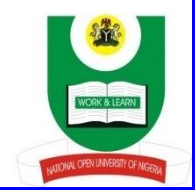


Determinants of Successful Learning Outcomes in ODL

Olugbemiro Jegede



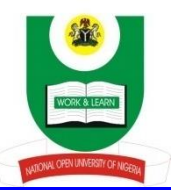


Contacts



- Telephone: (+234) 8034116363
- jegeдео@gmail.com,
- ojegeдео@noun.edu.ng,
- jegeдео@olugbemirojegeдео.com.
- Website:
www.olugbemirojegeдео.com



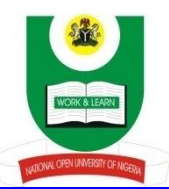


The Questions



- Why educate everyone?
- Why LLL for All?
- Why remove disparities in educational access?
- Why search for alternative delivery modes
- Why look for flexible and cost effective means?





Redemption Song

- Old pirates, yes, they rob I,
Sold I to the merchant ships
Minutes after they took I
From the bottomless pit
- But my 'and was made strong
By the 'and of the Almighty
We forward in this generation
Triumphantly
- Won't you help to sing
These songs of freedom?
'Cause all I ever have
Redemption songs
Redemption songs
- Emancipate yourself from mental
slavery
None but our self can free our minds
Have no fear for atomic energy
'Cause none of them can stop the time
How long shall they kill our prophets
While we stand aside and look?
Some say it's just a part of it
We've got to fulfill de book
- Won't you help to sing
These songs of freedom?
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These songs of freedom?
'Cause all I ever had
Redemption songs
All I ever had
Redemption songs
These songs of freedom
Songs of freedom



Learning Process

Learning Resources

Need to Learn

Assessment

- Self Assessment
- Assessment Tasks

Assessor

- Life Experience
- Work Place

Practical Application

Mentor/Tutor



Knowledge Acquisition

- Print
- Internet
- Broadcast
- CD- Rom
- Video

Team

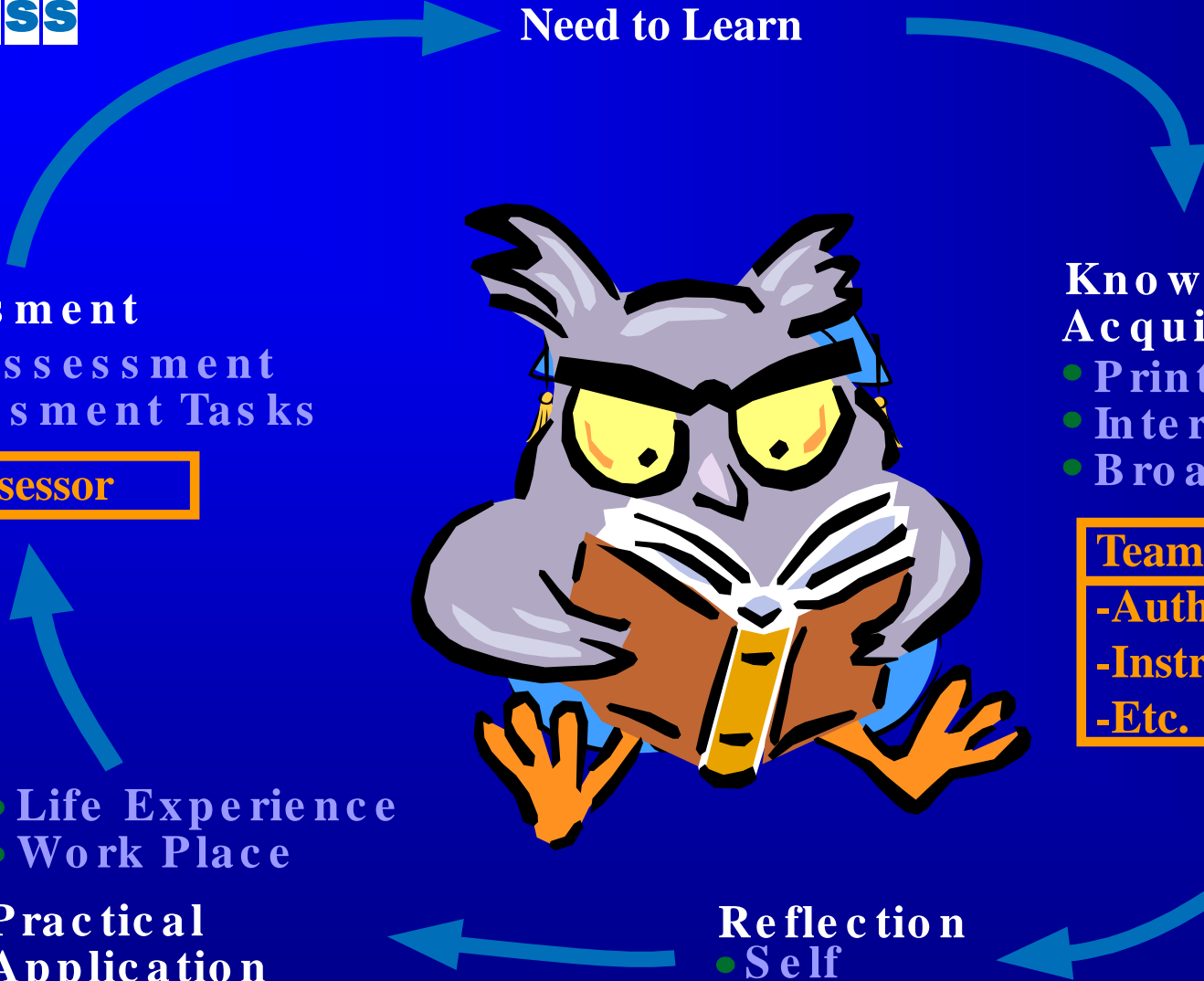
- Author
- Instructional Designer
- Etc.

