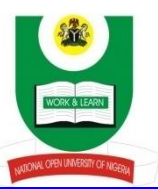


Introduction to ODL & Major Differences Between F2F and ODL

Olugbemi J. Jegede



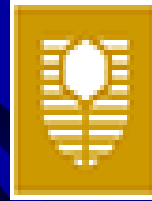


FOCUS



- ✓ Introduction
- ✓ Education and Development
- ✓ Goals of the 21st Century
- ✓ The History of ODL World wide & Nigeria
- ✓ Indices of Indispensability
- ✓ FUOYE's Giant Stride
- ✓ Differences Between ODL and Face-to-Face
- ✓ Uniqueness of ODL
- ✓ Conclusion





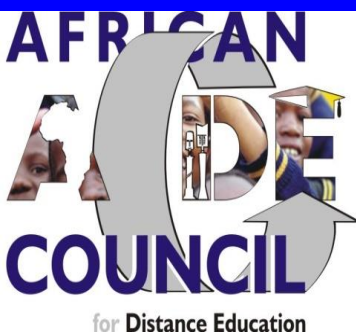
UNIVERSITY OF ABUJA

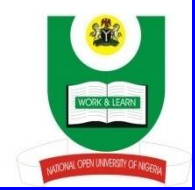


Collateral Learning and the Eco-Cultural Paradigm in Science and Mathematics Education in Africa
1995



Olugbemi Jegede



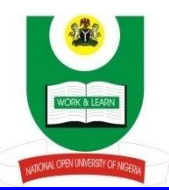


Contacts

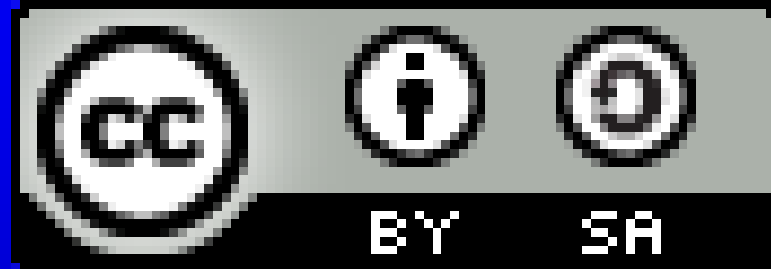


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- Website:
www.olugbemirojegeдео.com



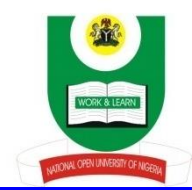


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Focus and Critical Position of the Retreat



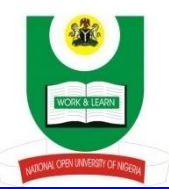
- To recast, for fuller understanding what distance learning means and entails.
- To review the decisions of FUOYE to begin Distance Learning.
- To discuss and appreciate the critical and central role of course materials in ODL.
- To understand the processes and procedures of course materials development.
- To commence the writing of course materials in the selected flagship academic programme for the commencement of distance learning at FUOYE.



**Dedication of this
Session to Outgoing
Governing Council,
VC & Management
of FUOYE**



Education and Development



Education and Development



- clear relationship between a country's institutional governance frameworks, economic progress and education offered its people.
- Level of development in Africa related to the level of education
- Illiteracy, poverty, low development indices have roots in Low level of Education





Nelson Mandela,
an anti-apartheid revolutionary,
former South Africa President, and
Nobel Peace Prize awardee

”Education is the most powerful weapon which you can use to change the world.”

“No country can really develop unless its citizens are educated.”

“There is nothing I fear more than waking up without a programme that will help me bring a little happiness to those with no resources, those who are poor, illiterate, and ridden with terminal disease.”

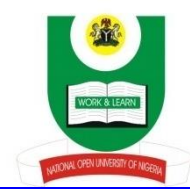




**"EDUCATION DOES NOT CHANGE THE WORLD.
EDUCATION CHANGES PEOPLE. PEOPLE
CHANGE THE WORLD."**

PAULO FREIRE

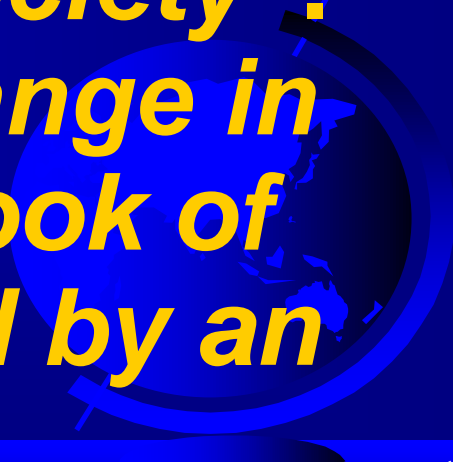
SEPT. 19, 1921 – MAY 2, 1997

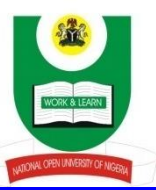


N Policy on Educ



- *First edition 1977, revised 1981, 1988, 2004*
- *2 major philosophical principles and 5 main national goals*
- *“education is the most important instrument of change in any society”. And that “any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution”*



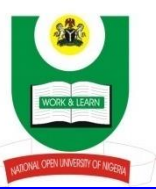


Goals of the C21st



- **sustainable development**
- **highly educated, mobile and adaptable workforce**
- **multi-skilled and multi-tasked**
- **a knowledge and a learning society**
- **use of ecological and geographical conditions to a nation's advantage**



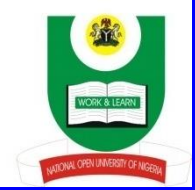


UN Declaration



- **UN General Assembly in 1948 proclaimed the Universal Declaration of Human Rights as the solution for educational problems in the world**
- **Article 26 deals with the right to education**
 - **Everyone has the right to education**
 - **Education shall be directed to full development of the human personality**
 - **Parents have a prior right to choose the kind of education that shall be given to their children**
- **The Agenda document considers the strategic importance of education in human development**





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?



