASE OF THE OPEN UNIVERSITY OF TANZANIA

Author: Vicent Stanslaus

ABSTRACT

The study was conducted with the purpose of finding out the effects of online and distance learning on entrepreneurial development in Tanzania. Specifically the study was set to find out the effects of mainstreaming and practicing entrepreneurial education for entrepreneurial development. The variables included organizational structure, tools to deliver education, training opportunities, internal coordination of entrepreneurship development activities, learning environment, student organizations, orientation programs, offering a helping hand in accessing start-up and operating capital for students and engaging with external stakeholders. Data were collected using questionnaire, observation and interviews from students and staff of the Open University of Tanzania. Also a review of university documents and structured surveys focusing on needs and perceptions were used. The findings indicated that online and distance learning has a positive effect on entrepreneurial development. Also the study found out that there is a limited number of partnerships existing with key players in the private sector, no budget for entrepreneurship, the existing working and learning environment do not encourage students entrepreneurial attitudes, no student organizations that specifically focus on entrepreneurship leading to lack of funds and support by the university to encourage student start-up projects and no entrepreneurship orientation program offered at the end.
of bachelor study to all graduates. In conclusion, the study found a great importance of online and
distance education on entrepreneurial development and recommends to practice entrepreneurship
at the university so that students graduate with practical skills.
Key words: ODL, Entrepreneurship, Entrepreneurship development.

Are you a student?:
Graduate

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THE IMPACT OF CONSTITUENCY DEVELOPMENT FUNDS ON ACCESS TO QUALITY EDUCATION IN PURSUIT OF THE SUSTAINABLE DEVELOPMENT GOAL 4 AMONG THE INDIGENT YOUTHS IN KENYA

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Access to education among indigent youths in Kenya has been difficult without support from wealthy
individuals, national and constituency governments, corporate organizations and religious bodies.
The socio and economic environment in Kenya show that, youths’ inability to access quality educa-
tion have far reaching effects on themselves and the society at large. For example, those without
education end up becoming drug and alcoholic addicts, prostitutes and thieves. Some of them even
become street urchins. It is therefore obvious that the presence of the youths without quality higher
education could make the society unsafe. It is in pursuit of a healthy society and a good future for
the youths that, the United Nations Sustainable Development Goal 4 seek to ensure an inclusive and
equitable quality education and promote lifelong education opportunities for all. The Kenyan gov-
ernment at the constituency level having been aware of the problem that could arise when youths
do not have access to quality higher education, decided to set up the Constituency Development
Funds (CDF) to address the needs of the indigent students who are in higher education institutions.
The provision was established by the act of parliament since the year 2003. It was also pushed for
implementation in each of the 290 constituencies in Kenya. The researchers are therefore interested
in finding out the impact of the constituency development funds on access to quality education in
pursuit of the sustainable development goal 4 among the indigent youths in Kenya. To accomplish
this, primary and secondary data would be obtained while econometric method would be used for
the analysis. The output from the research shall be used to inform policy review and the improve-
ment of the implementation of the CDFs for the benefit of the indigent students in higher education
institutions in Kenya

Are you a student?:
Graduate

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THE PLACE OF TECHNOLOGY IN CURBING ACADEMIC CORRUPTION IN AFRICA’S HIGHER EDUCATION

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Traditionally, academic corrupt practices such as cheating in examinations, falsification of entry requirements into universities, inappropriate accreditation of universities amongst others have witnessed a number of analog or traditional measures in bids to curb the rising incidences (see Awaah 2020). Much as these measures are in place, it does seem that human errors and compromises have been hindrances to achieving success. In response, this paper examined scientific ways of curbing the canker of academic corruption in Africa’s higher education from a perspective that drew on contemporary measures to curb the real magnitude of the phenomenon, drawing from empirical findings from previous researches to demonstrate how technology has been used to address this challenge in Africa.

The research is a desk study and relied on the reviews and analysis of technological measures and how they have been used to mitigate academic corruption in Africa’s higher education. The desk research suggests that technology has played very important roles in mitigating academic corruption using technological measures like CCTV cameras, anti-plagiarism soft wares, online marking, biometric registration/verification, and anti-hacking software.