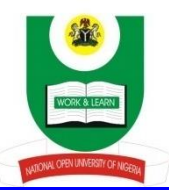
Reflection

- Self
- Peers

Tutor

Facilitation Team





ODL Vs F2F



- **Convergence**

or

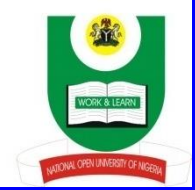
- **Conversion?**

- **Accepting the inevitable**

- **Change is the Word**

- **Don't get left behind in a bus stop**



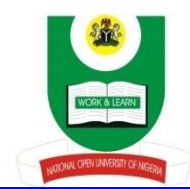


Common Grounds



- **Learning outcomes:**
 - **knowledge, skills, abilities**
- **Measured through:**
 - **assignments and exams**
 - **demonstration of ability**
 - **portfolios/samples of work**
 - **ability to apply knowledge**
 - **employment etc**



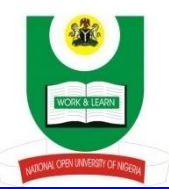


Features: F2F Institutions



- **Campus facilities/infrastructure**
- **Reputation of lecturer**
- **Prescribed entry standards**
- **Prescribed course contents**
- **Exam and assessment requirements**
- **Popular perceptions regarding rank of institution**
- **Limited and organised student support**
- **Learning resources assembled and limited to a location**

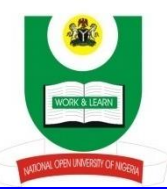




Features of DLC Operations

- **Diverse expertise – academics, tutorial facilitators, editors, producers**
- **Self instructional courseware & learning resources**
- **Efficient student support services**
- **Flexible/open entry requirement**
- **Recognition of prior learning**
- **Multi-tier exam/assessment procedures**
- **Infrastructure – studios, printing facilities etc**

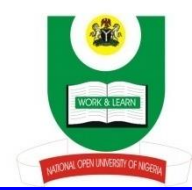




ODL Scenario



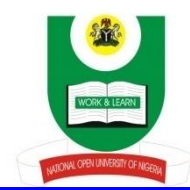
	Same Time	Different Time
Same Place	classroom, f2f tutorials, workshops, laboratories	Study/Community Centres
Different Place	Audio, video, radio, TV, telephone tutorials	Home study, computer conferencing, email, fax, web-based learning



Features of ODL

- **Public domain**
- **Open to scrutiny by all**
- **Unconventional university calendar**
- **Work round the clock**
- **Admit, learn, assess at any time**
- **Self-regulation in learning**



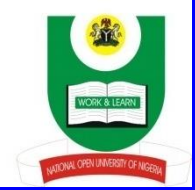


ODL Stakeholders



- **Students**
- **Government at different levels**
- **Funding bodies**
- **Other academic institutions**
- **Professional organisations**
- **Employers**
- **Parents**
- **Local communities**



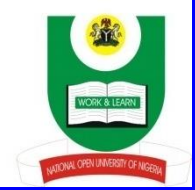


Expectations



- 24-hour service X 7 days X 52 weeks
- All staff must be on desk all of the time
- Ability to work with little supervision
- Staff with initiative, creativity, dedication
- Good human relations and resilience
- Appropriate and effective training/induction



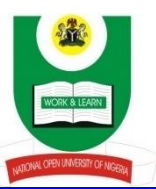


Needs of ODL Learners



- **more choices: courses, mode of study**
- **quality in teaching and learning**
- **recognition of previous learning experience**
- **friendly and supportive learning environment**
- **flexible and personalised instruction**





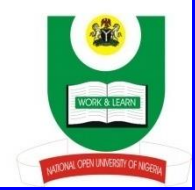
Uniqueness of ODL



- The ODL institution is quite different
- Must be treated differently
- The characteristics of an ODL institution suggest that its setting up and management are more demanding
- Adequate, appropriate and well qualified human resource must be found
- Your materials are open to the world!



Strategic Issues

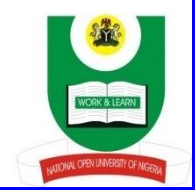


Policy Matters



- **Huge institutional will and sincere support for ODL**
- **Support from University must be top down**
- **Adequate funding must be available**
- **Regular review of ODL policy in line with contemporary development**
- **Every aspect of your operations to be governed by well documented procedures: advocacy, admission, registration, course materials development, study centres/liaison offices, regular activities, etc**