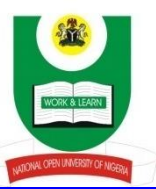
Eradicating:



Illiteracy

Poverty &

Inequality

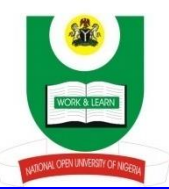


Security and Fairness



- ‘human history becomes more and more a race between education and catastrophe’ (HG Wells)
- ‘human insecurity comes in many forms. The most basic and lethal are illiteracy and innumeracy’ (Amartya Sen)
- ‘only the well educated will be able to act effectively in the Information Society’ (Michael Barber)



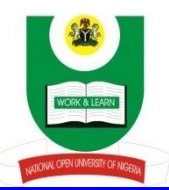


Commitment to Education



- 1948: the Universal Declaration of Human Rights article 26 ensures right to free elementary education for all children.
- 1990: the World Declaration on Education For All
- 2006: the UN Convention on Rights of People with Disabilities
- MDGs & SDGs Agenda 2030
- The 2015 United Nations Paris Climate Change Conference (*Conference of Parties 21*),
- Agenda 2063 (AUC/ENECA/NEPAD), and
- Continental Education Strategy for Africa (CESA 2016).





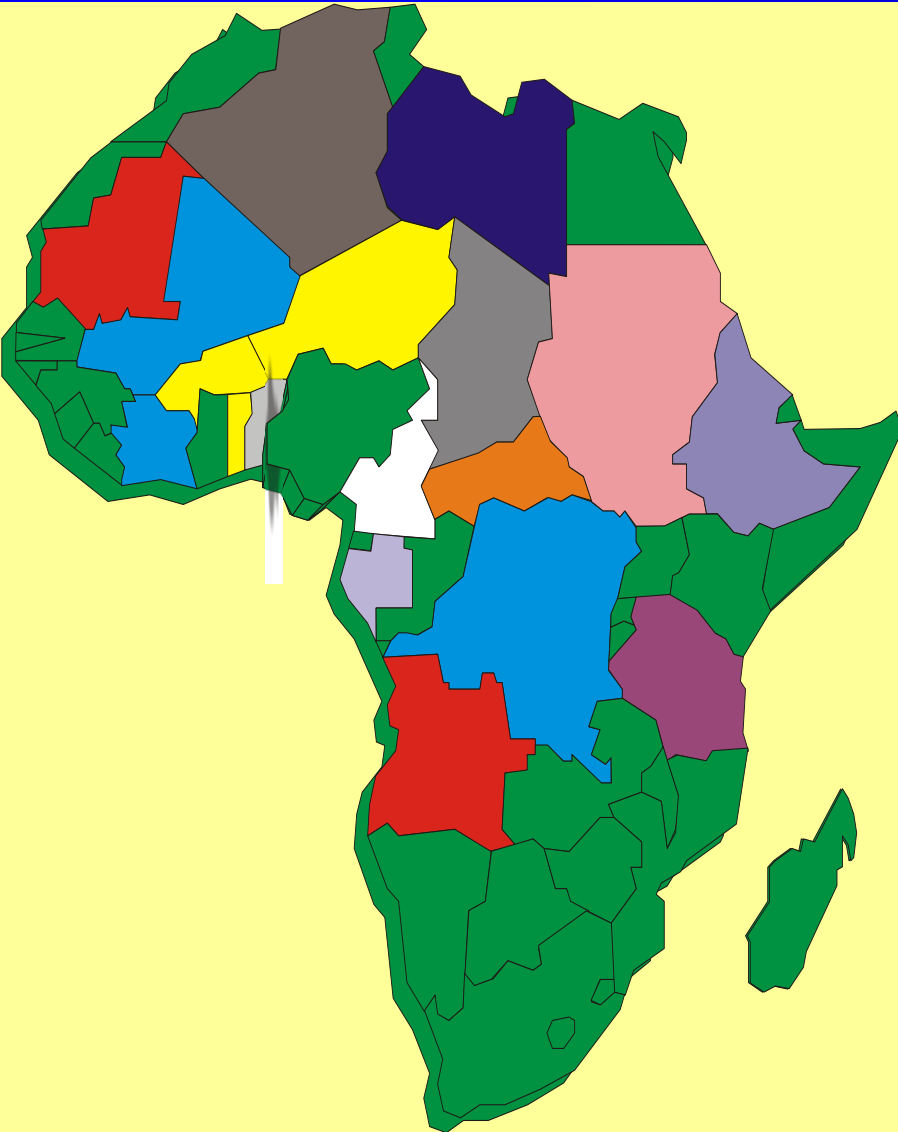
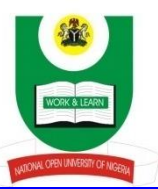
Sub-Sahara Africa