Key Words: Academic corruption Technology Higher education Africa

Are you a student?:
Graduate

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THE PROSPECTS AND CHALLENGES OF E-LEARNING USING INFORMATION AND COMMUNICATION TECHNOLOGY PLATFORMS -A REVIEW OF OPEN AND DISTANCE LEARNING OF LAW IN NATIONAL OPEN UNIVERSITY OF NIGERIA

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ABSTRACT

The adoption of e-learning by National Open University of Nigeria is due to the realization that ICT platforms have become a veritable or convenient tool of delivering knowledge in our ever changing world. Indeed, the need to incorporate a flexible, effective and efficient learning mode, in an era of ever increasing desire of many to learn, has made Open and Distance learning: base on ICT platforms, an attractive mode in any country that is conscious of technological advancement and its social impacts. No doubt, mass education, base on ICT platforms, which is the hallmark of open and distance learning, is a fast developing modern approach to learning. This is because, it potentially offers students the opportunity to specialize in variety of academic disciplines, and equipped them with a well-rounded education, robust career preparation, and education through innovation. Open and distance learning of law in the National Open University of Nigeria, ensure that career education in law is integrated with academic experience which enhances competitive ability and prepares students for 21st Century jobs in the ever increasing competitive global market. This conference paper aims at exploring some of the prospects and challenges of E-learning method in teaching law at the National Open University of Nigeria. A study in that area is pertinent because some believe that a law degree cannot be effectively delivered via open and distance learning. And to achieve the above stated aims, the paper will adopt the secondary method of data collection such as content analysis, review of online materials and existing literature with a view to identifying potential solutions to the problem raised in the presentation. The paper will conclude with recommendations that we hope, will enhance or enrich legal education through ICT platforms, in a digital age or in our ever-changing world of technology.
Keywords: E-Learning; ICT Platforms; Open & Distance Learning; Challenges and Prospects.

Are you a student?: Not a student

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Teaching method at Open University of the Sudan (OUS)

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The Open University of the Sudan has been established in 2002, as an Open and distance institution, adopting ODL platforms, it made used of the experiences of The Open University (UK), Al-Quds Open University and UNISA, to came out of this mixture with OUS method. This study aims at diagnosing the OUS teaching system, and its impact on the competency. The data have been collected by a questionnaire, working experience in OUS since establishing, and Areas coordinators interviews. A random samples from Khartoum state student (about 70% of OUS total student), of 150 students and 95 Academic Supervisors, then the data has been statistically analyzed and interpreted. The findings of this study show that OUS adopted a scalable teaching system that could intake as much as admission numbers without any dilution in teaching quality, the paper recommends adoption of OUS’s method of teaching even in face-to-face higher education institutions, and states it should be applied at maximum scale to reinforce the ability, capability and workability of this system. Keywords: Academic Area, Academic Supervisor, ODL.

Are you a student?: Not a student

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The Contribution of Open and Distance-Learning Methodology on Custodial Rehabilitation of Prison Inmates in Kenya

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The purpose of this study will be to examine the contribution of open and distance learning methodology on custodial rehabilitation of prison inmates in Kenya. It also discusses the challenges of implementing open and distance learning as a strategy of rehabilitating prisoners. The researcher hypothesizes that participation of prisoners in the open and distance-learning education programs do not deter their relapse into criminal tendencies. Despite the provision of educational opportunities for inmates in Kenya, studies show that there are no adequate education policy guidelines for implementing open and distance learning in prisons. This has led to a slow pace towards offender rehabilitation and reintegration into society. Inmates who do not access and participate in open and distance learning opportunities often relapse into crime due to lack of requisite livelihood and employment skills which is vital for enhancing their productivity in society. The study will employ
rehabilitative and lifelong theories to guide the objectives and variables of the study. The study will employ mixed method with both quantitative and qualitative designs. The main respondents will consist of incarcerated petty offenders who are serving short sentences in two selected correctional facilities in Nairobi County. Other respondents will include correctional officers in charge of rehabilitation programs. Purposive and snowballing sampling techniques will be employed to identify respondents from different categories of offenses. Quantitative data will be obtained through survey questionnaires, rehabilitation assessment checklist tool while qualitative data will be obtained from key informant interviews (KIIS) and narrative method. Qualitative data will be analyzed using NVivo Statistical Software (NSS) while quantitative data will be analyzed using Statistical Package for Social Sciences (SPSS). The results will be presented using verbatim quotes from respondents’ stories and experiences. Quantitative data will be presented in tabular forms, frequencies, bar graphs and pie chart forms. Data from completed survey questionnaire and key informant interview guides will be analysed thematically per variable to help draw conclusions as guided by the objectives of the study.