Professional Matters

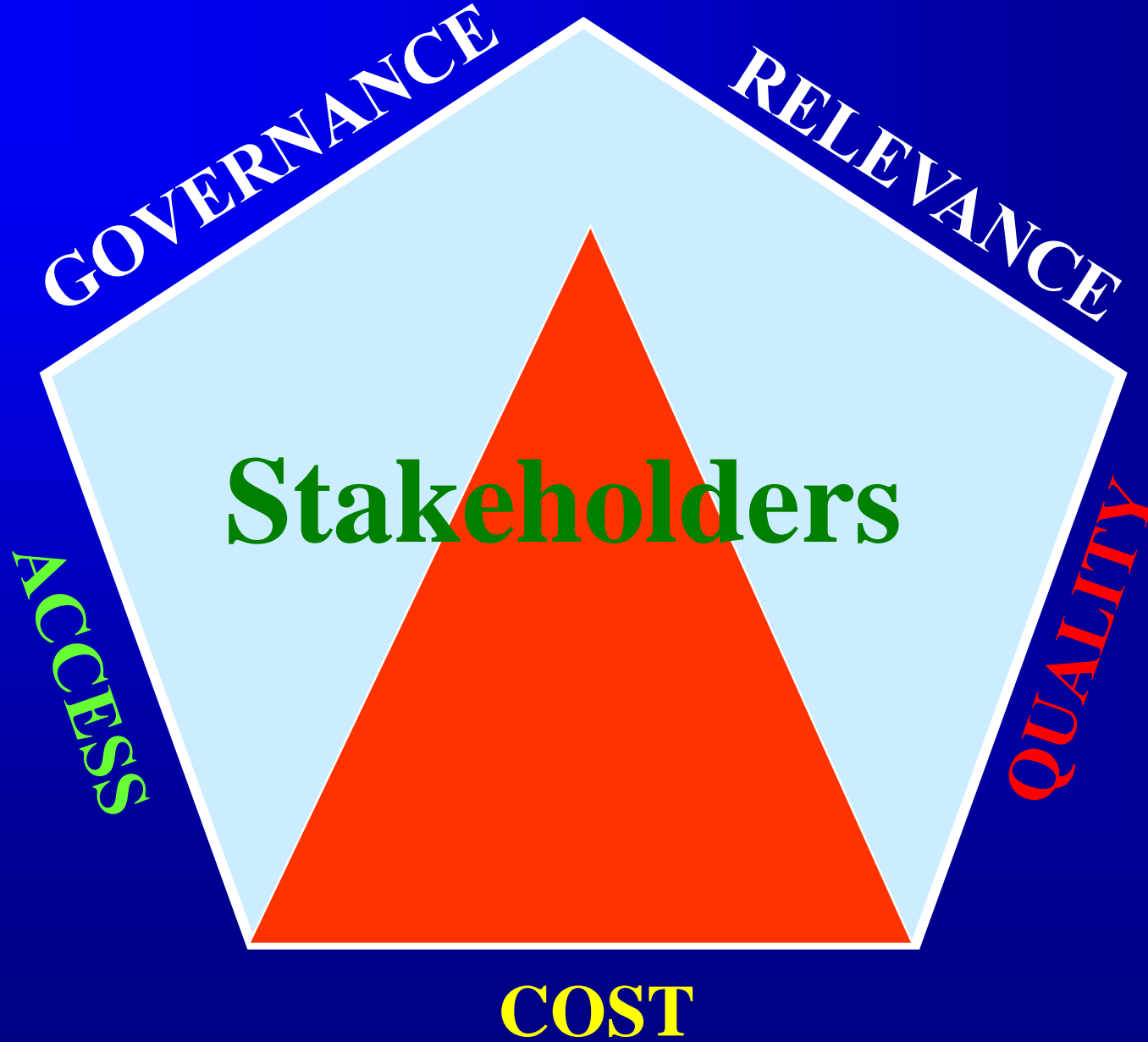


- Ensure that all your staff fully understand how ODL works
- Practitioners must appreciate the shift from dominantly teaching-based to dominantly learning-based approach of ODL
- Learning, as defined in ODL is still an emerging and little understood model of social action
- Use emerging theories to develop your course materials