Obvious Characteristics



Sub. S. Africa



POPULATION

- Over a billion, 75% rural
- 3% population growth
- 2.3 billion in 2050
- The world's youngest region of the world
- Youth 15-24 years about 70% of the population
- Have 30% of the world's poorest people. Extreme poverty
- 4% Annual increase in primary school enrolment
- 30 million ready for school



Demography

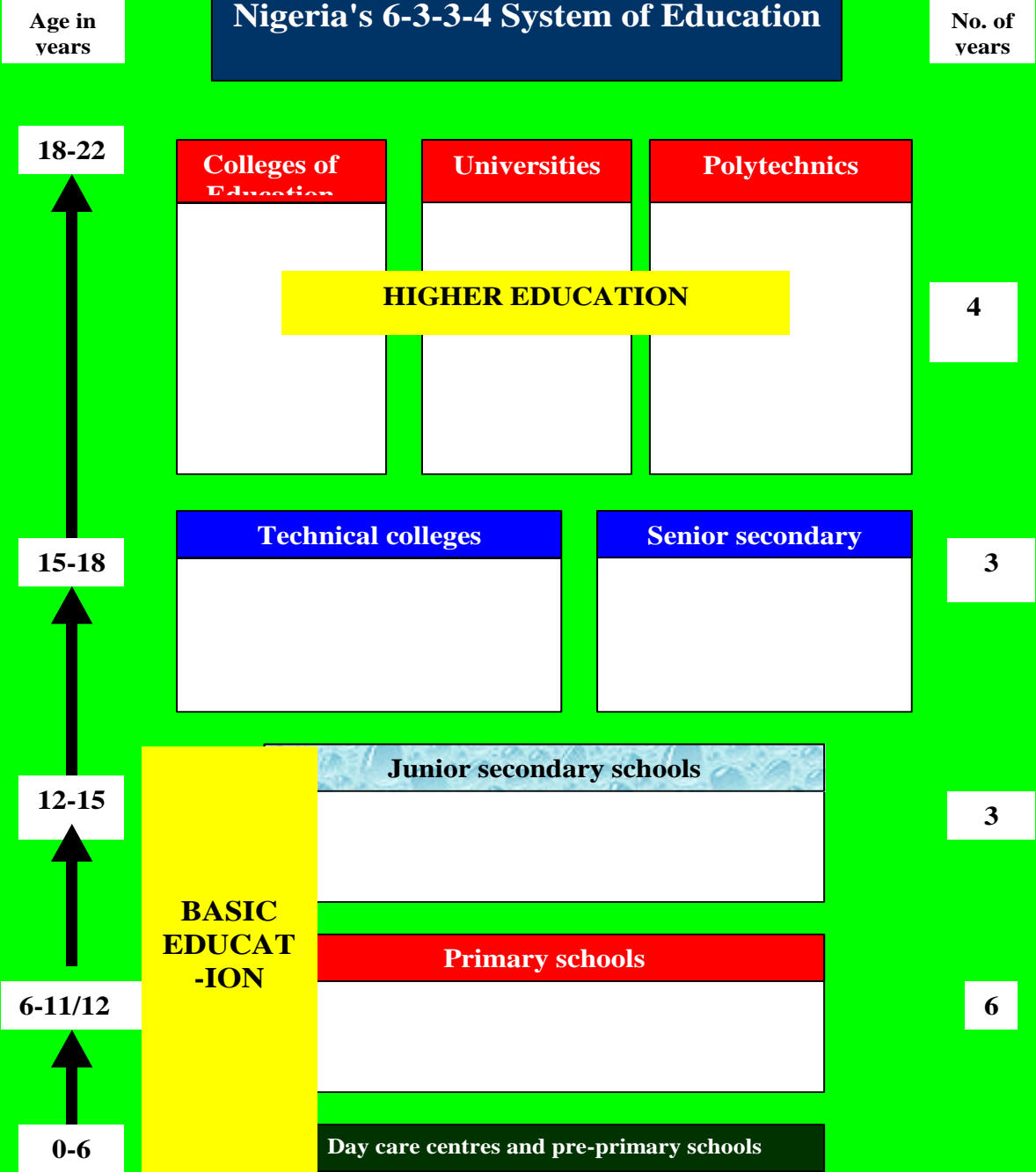


- Population **215.87 Million** in 2020, based on UN Woldometre. 1 in 43 persons is a Nigerian.
- Nigeria grows by 2.7 % annually, population will double by the year 2066.
- 110 million youth under the age of 25 years rising to over 200 million in 50 years' time.
- 22.1 million out of 42.1 million in primary schools;
- 10.4 million out 33.9 million Nigerians eligible for secondary education, are in school
- Has the highest rate of out-of-school children in the world.

