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ACDE CONFERENCE

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“Open and Distance Learning, The Continental Education Strategy for Africa and the United Nations Sustainable Development Goal 4 (SDG4) Engagement”

BOOK OF ABSTRACT

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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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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 employability of graduate youths in owerri, imo state: implications for counsellors

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Graduate youths' unemployment has become a serious threat in the economy of our dear country Nigeria. While several people argued that the problem is due to lack of jobs, others have posited that the greater challenge is the un-employability of the youths, that many of the graduate youths lack the skills required by employers of labour and could not be employed even when there are jobs. This dilemma is the basis of this study. The descriptive survey design was employed in the study. The population comprised of all graduate youths in Owerri, Imo State. A sample of 500 graduate youths was selected from the population by random selection. A checklist comprising of the respondents' demography and 21st Century employability skills was constructed by the researcher. The instrument was pilot tested on 20 graduate youths in Orlu, Imo State and a reliability coefficient of +0.75 was obtained using Spearman's Rank-Order Correlation. The instrument was administered to the participants by the researcher and a research assistant. They were all collected without any loss. Four research questions guided the study. The results revealed that gender, age and parental socio-economic status were significant indicators for employability of graduate youths. However, the respondents' acquisition of 21st century employability skills did not significantly indicate employability of the graduate youths by Government establishments but significantly indicated the graduate youths' employability by the private sectors and by self-employment. It was recommended that school counsellors should engage Nigerian students from their early years in primary, secondary and tertiary education to endeavour to acquire the 21st century employability skills to enable them to develop self-reliance / sustenance and also be employable by both the governmental and the non-governmental organisations and industries.

Keywords: Employability, Graduate Youths, 21st Century employability skills, Governmental and Non-Governmental Establishments, Self-Reliance.

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, influenced 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 concluded that across the civil servants in the study area, despite a good understanding on basics regarding OUT and distance education, there were 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 bearers 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

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 selfdeveloped 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

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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Co-author: AHMED GIDADO 

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 selfdeveloped 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

Are you a student? 

Graduate

Cognitive control and psycho dynamic 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 (.83) was used as a screening device. Academic self-handicapping behaviour (.90) and Rosenberg self-esteem (.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 Counseling 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.

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

Authors: Sharonrose Sefora ; Sinidle Amina Ngubane-Mokwena

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

Co-designing Resources Around E-assessments for African Higher Education

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In July and August 2020 two free programmes of professional development activities and OER study were hosted by the Open University UK and ACDE to respond to the moves across the African continent towards greater online teaching. The Pathways to Learning programmes for Tertiary Educators and Teacher Educators attracted over 1,000 enrollments from 16 countries. The evaluation of Pathways for Learning identified that assessment is a key area of concern, where further resources and development is needed. Following on from this, the Pathways E-assessments project was a further collaboration between ACDE and The Open University which conducted interviews and workshops with educators both in African institutions and at the Open University, to produce guidance that is related to the key topics identified as needing attention. These topics include the design of e-assessments, new technologies, integrity and malpractice, and the competences needed for staff and students to engage effectively with e-assessments. Micro lectures and infographics have been produced and are hosted on the project website. These could be used to support professional development activities around these topics. This session will introduce the Pathways projects and what we have learnt and produced so far around the theme of assessment.



Quality Control 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 understood. 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 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 examination records. The paper ends with conclusions and recommendations for improved practice.

Key words: Examination records, Open learning, Open University of Tanzania

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

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 OD 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

Digital decisions: Understanding and supporting key choices in online and blended teaching in Sub-Saharan Africa

Presenters: Tim Coughlan, Teresa Mwoma, Mpine Makoe, Fereshte Goshtasbpour, Nebath Tanglang & Olivier Biard,

The Digital Decisions project is a collaboration between African Council for Distance Education (ACDE) and The Open University UK, which has analysed how educators in higher education institutions in Ghana, Kenya, Nigeria and South Africa make decisions as they navigate the pivot to online and blended learning. The project was funded by the British Council and completed in February – July 2021. It captured the stories of 84 staff members in a range of roles in four institutions, as they have been prompted to use technologies and online teaching in new ways due to the COVID 19 pandemic. The collected data were discussed in workshops in order to co-create a professional development resource: Making Digital Decisions, which can guide staff to understand key issues and decisions that need to be made to ensure high quality online and blended provision. A project report provides a detailed understanding of the findings of our research, including the challenges for institutions and staff, the ways decisions are made, and good practices in working together and working with students. This presentation will explain both our findings and showcase the professional development resources. We hope these will be a valuable guide to educators, senior managers and other staff responsible for online learning strategies and implementation.