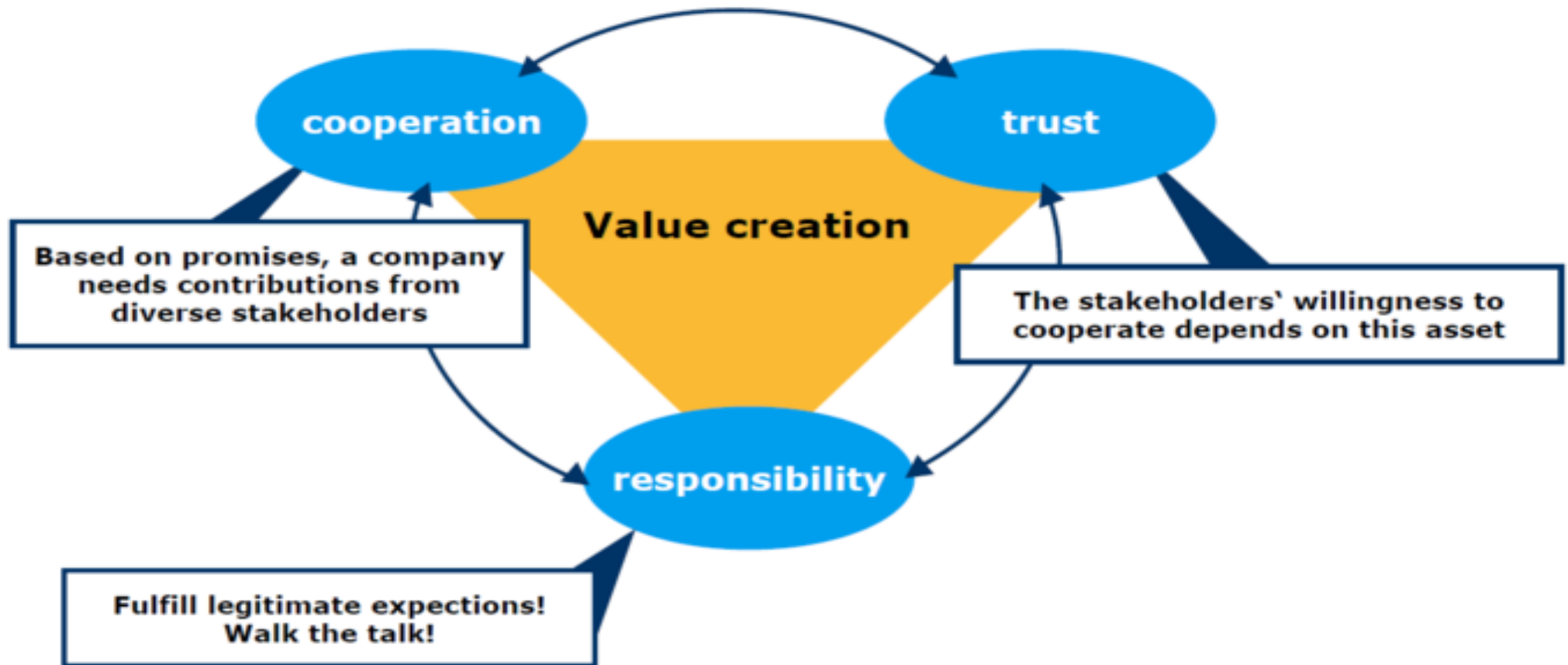
**The Iron Triangle of
Education**

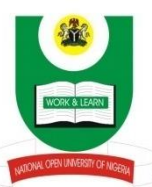
**The
NIGAVEKAR
pentagon**



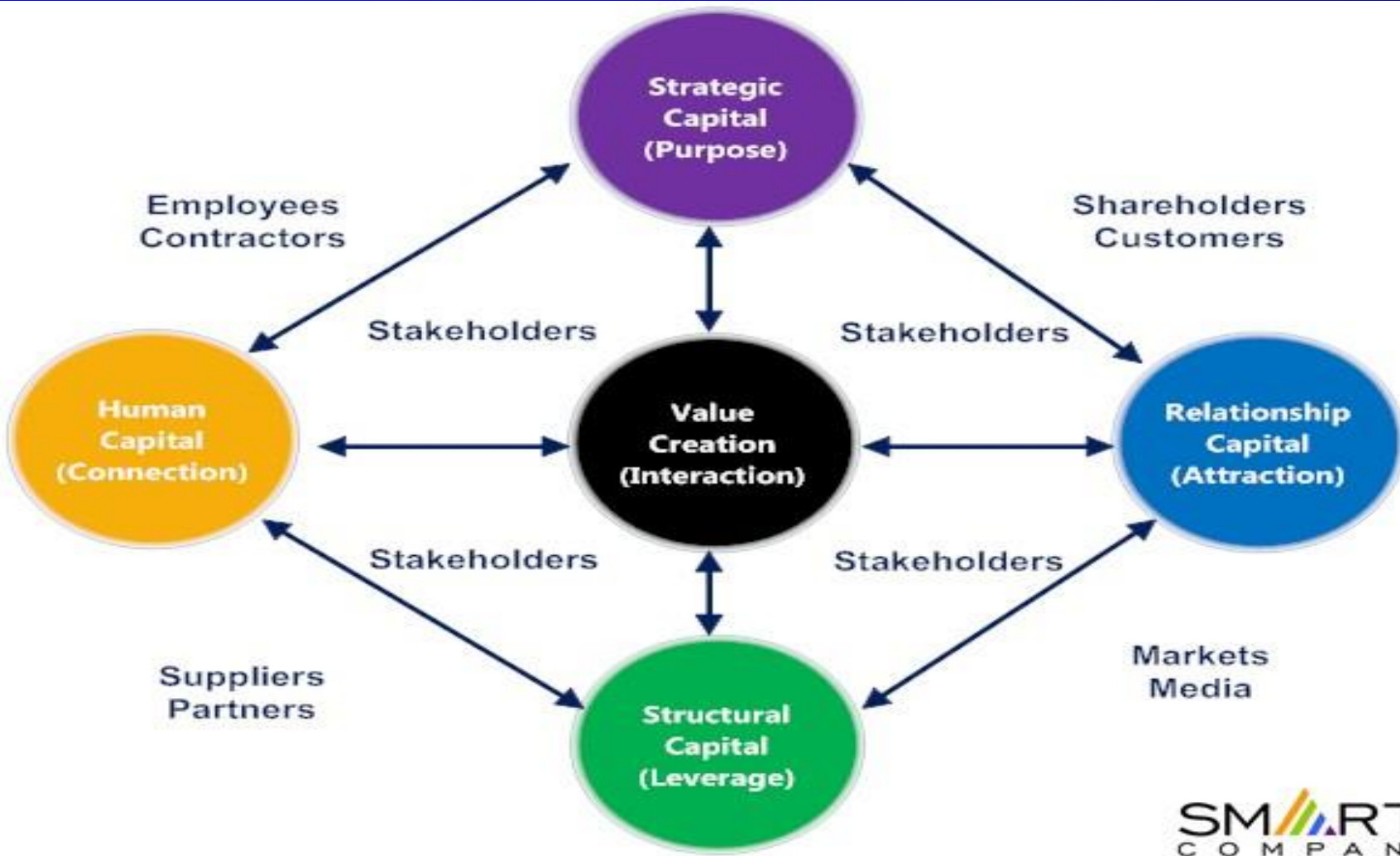
Sustainable Value Creation

Sustainable Value Creation

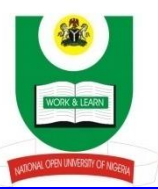




Value Creation and Human Capital Development



Understanding ODL

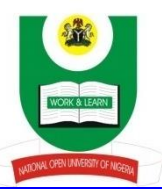


Low Awareness



- Lack of or limited advocacy and appreciation of what ODL means
- General ignorance and illiteracy in the society
- Treated as poor cousin of f2f
- Resistance by and threat to other sectors and organisations and employment bodies
- Government appears confused about the placement of ODL