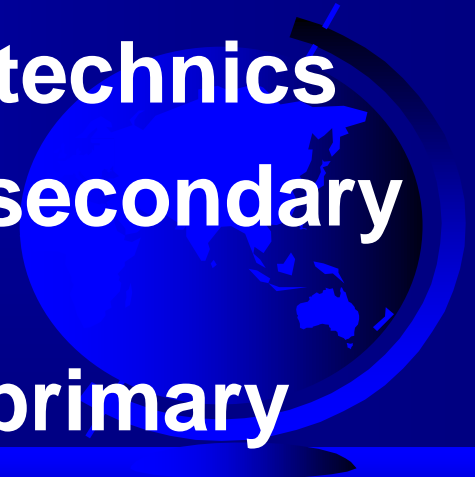


Education

Nigeria's 6-3-3-4 System of Education



- 6-3-3-4 system
- National Policy on Education
- 172 Universities
- 149 Colleges of Education
- 95 Polytechnics
- 10,000 secondary schools
- 56,000 primary schools





Open Access: a 21st Century Imperative

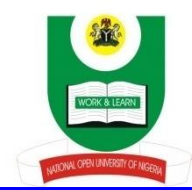
- **Infrastructural Development**
- **Physical facilities**
- **Laboratories**

- **Human Resource Development**
- **Capacity Building**

Open, Distance & E-Learning

- **Academic Units**
- **Instructional Delivery**
- **Learner Support**

- **Information and Communication Technology**
- **Other Support Systems**



NPE and ODL



Government adopted:

“policies which were to be directed towards ensuring that there are equal and adequate educational opportunities at all levels”.

“make life-long education the basis for the nation’s education policy”

“after primary education an individual will be able to choose between full-time studies, combining work with studies...alternative mode of learning”

“the education system structured to develop the practice of self-learning”.

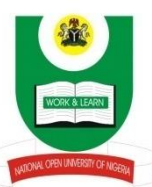


What is DL?



- DL has many labels: ‘Correspondence’, Telematic, ‘Distributed’, E-learning, ‘Online Learning’, ‘Virtual Learning’
- Instruction by a mode other than the conventional face-to-face method
- Characterised by physical separation between the teacher and the learner, instruction delivered through a variety of
- Media including print, and other information communication technologies to learners

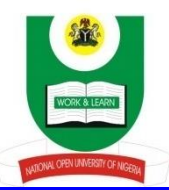




Characteristics

- **cost-effective system of instruction independent of time, location, pace and space**
- **used for a variety of learning situations: primary, secondary, tertiary, vocational and non-formal education**
- **thrives on economy of scale**
- **focused on QA, well designed instructional packages, student support**

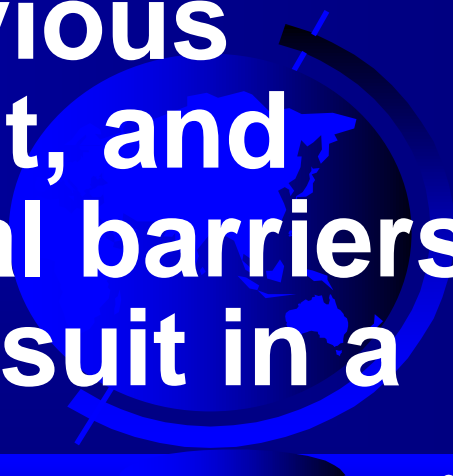


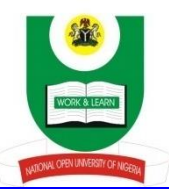


Open Learning



- ***Open Learning*** - flexibility of and access to instruction in order to ensure broad availability of educational opportunities to all
- Openness disregard age, previous level of academic achievement, and other factors, creating artificial barriers to education as a life-long pursuit in a democratic environment