Digital Education Boom and Doom in Kenya: Promoting Resilience of Basic Systems for Learning Continuity and Recovery By 2024

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During the most part of 2020 - the peak of COVID-19 pandemic, over 250 million primary and secondary children were pushed out of school in Africa. COVID 19 induced school disruptions, exacerbated the plight of masses of children in sub-Saharan Africa who were found themselves at the deepest end of learning poverty and poor functional skills. The unexpected closure tried tested the Kenyan fragile education system, disoriented academic calendar and continues to affect education access, quality and equality, to date. While the crisis is known to have reshaped education delivery and parenting routines, it is suspected to have led to substantial losses and inequalities in learning. Schools' closures equally imperiled children's overall wellbeing and development, not just their learning as many children were unable to access ancillary school services like school meals, sanitary pads, and immunization. With the return to normalcy, World Bank recommends home grown solutions inclusive learning approaches that leaves no child behind to minimize the potential learning slide from the pandemic. For Kenya, an adoption and use of information technology in transforming the education sector from traditional board-talk and book-based study to internet -based education curriculum is eyed as one the smartest strategy in ensuring learning continuity and recovery by 2024.



Even though its widely known that proactive engagement of prime and long -lasting educators- the parents, and critical support from the home environment, can either minimize or amplify digital learning inequalities there has been less attention on how this actually happens. Based on an interpretive -qualitative accounts of 36 primary and secondary school students in Kenya this paper situates parental engagement and empowerment at the center of digitization of education and learning recovery in Kenya. The paper calls attention for wide investment by education services providers and more studies in effective parenting for digital edutainment

Key Words

C-19 Disruptions, Digital Education, Education Recovery and Continuity, Kenya

Does quality assurance contribute to educational transformation in open and distance learning universities in Tanzania?

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This study has investigated whether Quality Assurance (QA) mechanisms contributes 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

Are you a student?: Graduate

DR

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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 hand books 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




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
Are you a student?:
Not a student

Dual Flexible schooling System: A Strategic Way to Achieve Sustainable 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 tention 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

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

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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 which should be for instalmentally.

Keywords: E-learning, Open and Distance Learning, Sustainable Development.

Are you a student 

Not a student


Enhancing access to higher education for people with disability through open and distance education

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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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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

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

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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

Are you a student?: Not a student



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

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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 (U.K.), 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 Resources (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.

Are you a student 
Not a student

Enhancing the Contribution of Higher Education in Fourth Industrial Revolution

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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

Exploring Students and Stakeholders Identity and participation on the VLE (Virtual Learning Environment) during Teaching and Learning in order to checkmate Impersonation (Academic integrity) in higher Education in Nigeria. A case study of National Open University of Nigeria (NOUN).

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The purpose of this paper is to bridge the gap between academic staff and students in a blended learning environment, to ensure Student identity and integrity is verified, aligns student virtual identities with the academic work they engage in, so as to discourage impersonation on the VLE, to engage and encourage interactions, to deepened active participation in teaching and learning processes, in order to deliver knowledge construction, reflection and retention, Through the use of intelligent learning environment (ILE) and intelligent tutoring system (ITS) known as (VLE) virtual learning environment. Previous VLE-related researches has focused on how these systems deliver and manage instructional contents with little concern for how students' constructive learning can be encouraged, facilitated and taking into cognizance the real identity of learners and Instructors. This paper is suggesting the integration of Biometrics standards into the VLE, so that identity attribution of learners can be verified and Authenticated, as this is meant to discourage assigning roles to someone else when interacting with the VLE by both learners and educators. The percentage scored from participating in lectures by students should form part of learner's assessments and teacher's promotion. If this is actualized, it will form a rally point for both students and teacher for active participation in teaching and learning. This measure will go a long way to checkmate password compromise, impersonation, examination malpractices and other sharp practices common with many learning management systems (LMS) and Examination Management systems.

Keywords: Biometrics, Verification, Identification and Authentication, Blended Learning, Knowledge Construction, Reflect and Retention, Virtual identity Attribution.

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

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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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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



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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The use of technologies in teaching and learning has been embraced in Open and distance learning institution 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

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.

Are you a student?: Not a student

International and Intercultural Competence in Distance Learning

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Avant Learning

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Open and distance learning, by nature, is a cross-cultural endeavor 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 presentation provides the basics of intercultural competence and 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 presentation 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.

In search of tools to achieve the Continental Education Strategy for Africa. We Stumble on Quality Assurance Mechanisms

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Since its launch in 2016, the Continental Education Strategy for Africa (CESA) has witnessed great successes, with African educational stakeholders leveraging on its 13 clusters to ensure transformation of the continent's education in furtherance to the achievements of the AU Agenda 2063. Majorly, the Association of African Universities, the International Network for Higher Education in Africa, organizers of the annual intentional conferences on quality assurance in higher education in Africa and the European Union have made great strides in popularizing and working towards the achievements of the CESA. Their initiatives have not been without challenges; especially in the area very fundamental to quality assurance – academic corruption. This desk review examines the Continental Education Strategy for Africa from a quality assurance lens by establishing the hindrances that academic corruption poses or will pose to the achievement of the strategy within the Africa Higher Education Space (AHES). The study further argues that achieving the desire of using African human resources to achieve the continent's educational aspirations will entail measures that will minimize all forms of academically dishonest practices within the AHES, especially amongst students



since inappropriate teaching methods lead to tendencies of cheating. In curbing this, the review argues for an African born educational model that assures quality and can reduce academic dishonesty towards the achievement of the CESA. Within these lines, the Culturo–Techno–Contextual Approach which emphasis culture, technology and context has been proffered in a bid to help achieve the aspirations of the strategy.