Key words: rehabilitation, prison, reintegration, life-long education

Are you a student?:
Not a student

The Role of the African Council for Distance Education in the implementation of the CESA 16-25 and SDG 4 to achieve the Africa we want in the 21st century.

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Abstract
Africa like other continents of the world is faced with array of developmental challenges that have attracted the concern of individual experts and relevant organizations at the regional, sub regional and continental levels. The challenges have necessitated development of strategies and programmes for implementation in order to make Africa a better place to live in. The African Union as a continental body of nations in Africa has therefore taken a bold step to identify some of the challenges and thereby came up with strategies and programmes among which is the Continental Education Strategy for Africa which is in line with the Agenda 2063 and the United Nations Sustainable Development Goals. In a similar vein, the African Council for Distance Education (ACDE) as a continental education organization and an important partner to the African Union, is engaged in activities and programmes that seek to enhance the use of ODL to increase access to education, promotion of professional development of teachers, improvement learners’ performance in Science, Mathematics and Technology to reflect life skills and labour market demands and ensure an inclusive and equitable education with good conditions for lifelong learning for sustainable development. The purpose of this paper therefore is to discuss the activities of the ACDE that align with the implementation of CESA and the realization of the United Nations Sustainable Development Goal 4. The challenges of achieving these shall be identified while suggestions would be enumerated on how to surmount such developmental challenges through the activities of the African Council for Distance Education to achieve the Africa we want and ensure developmental progress that are of global relevance.

Are you a student?:
Not a student
The relationship between gender differences and self-regulated ability of students in distance education

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1 Universidade Licungo

1. Introduction

The object of this study is the presentation of a research project to determine the relationship between gender differences in distance education and the self-regulation capacity of learning. Gender issues are one of the strategic objectives of the International Education Strategies for Africa 2016-2025, C ESA 16-25 (African Union [AU], 2015). I consider issues of gender equity and equality, particularly of women and their inclusion in education higher, it cannot be verified and measured the only index for enrolment or at parity compared to men. It is necessary to reflect on the learning opportunities of that are offered to students to develop their skills. I consider that this knowledge is important because it maps out not only the actual stage of the process of gender inclusion in education in this country, through the teaching strategies, methodological and privileged technology in the distance education, the principle of which is based on self-regulation of your learning. In this order, first, I will show the elements that support, and justify its implementation, highlighting the assumptions and knowledge built on the matter. In the following, I will address the problem, the objectives, and the basic issues including the literature review that will allow the interpretation of the empirical data. Finally, the study design and methodology will be mentioned, with details about the study population and place, the sample, the data collection and analysis instruments, the ethical aspects and the structure of the chapters resulting from this study.