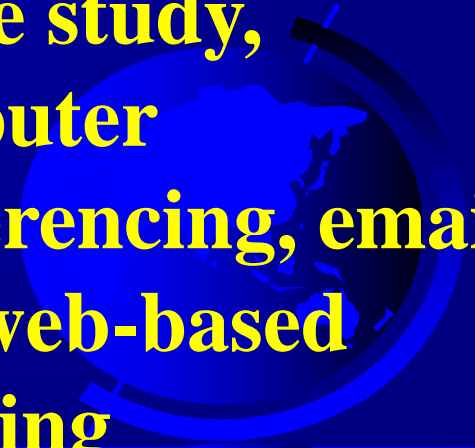


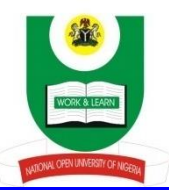


ODL Scenario



	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





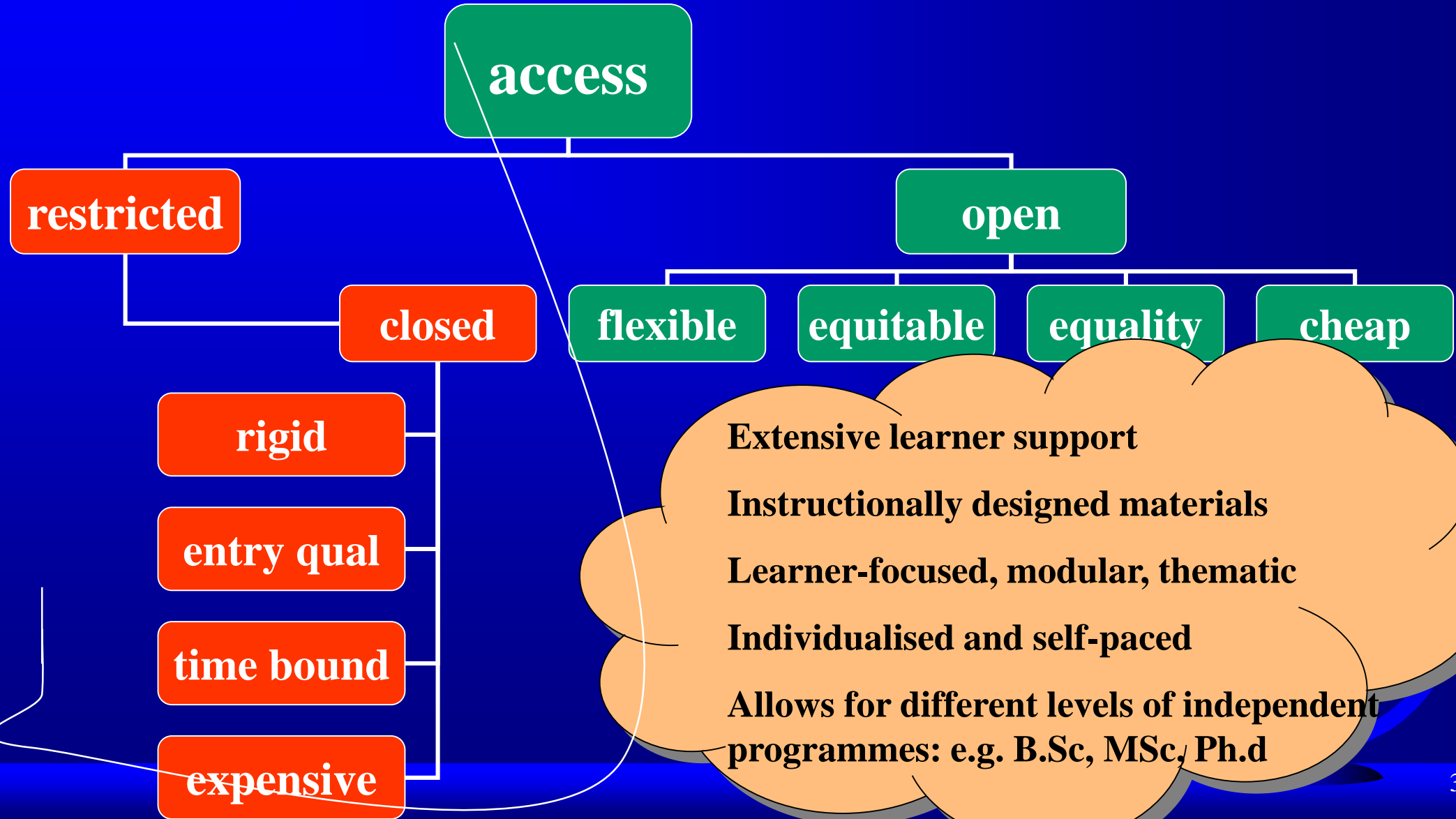
Factors shaping ODL

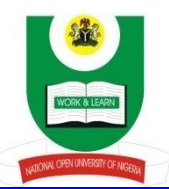


- Quasi-separation of learner and tutor/institution
- Provision of Instructional materials and student support services
- The use of technology to mediate instruction
- Two-way communication between student and institution for management purposes
- Use of one-to-one, learning groups or tutorial groups for counselling, tutorials and management



Open and Close



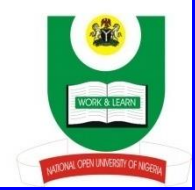


Evolution of ODeL



- ODeL is virtual teaching & learning
- First documented in 1728 when Caleb Phillipps advertised for students to learn shorthand
- Evolution: **correspondence** to **distance learning** to **online learning** to **technology enhanced** to **ODL** to **ODeL** to **Virtual learning** to **E-Learning**
- Distance learning at tertiary level first used in 1892 at the University of Wisconsin
- 3 conceptual models for network-based educational services:
 - Virtual Class/Campus
 - Flexible & open Learning
 - On demand learning



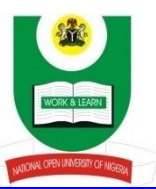


History of ODL



- 1728 – Caleb Phillips and Anna Tickner to teach short hand
- 1840 – Sir Isaac Pitman to teach short hand and made feedback on assignments
- 1828 – University of London ‘People’s University’
- 1882 – University of Chicago
- 1889 - Queen's University in Canada
- 1906 – Columbia University
- 1911 – University of Queensland
- **1946 – University of South Africa**
- 1969 – UK Open University
- 1972 – Athabasca University
- 1990 – New Zealand Open Polytechnic

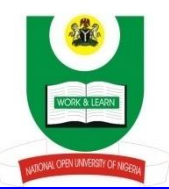




History of ODL in Nigeria

- 1947 – Oxford University Extra mural studies at the UCI
- GCE of London and Cambridge as correspondence
- Rapid Results College and Wosley Hall as first set of organised distance learning programmes in Africa
- 1960 – English Radio Programme by NBC, ETP of NTV
- 1972 – ABU University of the Air
- 1974 – COSU, COSIT, DLI of UNILAG (first tertiary Dual mode Univ)
- 1978 – NTI
- 1983 – NOU (planning started in 1976) Closed in 1984
- UI – 1988, UNIFE (OAU) - 2003
- 2002 – NOUN
- Other DI /DI C