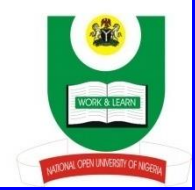


Lack of Support



- **No knowledge of the Philosophical Foundation**
- **Limited understanding of the actual role of ODL in a country's development in literacy and human capital development**
- **Not fully appreciated as a disciplinary study**
- **Actions and policy not backed by research and scholarship**





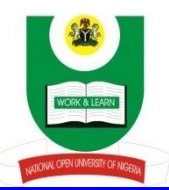
Competition within the education sector



- ODL is hardly regarded as complementary to conventional f2f system
- ODL seen as threat to the conventional F2F system
- Academics in F2F never prepared to appreciate or learn the ODL way
- Regulatory agencies are often in opposition to ODL



Resourcing ODL

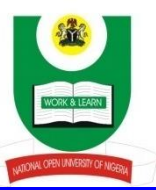


Physical Infrastructure



- Adequate physical Infrastructure
- Issues with location and siting
- Issues with energy supplies
- Maintenance of Facilities
- Warehouse facilities & distribution networks

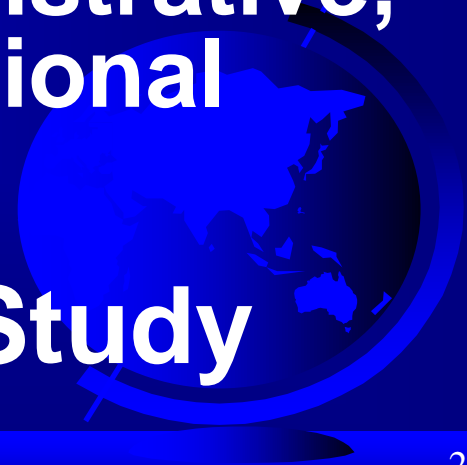


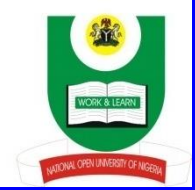


Human Resources



- **Clear path of human resource outlay**
- **Availability of learner support systems**
 - **Academic support**
 - **Non-academic support: Administrative, Guidance Counsellors, Instructional facilitators**
- **Availability and adequacy of Study Centre facilities**



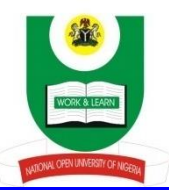


Courseware



- High Quality
- Issues with sourcing of the materials
- Use of Open Educational Resources
- Good design features and pathways
- Effective policy on delivery
- Efficiently managed assessment systems





Materials



Course Development

Delivery Modes

Developed from scratch

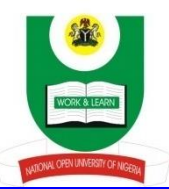
- new materials
- new format
- library search

Course adoption

- acquired
- minor revision
- 10% modified

Course adaptation

- Acquired/existing
- Major revision
- >30% modified/addition



Sourcing for Materials



- **Open Educational Resources (OER)**
- **Direct Purchase from the open market**
- **In-house Development of courses materials**
 - **Use DLC academic staff**
 - **Use University-wide academic staff preferably those who teach the courses in f2f**
- **Engage external consultants**
- **In all sources comply with the NUC BMAS**



Approach to E-Learning

Pedagogical approaches or perspectives:

Instructional design – the traditional pedagogy of instruction which is curriculum focused, and is developed by a centralized educating group or a single teacher.

Social-constructivism – this pedagogy is used in discussion forums, blogs, wiki and on-line collaborative activities. It is a collaborative approach that opens educational content creation to a wider group