2. Background

The 2030 Agenda for Sustainable Development adopted by the United Nations, of which Mozambique is a member, defines in its Objective 4: “to ensure an inclusive and equitable quality education and promote learning opportunities throughout life for all”. In the most specific case, the African Union (2015). The Continental Education Strategies for Africa (CESA 1 6-25), reinforces in its strategic objective five, increase the need to “accelerate the processes leading to parity and equity”. Specifically on access to school education, particularly at secondary and tertiary levels. The participation of women in education and in all learning opportunities reflect their empowerment in society. In this sense, national governments have created several strategies to allow mass access to school education at all levels among their populations, depending on their geographical location. In the case of Mozambique, the development of the distance learning modality has been one of the widely used ways to make access to education more flexible for all, particularly at the tertiary level. In Mozambique, by 2012, there were 123,779 students enrolled in higher education institutions, of which only 48,918 were women. Although statistical data indicate an increase in access from a participation rate of 1.2 in 2004 to 5.2 in 2008, but the number of women with access to continuing higher education is still low (Ministério da Educação, 2014). Distance education has been one of the main modalities used for mass access to higher education. However, access to distance education cannot be measured only from the rates of women enrolled in university courses. Eaton (2001) shows that one of the major challenges in this modality is the creation of teaching and learning models that allow autonomy and self-regulation. In this sense, its need to analyse the learning processes involved, related to the used teaching methods as effective strategies for students can participate, take part and be part of a process it is important that they be the subject s and centre of their learning. Among the metacognitive strategies of distance education, Filcher & Miller (2000) consider self-regulation of learning as essential to ensure the quality of the teaching process. Therefore, I propose a reflection on the possibilities of realization and a self-regulated learning, as one of the main assumptions of open and distance education. I am aware that factors social, cultural, demographic, particularly gender differences, in served within the profile of the students affect positively or negatively the purposes of their studies. The context of the insertion of students in distance education cannot be out of step with the socio-cultural characteristics of this population.
In-depth knowledge of the profile of students pursuing our undergraduate courses can enable the creation of teaching strategies that maximize their potential and stay in higher education, in accordance with gender differences. I am thus taking into account the stigmas about women in Africa, many of which make their access to education difficult.

Studies have referred to differences between women and men in self-regulated learning (Matthews, Ponitz & Marrs on, 2009), and in many cases this may be related to the attribution of gender differentiated status.

3. The research problem

Gender differences and other sociocultural and demographic characteristics determine the styles of learning. The institutions of higher education, with teachers know little of their students. They know little of what students aspire to, their motivations, the degree of accessibility to digital technologies, their acquisition and use, the challenges, the difficulties that they face in access to education. In Mozambique, in particular, we don’t know the social and cultural conditions, and their impact on self-regulated learning, one of the main strategies in education distance. This acknowledge makes our performance, our strategic teaching, evaluation, selection of technological, and educational resources outdated to the characteristics of learning, compared to the gender of the students in distance education.

3.1. Research Question

What is the relationship existing between gender differences and the self-regulated learning ability of students in distance education?

3.2. Research aim

To analyse the relationship between gender differences and self-regulated learning capacity of distance education students.

3.3. Research Objectives

In order to fulfil these general objectives, specific consideration will be given to:

a) To describe the socio-cultural, demographic and academic profile (gender, age, marital status, geographical origin, social and economic conditions, employability, profession, academic background, time management, etc.) of distance education students at Licungo University (UniLungo);

b) To characterize the ability of setting goals, environmental structure, strategies for tasks, time management, looking for help and self-evaluation of students’ education in distance UniLungo;

c) To identify the challenges of self-regulated learning, inclusion, and permanence, students in distance education of UniLungo;

d) To design methodological and communication strategies taking into account students’ socio-cultural and demographic characteristics and their self-regulated learning levels.

4. Literature review

4.1. Theoretical framework

The theory of self-regulation learning is the main foundation that supports this research. This is based on the social cognitive theory of Bandura (2001). The self-regulated learning is the competence that students develop to control their cognitive processes, metacognitive and motivational to acquire, organize and transform acquired information (Shunk, 2018; Freire, 2009, Polydoro & Azzi, 2009, Sharma et al., 2007). There are three reported phases of self-regulated learning are: anticipation and preparation, execution and control; and self-reflection and authoring (Freire 2009). However, the performance of these actions, beyond the individual capacities of the subjects, is also conditioned by affective, emotional, study methods, meta-cognition, volitional and behavioural variables (Freire, 2009; Polydoro & Azzi, 2009). This shows the importance that self-regulation of learning has in the process of education in general.

In the field of online and distance education, the application of self-regulated learning is the best strategy for academic success. They emphasize that self-regulation of learning relates to the development of metacognition strategies, regulatory effort, critical thinking, student design, organization, and re-evaluation (Broadbent & Poon, 2015; Cazan, 2014; Bothma & Monteith, 2004).