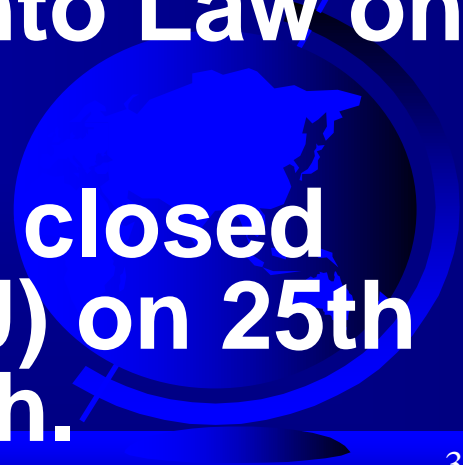




FG's Commitment to ODL



- In 1976, Universal Free Primary Education declared in Sokoto by Head of State Gowon
- 1978 established National Teachers Institute (NTI) to produce teachers by distance learning
- President Shehu Shagari, signed the Open University of Nigeria Act of 1983 into Law on 22nd July, 1983
- Head of State Muhammadu Buhari closed the National Open University (NOU) on 25th April, 1984 during a Budget Speech.




The Change

■ From focus on

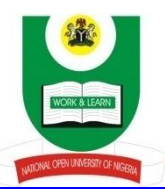
- Quality of students admitted
- Qualification of staff
- Design and management of programmes
- Rigour of marking
- Course outputs as intended outcome

■ To focus on

- Student engagement and satisfaction
 - Data analytics
 - Reflective assessments by students
 - Student-instructor-student interaction
 - Assessments for learning
 - Staff satisfaction and engagement
- 



Resurgence of ODDL in Nigeria



Workshop on ODL

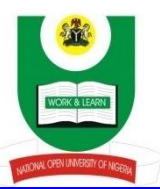


■ **27-29 September 2000**

“**Towards Evolving a National Policy on Distance Education in Nigeria”**

- **affirmed that ODL is critical to educational development in Nigeria**
- **encouraged technological literacy through DE**
- **Ten-Year Plan for rejuvenating Distance Education**





ABUJA Declaration



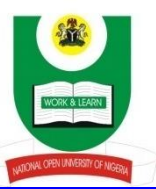
Taking the distance out of education

In order to enhance education as a form of human resource development, and satisfy the exceptionally large demand for education by our huge and rapidly expanding population which is still mainly rural, remote, under-represented, and marginalised through resources, location, economic and other reasons, We the participants here assemble in Abuja this 29th Day of September, 2000, representing the people of Nigeria, herein referred to as stakeholders, solemnly resolve to adopt distance education as a desirable and inevitable mode for providing access to all and achieve equitable representation by taking the distance out of education. We therefore declare 2001-2010 as the decade of distance education in Nigeria.

Signed: Prof. A.B. Fafunwa, For and on behalf Of all participants 29th September, 2000



Open Access: a 21st Century Imperative

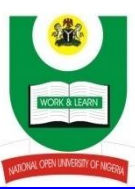


Way forward



- Lay a solid foundation for education in the new century
- Seek a cost-effective, efficient, robust, and flexible mode to educate all
- Be part of the global economy and use of ICT for all aspects of our national and individual activities





Mass Education

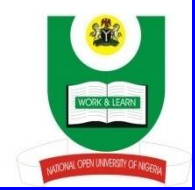
Open and Distance Learning:

- is a weapon of mass instruction
- democratises and liberalises education
- is flexible and life long
- is quality assured and includes all
- allows individualised learning and at own pace and convenience





5 Indices of Indispensability

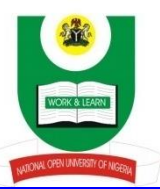


Indices of indispensability



- Demographic Trends
- Rising Enrolments
- Life-long, Life-wide Learning, Education for All
- Knowledge Economy
- Globalisation



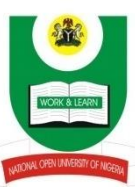


Guiding Beacons



- National Policy on Education
- National Policy on ODL
- FME Strategic Plan on Education
- Communique from the Presidential Summit on Education November, 2017
- SDGs Agenda 2030
- Agenda 2063 (AUC/ENECA/NEPAD), and
- Continental Education Strategy for Africa (CESA 2016).





