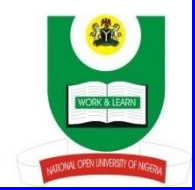


Introduction to Fundamentals of Open and Distance Learning

Olugbemiro Jegede



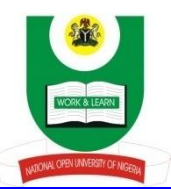


FOCUS



- ✓ **Introduction**
- ✓ **Education and Development**
- ✓ **The History of ODL World wide & Nigeria**
- ✓ **Why use ODL in Higher Education**
- ✓ **Indices of Indispensability**
- ✓ **Resourcing a Distance Learning Institution**
- ✓ **Uniqueness of ODL**
- ✓ **Conclusion**





Excited to Be Here



- Thanks to COL & NOUN RETRIDAL for this historic workshop. It is an honour.
- Commend Universities for planning DLCs an integral part of the growth and development of the University. A Mark of Excellence.
- As the biggest and greatest proponent of ODL on the continent, I am glad that NOUN is providing leadership in this area.
- This presentation is only to set the tone in a DLC Course 101 as an area requiring extensive discussion.





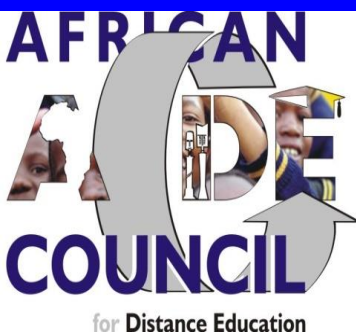
UNIVERSITY OF ABUJA

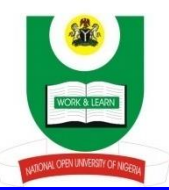


Collateral Learning and the Eco-Cultural Paradigm in Science and Mathematics Education in Africa
1995



Olugbemi Jegede





Redemption Song

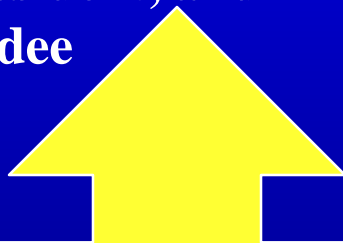


- Old pirates, yes, they rob I,
Sold I to the merchant ships
Minutes after they took I
From the bottomless pit
- But my 'and was made strong
By the 'and of the Almighty
We forward in this generation
Triumphantly
- Won't you help to sing
These songs of freedom?
'Cause all I ever have
Redemption songs
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?
'Cause all I ever had
Redemption songs
All I ever had
Redemption songs
These songs of freedom
Songs of freedom
- Emancipate yourself from mental
slavery
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These songs of freedom?
'Cause all I ever have
Redemption songs
Redemption songs
Redemption songs





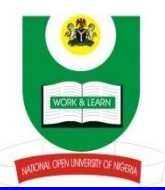
Nelson Mandela,
an anti-apartheid revolutionary,
former South Africa President, and
Nobel Peace Prize awardee



“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.”

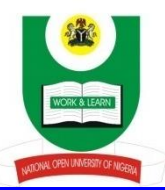


Ability Vs Capacity



- ability of a country is determined by its capacity
- **ability** - skill, talent, fitness, propensity
- **capacity** – aptitude, competence, facility, power



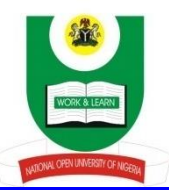


Goals of the C21st



- 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



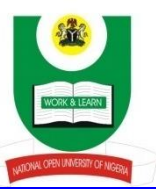


Education and Development



- **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**



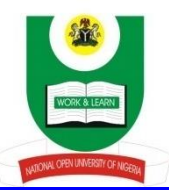


Security and Fairness



- ‘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)