4.2. Empirical Studies

In many cases self-regulation of learning is associated with the profile of distance education students, taking into account variables such as gender, age, social and professional status, among others (Blocher et al., 2002; Umekawa and Zerbini, 2015). In a study of 145 online course participants, Yükseltürk & Bulut (2009) analysed students’ motivations and learning strategies and found that test anxiety explained a significant amount of variance in female student.

In another study, Testa & Luciano (2010) analysed the difficulties students have in establishing their own learning path. They demonstrated the influence that the use of social environment management strategies has on participants. They found that most students have difficult ties in organizing time and stress management, monitoring the pace of activities, environmental management and lo-
cal adjusting the pair performs studies. They show that professional, social and cultural interference contributes to self-regulation of learning and may be a limitation on distance education. With regard to learning styles, Werhrein e al. (2007) concluded that students have different preferences as gender differences. They demonstrated that most male students prefer diverse forms of instruction, while women cater to simple forms. In a study similar Mcsoporran & You n g (2001) used as student motivation variables, preferences by the methods of study, personal commitments, and access the technologies. They noted that female students and older participants are the most motivated, have better online communication and at scheduling their learning. In contrast, male students and younger participants need more discipline. In the same light, Bidjerano (2005) reported that high levels of women performing the self-regulated variables such as: organization, metacognition, time management, preparation and effort. However, no significant gender differences were found in relation to peer study level, help seeking and critical thinking.

5. Research Design and Methodology

The study will be conducted at Licungo University in Mozambique (UniLicungo). The study will establish the relationship between gender differences and self-regulated learning ability. I chose UniLicungo to develop the study because I work at this institution. The study will focus specifically on all classes of distance education offered by the University Licungo in Beira distance, Sofala Province, Mozambique. The study will take place during the first half of 2020. The research subjects will be students of all courses enrolled in the academic year 2020. The study sample will consist of all students who accept to participate in the study. In a particular way, it is intended to verify the sociocultural characteristics and the didactic, methodological and technological conditions allow the inclusion of women in learning through author regulation, in view of CESA’s strategic objectives 16-25.

The study will use a quantitative, descriptive and cross-sectional approach. I will submit to the subject’s two questionnaires simultaneously, with closed questions. The application of s questionnaires will be online. The first will have questions related to the students’ socio-cultural and demographic profile, which includes the following variables: age, marital status, number of children, place of birth and residence, occupation, profession, individual and family income, funding to studies, academic background, time management of academic activities, accessibility to technology and internet, among others. The second questionnaire will be for assessment of students’ self-directed learning ability. I will go to use the Online Self-Regulated Learning Questionnaire, OSLQ), tested and validated by Bernard-Brak, Lan & Paton (2010) with 24 items, measured from the 5-point scale of Likert. This questionnaire consists of six factors: goal setting, environment structuring, task strategies, time management, seeking help, and self-assessment.

Data will be compiled in Microsoft Office Excel and analysed using the SPSS v.16 package. Statistical analysis will consist of checking the correlation between the variables. I will perform the Fisher and Chi-square test. The significance level will be 0.05.

Two hypotheses are the basis of the analysis. The first is the null hypothesis that there are no significant differences between gender and self-regulated learning capacity in distance education students. The second, in which I affirm that there is a significant difference between genders and self-regulated learning capacity in distance education students.

In addition to gender issues, other variables will be analysed: age, profession, occupation, place of residence, marital status, number of children, study funding, among others. In the study will be analysed the correlations between these variables.

6. Research Value

After the research will be found the relationship between gender and self-regulated learning ability in education distance. The information from this study may help in the design of more appropriate teaching strategies for included are women in the learning process, taking into account their social and cultural profile. It is also intended to develop strategies that lead to greater permanence and success in learning, particularly of women.

7. Ethical aspects

For this purpose, the research project will be submitted to the Ethics Committee of Licungo University, to verify the procedures inherent to working with human beings.