Foresight for DLI



**Vice Chancellor,
Prof. Kayode Soremekun**

- An accomplished Political Scientist
- A celebrated academic appointed as VC in Feb, 2016. [1]
- Professor Soremekun is an editor of several books, including **Governance and Democratization in Nigeria (1995)** and **Nigeria's Second Republic (1988)**
- The ODL Experience at NOUN has stood him in good stead with regard to establishing the DLI at FUOYE



FUOYE Situation



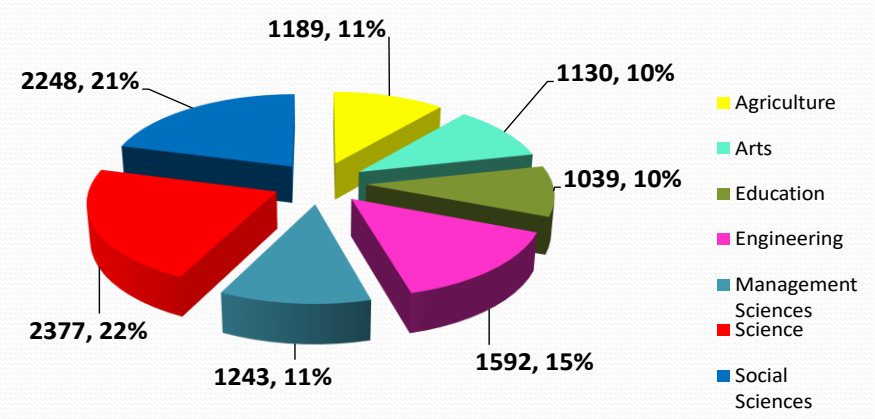
NUMBER OF APPLICANTS/ADMITTED/YEAR SINCE THE BEGINNING OF FUOYE

YEAR	APPLICANTS	ADMITTED	% OF APPLICANTS ADMITTED
2011/2012	53032	429	0.81%
2012/2013	12906	522	4.04%
2013/2014	11508	534	4.64%
2014/2015	8519	1307	15.34%
2015/2016	7626	1628	21.35%
2016/2017	11215	3067	27.35%
2017/2018	28510	5584	19.59%
TOTAL	133316	13071	9.80%

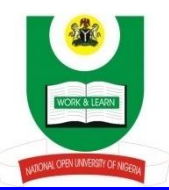
On the average, only about 9.80% of the total number of applicants had been admitted

FUOYE had never admitted more than 27.35% of applicants for any given academic session. About 9.80% of the total applicants had been admitted into the university since inception. The number of applicants is beginning to increase since 2016/2017 session after recording continuous decrease from 2012/2013 to 2015/2016.

TOTAL NUMBER OF STUDENTS/FACULTY



22% of the students are in the Sciences while 21% are in the Management Sciences

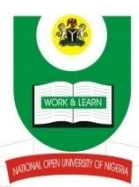


FUOYE Situation Analysis



- **Based on the Professional Team's tours, visits, meetings, interviews and observations in 2018:**
- **Good number of administrative and non-teaching staff.**
- **Many academic programmes that can be offered by DL.**
- **Infrastructure:**
 - **considerable physical infrastructure in all its campuses over the past seven years of its existence.**
 - **adequate facilities at its campuses and the Iheanacho ICT Centre**



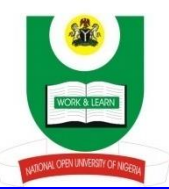


Distance Learning



- **FUOYE's governance, infrastructure, staffing and programmes suggest the readiness to embark on distance learning programmes on a massive scale.**
- **FUOYE can serve the immediate community through the offering of programmes to meet local needs, which are not possible through FG2F**
- **DLI, although an integral part of the University overseen by the VC, should be semi-autonomous in many aspects of its operations**
- **Offering DL programmes will show an active relationship between FUOYE and its locality.**



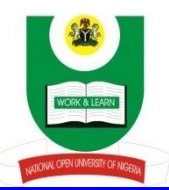


FUOYE Situation Analysis



- **Abundant laboratory and workshop facilities; more than sufficient equipment for programmes**
- **Library**
 - The university library has adequate number of books and other document holdings and a high number of e-journals.
 - It has 12,181 Volumes, 940 journals and 3,918,061 E-journals.
 - New and more spacious library building
- **ICT**
 - FUOYE's ICT capability rated as very good, has 550 work stations at Centre, but are grossly under-utilised.
 - The staff is efficient and knowledgeable. It's 550 work station-Iheanacho centre would suffice for all needs.
 - FUOYE has a functioning website but limited information





FUOYE Situation Analysis



Distance Learning Institute

- located in the Mini campus from where the university started in 2011. It currently houses the University's Postgraduate School.
- currently, there are only three rooms allocated to DLI.
- Began with 3 staff, now has more administrative staff deployed from other sections of the university.
- must embark upon massive advocacy for distance learning both within and outside the University.
- requires logistical and operational framework

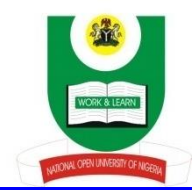




ODL

Vs

F2F

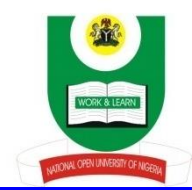


Common Grounds



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

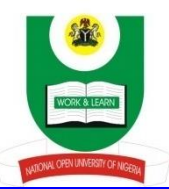




Features: F2F Institutions

- Campus facilities/infrastructure
- Built/rely on the reputation of lecturers
- 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

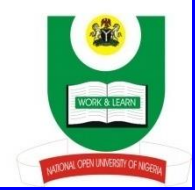




Features of DL Operations

- **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**

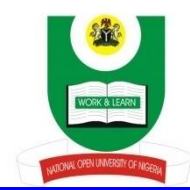




Features of ODL

- 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**

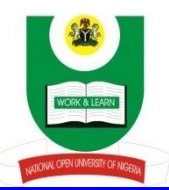




Expectations of ODL

- 24-hour service X 7 days X 52 weeks
- All staff must be on desk/at work 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