Webagogy

Web-based environment

Learning theories
Instructional strategies
Cognitive constructivism

New instructional model

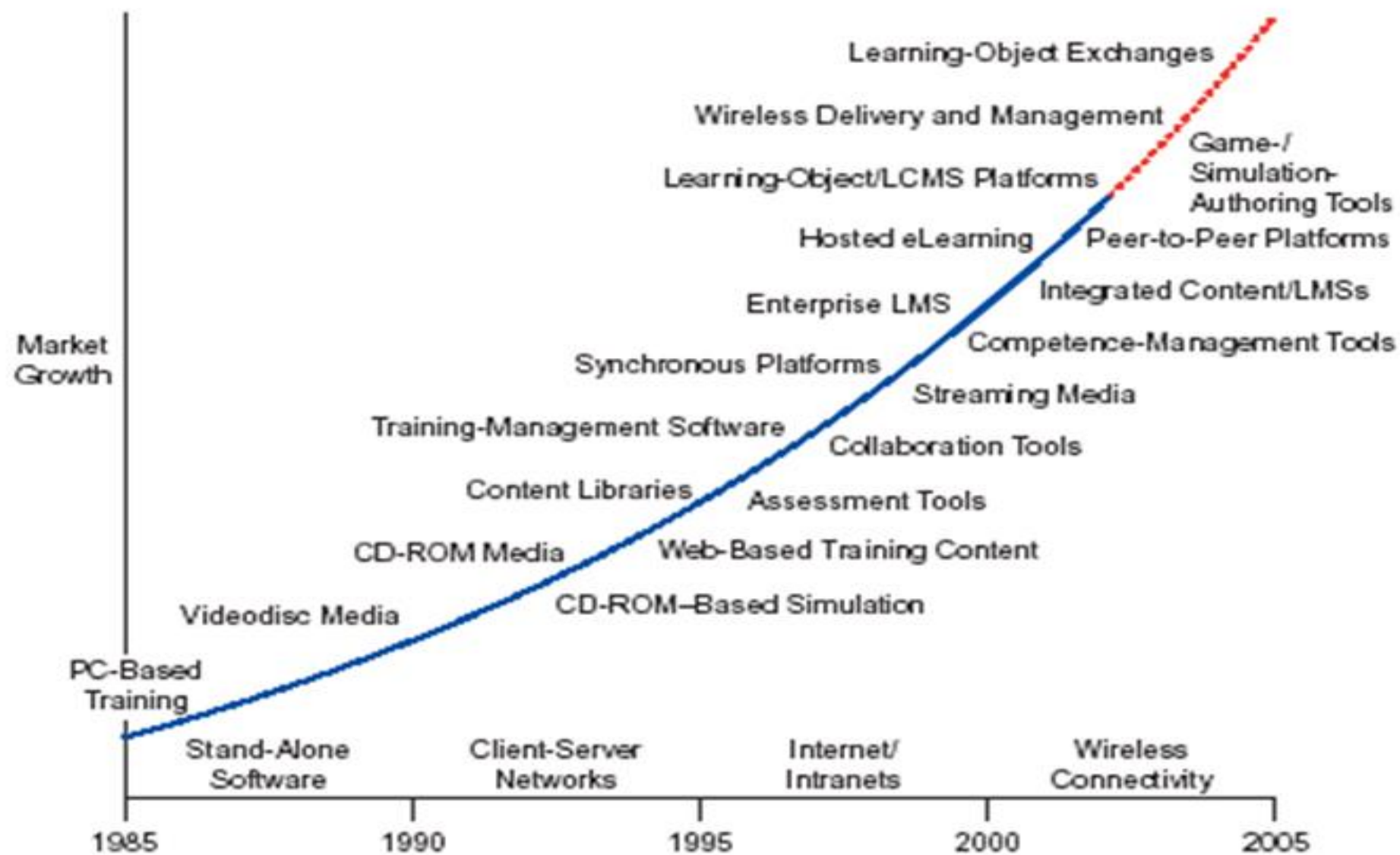
•Hyperlink
•Associative
•Non-linear structures