8. Bibliographic reference


Using WhatsApp as a collaborative learning tool to improve academic performance among students in an Open Distance Learning environment

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The emergence of mobile technologies has had a significant impact on educational technology. A high number of the South African population has a smart phone. Mobile devices have also contributed in the increase of educators’ pedagogic options. This makes it easier for educators to make use of technologies as learning tools and to encourage student participation. Students also use media applications to write assignments, building portfolios, taking notes and to access announcements, assessment scores, timetables and tutors. WhatsApp is the most active social media platform with 90% of internet users accessing the platform in South Africa. The purpose of this paper is to discuss the application of collaborative learning using WhatsApp among university students in South Africa. Collaborative learning views learning as a naturally social act in which students talk among themselves. This approach has a number of benefits. Students are challenged both socially and emotionally as they listen to different perspectives and are required to articulate and defend their ideas in a collaborative environment. As a result, students create their own unique conceptual frameworks and not rely solely on an expert’s or a text’s framework which contributes positively to their gradateness. Moreover, students have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and be actively engaged. The use of...
this approach was motivated by the belief that it would help improve academic performance among students because learning flourishes in a social environment where conversations between students and their peers take place. Our experience of the collaborative learning approach among students and educators is that it is essential for assisting each student in advancing through their zone of proximal development, which involves what a student would accomplish alone and what he or she could accomplish in cooperation with others who are more skilled or experienced. Our conclusion demonstrates that when student participation increases their academic performance also increases. In addition to using WhatsApp platform to communicate their challenges they experience with the module, they share news, courses resources, and ideas, also use the platform to communicate with their peers and educators which increases their sense of belonging to the university.

Are you a student?:
Not a student

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Using the Community of Inquiry (CoI) Model to Support Instruction in the Online Distance Learning (ODL) Environment: Lessons from a Blended Learning Paradigm

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This study applied the Community of Inquiry (CoI) framework in the delivery of a blended learning course, and assessed learning processes, outcomes as well as learners’ perceptions of the three CoI concepts of teaching presence, social presence, and cognitive presence. The objective was to learn lessons that could contribute towards the evolution of effective and workable strategies for improving learning processes and outcomes in Online Distance Learning (ODL) environments within the Sub-Saharan African context. Forty six (46) postgraduate management students who took a semester-long blended learning course in a Ghanaian private university participated in the study. In applying the CoI framework, constructivist pedagogy and appropriate technology tools and applications were used to support content delivery and also facilitate collaborative learning activities both face-to-face and online. At the end of the course, a questionnaire (designed using a revised version of the CoI instrument) were administered to students. Findings revealed that applying the CoI strategy greatly enhanced student engagement by way of their interaction with course content, with the instructor, and with fellow learners. This enhanced engagement and interaction translated to positive learning outcomes, and also, high student perceptions of the helpfulness of implementing the three CoI presences, particularly in the online aspects of the course. Students also perceived significant relationships between teaching presence and cognitive presence, and also between social presence and cognitive presence. The study discusses these findings as lessons that can help shape best-practice pedagogical frameworks and strategies for delivering blended and ODL courses within developing world contexts.

Are you a student?:
Not a student

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Youth Offenders and the impact of UNISA’s Open Distance eLearning Systems at the Emthonjeni Youth Centre
Technology mediated pedagogies of the 21st century present new and unprecedented challenges for incarcerated students – especially since ODeL is increasingly being characterised by on-line course offerings and e-learning systems. Unresolved tensions, together with a complex balance between security, control and justice are some of the core issues underpinning this enquiry. By exploring the learning experiences of youth offenders incarcerated at the Emthonjeni Youth Centre, the proposed study aims to understand the impact of Unisa’s ODeL system on incarcerated youth offenders – an area which in itself is underexplored. A qualitative exploratory research design will be used to conduct the study. The identification and recruitment of study participants (students enrolled with Unisa for the current academic year) will be achieved via purposive sampling and data collected via focus group interviews. Qualitative content analysis will be used to analyse the data and it is hoped that the proposed study will contribute meaningfully to the South African literature on the impact of Open Distance Learning on youth offenders incarcerated at the Emthonjeni Youth Centre.