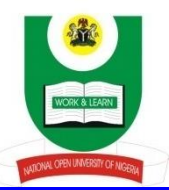




Needs of ODL Learners

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





Current Regard for ODL Vs F2F



- **Convergence**

or

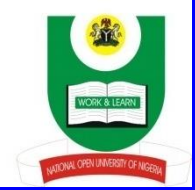
- **Conversion?**

- **Accepting the inevitable**

- **Change is the Word**

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



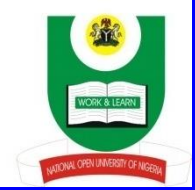


Policy Matters



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



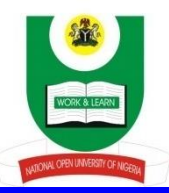


Professional Matters



- Ensure that all 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



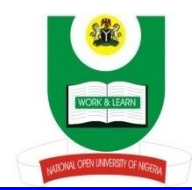


Delivery Modes



- print
- telephone
- audiocassettes
- videocassettes
- radio broadcast
- TV broadcast
- CD-Rom/VCD/DVD
- computers
- multimedia
- e-learning
- m-learning
- Open Educational Resources



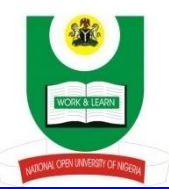


Action Plan



- Progressively enhance student enrolment in a no-semester ODE system
- Create demand-driven new academic programmes
- Achieve high level of staff competencies
- Create linkages with other universities and the organised private sector
- Use resources in entrepreneurial and income generating ventures



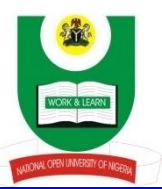


Critical Success Factors



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





Fundamentals

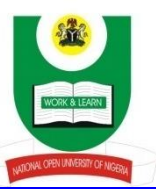


- **access and equity**
- alleviation of capacity constraints
- capitalising on emerging market opportunities
- **Note serious resource constraints???**
- the use of relevant and appropriate ICT
- pitch your service at client's level
- Use changing learner demographics





Conclusion

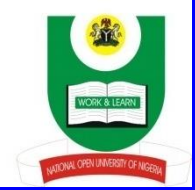


Uniqueness of ODL



- 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 resources must be found
- Your materials are open to the world!



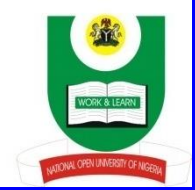


Major Threats



- gulf between intent and action
- lack of capacity and capability
- political expediency driving the Plan
- inequity & economic/political/digital divide
- absence of a central co-ordinating and monitoring unit for the Plan
- lack of co-operation among units within the institution





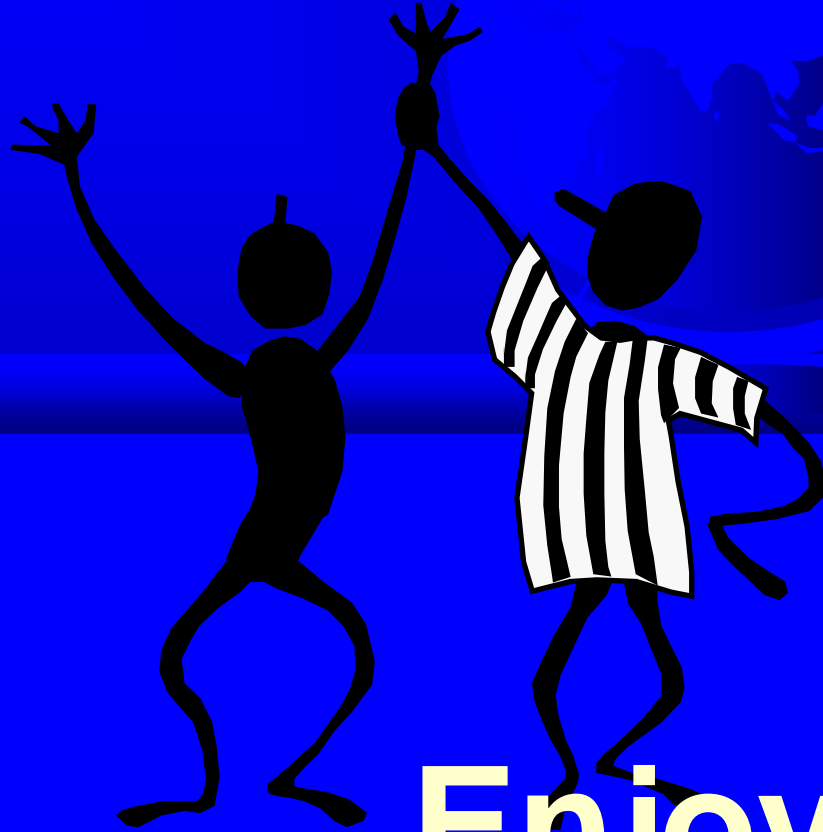
Major Threats



- Inability to move with changing times, not accepting cross border/e-learning
- Inability to be creative and innovative
- Competition from other Dual Mode Universities
- Quality Assurance and Accreditation
- Issues with technology and infrastructure
- Poverty level of students
- Resources and facilities to support learning



Thank you



Enjoy the rest of the Retreat