Web-based Communication

•type
•time element

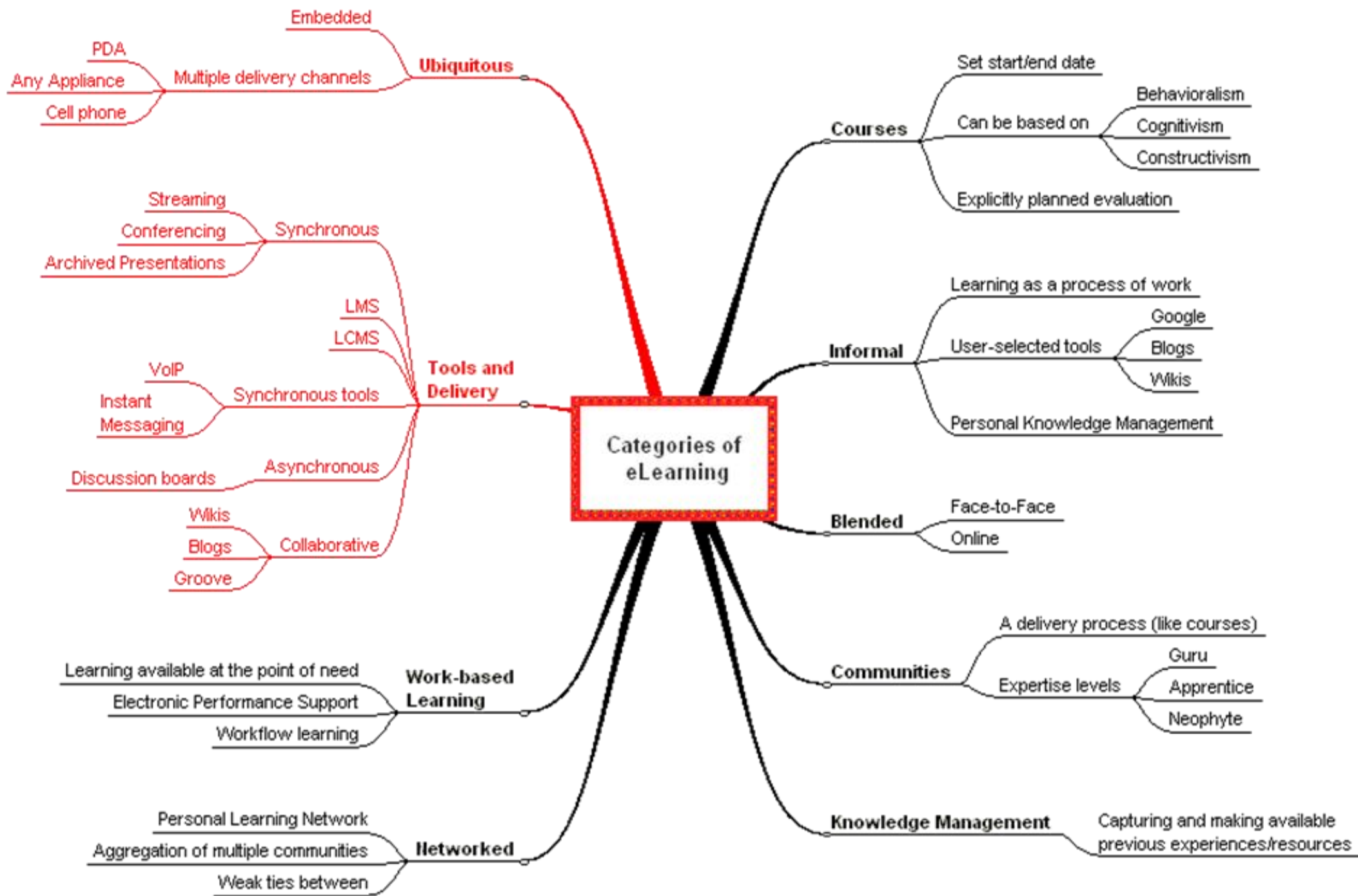
Epistemology, pedagogical strategies

TECHNOLOGY EVOLUTION IN eLEARNING



LCMS = Learning-content-management systems; LMS = learning-management systems;
CD-ROM = compact-disc read-only memory.

Source: SRI Consulting Business Intelligence (SRIC-BI)



Categories of eLearning

Ubiquitous

- Multiple delivery channels
 - PDA
 - Any Appliance
 - Cell phone
- Embedded

Tools and Delivery

- Synchronous
 - Streaming
 - Conferencing
 - Archived Presentations
- LMS
- LCMS
- Synchronous tools
 - VoIP
 - Instant Messaging
- Asynchronous
 - Discussion boards
- Collaborative
 - Wikis
 - Blogs
 - Groove

Work-based Learning

- Learning available at the point of need
- Electronic Performance Support
- Workflow learning

Networked

- Personal Learning Network
- Aggregation of multiple communities
- Weak ties between

Courses

- Set start/end date
- Can be based on
 - Behavioralism
 - Cognitivism
 - Constructivism
- Explicitly planned evaluation

Informal

- Learning as a process of work
- User-selected tools
 - Google
 - Blogs
 - Wikis
- Personal Knowledge Management

Blended

- Face-to-Face
- Online

Communities

- A delivery process (like courses)
- Expertise levels
 - Guru
 - Apprentice
 - Neophyte

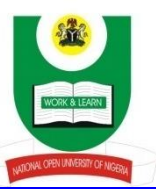
Knowledge Management

Capturing and making available previous experiences/resources

Flowchart of Online Material Development



**Modern
Instructional E-
Learning
development**



Use of LMS and LCMS



- A Learning Management System (LMS) is software used for delivering, tracking and managing instruction.
- LMSs used for managing training/educational records, distributing courses over the Internet and offering features for online collaboration.
- A Learning Content Management System (LCMS) is software for authoring, editing and indexing e-learning content (courses, reusable content objects).
- An LCMS may be solely dedicated to producing and publishing content that is hosted on an LMS, or it can host the content itself.



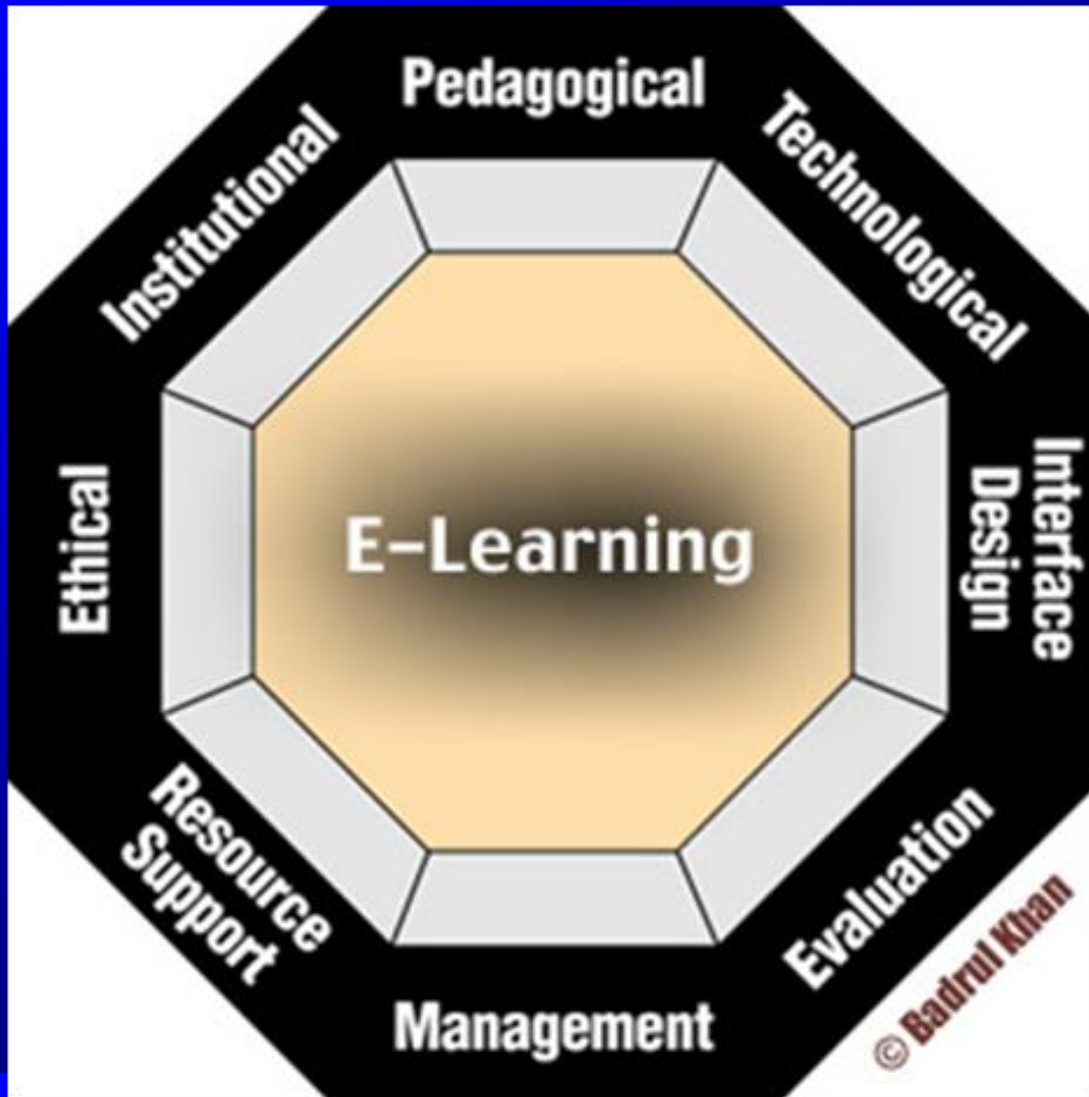
Components of a Successful IT e-Learning Deployment