Keywords: Continental Education Strategy for Africa Agenda 2063 Quality Assurance Africa Higher Education Academic Dishonesty Culturo-Techno-Contextual Approach

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 post graduate learners at the Open University of Tanzania

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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



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

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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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.

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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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.

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

Quality assurance of open, distance and elearning (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



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.

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.

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



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.

Stakeholders perceptions on open and distance learning: a critical analysis of legal and policy issues

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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.

Strengthening the Teaching of Practical Science in Open and Distance Learning: Case Study of the National Open University of Nigeria

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The National Open University of Nigeria has about 500,000 students spread across 103 Study Centres in the Federal Republic of Nigeria of which about 75,000 are subscribed into programmes in the Faculty of Sciences. About 25,000 of these are active on semester basis. Consequently, it is important to devise an effective means of exposing the learners to practical science. This is with reference to prevailing conditions in Nigeria, a Project Action Plan (PAP) was designed to explore avenues to ensure international best practices in teaching and learning of practical science in the Faculty that would give distance learners hands-on practical experience and make them more competitive in the labour market. To achieve these goals, key tasks and expected milestones were defined for teaching and learning. Partnership with conventional government universities was explored but the proposal was not cost effective. Interactive laboratory practical manuals were developed for practical sessions in B.Sc. Biology, B.Sc. Chemistry and B.Sc. Physics programmes. Demonstration videos on the practical manuals were made and serialized on the University's Learning Management System (LMS). An integrated proposal that incorporated these materials, hands-on laboratory practical session, and mobile laboratory options with digital approach such as virtual laboratory, real time streaming and simulations as a multimedia package for practical science at the National Open University of Nigeria was further prepared. The blend of in-person and digital approaches supported reduced time to hands on practical sessions, which is convenient for the distance learner, will enhance the skills of learners in the use of technology and also make the study of science based programmes in ODL more attractive and cost effective.

Students e-learning technological readiness for effective teaching and learning in open and distance e-learning: theoretical review

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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.



Supervising distance students: practice and experience at the open university of Tanzania

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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

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

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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

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

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.

Keywords: Open&DistanceLearning, Teaching&LearningMethodologies, StrategicSDG4Blended Model

The effects of online and distance learning on entrepreneurial development in Tanzania: Case of the Open University of Tanzania

Author: Vicent Stanslaus



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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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.

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 education 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 government 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 improvement of the implementation of the CDFs for the benefit of the indigent students in higher education institutions in Kenya



The relevance of e-learning in teaching and learning in nigeria secondary schools: (a case study of alimosho led)

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This paper investigates the relevance OF E-learning in teaching and learning in secondary schools. In achieving this, research questions and hypotheses were formulated and tested. Students from secondary schools within Alimosho local government area of Lagos State were used as sample for the study. One hundred (142) student questionnaires were used in generating data. The data generated were analyzed using simple percentages statistical instruments. This involves two groups, one experimental (E-learning and a control group (traditional teaching method). E-learning achievement test, E-learning attitude questionnaire (EAT, EAQ) and an interview guide was used for data collection from the students that formed the sample for the study. The reliability coefficient of 0.71 was obtained from Kuder-Richardson (KR-20) formula. The analysis of covariance (ANCOVA) and scheffe post hoc test were used to test the hypotheses. Findings of this study showed that: (i) there was significant difference in the performance of the two groups in favour of experimental group 1 (E-learning learning), (ii) there was no significant difference in the performance of male and female taught with E-learning. The findings of the study revealed that e-learning improved student performance and interest in learning, and also enables the learners to individualized instruction and would also assist teachers to be better equipped in their aspirations to heighten the standard of education in secondary schools. Based on the findings of the study, it was recommended that ministry of education should introduce E-learning in secondary school curriculum and provide basic infra-structure that will enhance the use of E-learning in schools.

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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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 hall mark 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 Nationa lOpen 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.

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

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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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.

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

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 gradueness. 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.

Using the Community of Inquiry (Col) 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 (Col) framework in the delivery of a blended learning course, and assessed learning processes, outcomes as well as learners' perceptions of the three Col 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) post-graduate management students who took a semester-long blended learning course in a Ghanaian private university participated in the study. In applying the Col 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 Col instrument) were administered to students. Findings revealed that applying the Col 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 Col 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.