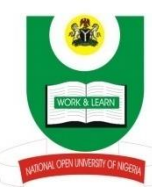
- **Content management module – course content creation and uploading capabilities**
- **Assessment (exams, tests, TMAs...) module – creation, grading, result presentation, etc.**
 - Flexible exam formats: fill-ins, multiple choice, essay,...
 - Secure grading tools
 - Statistical analysis, report generators, and graphical displays
- **Asynchronous course delivery procedures**
- **Synchronous course delivery procedures**
 - Capabilities for real-time, online tutoring
 - Online live video
 - Skype useful, but very limited, needs white board and other things
- **Collaborative modules (course-based)**
 - E-chat between students and instructors
 - Class discussions
 - Formal learning groups, discussion groups
 - E-mail service, Instant Messaging

Successful IT e-Learning Deployment (cont'd.)

- **Must integrate learning management software (LMS) with school management software (SMS) tools**
 - Most e-learning software products do not integrate with school management tools (Blackboard, Moodle, ATutor, Kewl, ...)
 - NOUN/LMS does
- **School management software (SMS) tools**
 - Registry
 - Bursary
 - Accounting/audit
 - Access to complete database of the entire institution (students, instructors, staff)
 - Human Resources management
- **Purely local content**

Patterns of Specs and Standards for E-Learning



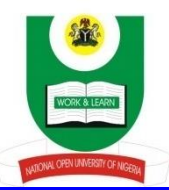


Learner Support

- **Academic support**
- **Non-Academic support**
 - **Administrative**
 - **Psychological**
 - **Guidance Counsellors**
 - **Instructional facilitators**
- **Study Centres – regional, state, community**



Technology



Use of Technology



- Choice, type, size and appropriateness
- Ease of Access and Learner-friendliness
- Scalability and Robustness
- Development of E-learning facilities:
LMS, SMS
- Use of IT in TMA and Examinations



Other Issues

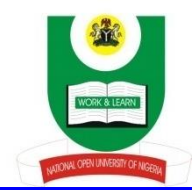


Some Inputs



- **Quality Assurance**
- **Customer Relationships**
 - **Some flexibility**
 - **Continuous outflow of information**
- **Business Model**
- **Cost Structure and Revenue Streams**



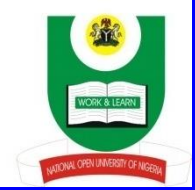


Exploit Sub Regional Resources



- **COL: Regional Institute for Training and Development in ODL (RETRIDAL)**
- **ACDE: African Council for Distance Education Quality Assurance & Accreditation Agency**
- **UNESCO: UNESCO ODL Section**



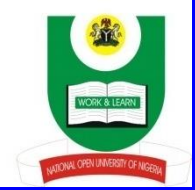


Management and Supervisory Strategies



- Three main approaches to :
- “Command and control,”
- Performance-based, and
- Management-based.

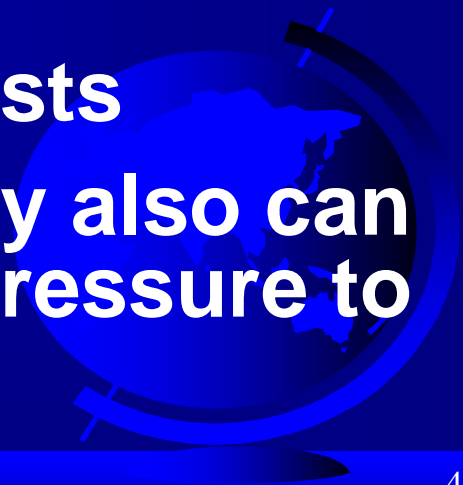


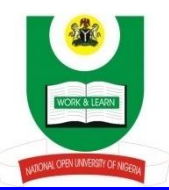


Performance-Based Supervision



- Management sets ultimate standards that the entity must meet.
- Management must be flexible on the ways and means of advocacy at various communities.
- P-B allows the regulated entity the flexibility to determine the most efficient way to meet that standard.
- It promotes innovation and reduces costs
- If not monitored and enforced well, they also can lead to bad behavior by actors under pressure to produce results.





Critical Success Factors



- relate plan to Institutional policy
- political will and support at the highest level
- commitment to adequate funding
- regular check on milestones and benchmarks on the strategic plan
- an appropriate institutional culture
- shared vision and committed staff





Thank You

**And enjoy the
remaining part
of your Retreat**