Sub-Saharan Africa



Obvious Characteristics



Sub. S. Africa



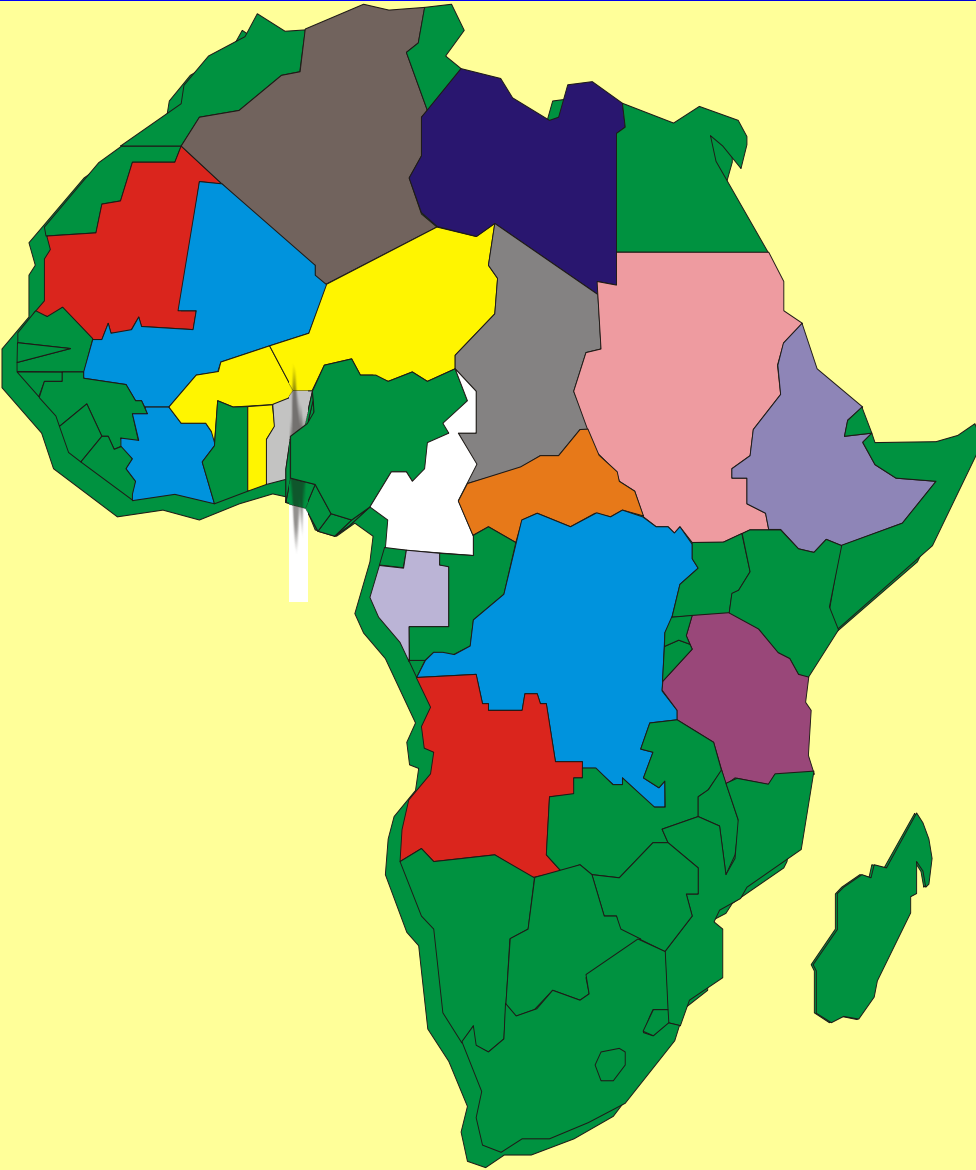
POPULATION

- Over a billion, 75% rural
- 3% population growth
- double in 35 years, to 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

Sub S. Africa

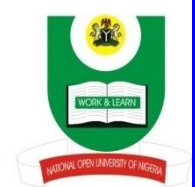


EDUCATION



- 4% Annual increase in primary school enrolment
- 30 million ready for school
- 45% of the population are children under 15 years
- In real terms, reduced expenditure on education
- Schools need 4million more teachers.
- Higher Educ need 465,000 academics
- Weak STEM base





Before 1960



- Population of about 60 million
- Colonial government
- Protectorates
- Regions
- Provinces
- Districts





Education

Nigeria's 7-5-2-3 System of Education

Age in years

No. of years

22-30

Universities

3

HIGHER EDUCATION

18-22

HSC/A-Levels

15-18

Technical colleges

Secondary schools

5

Craft Schools

Teachers Training Colleges

Grammar

Middle School

Comprehensive

12-15

Primary Schools

7

6-11/12

• 7-5-2-3 system

- One University College – Ibadan

- Less than 700 students in higher education

- Few went abroad

- Correspondence

- < 1,000 secondary schools

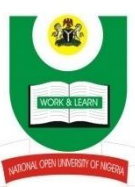
- < 5,000 primary schools



After 1960



- British colony till 1960
- Member of the E-9 Group
- Member of The Commonwealth
- Landmass of 923,768 sq. km.
- Most populous African nation



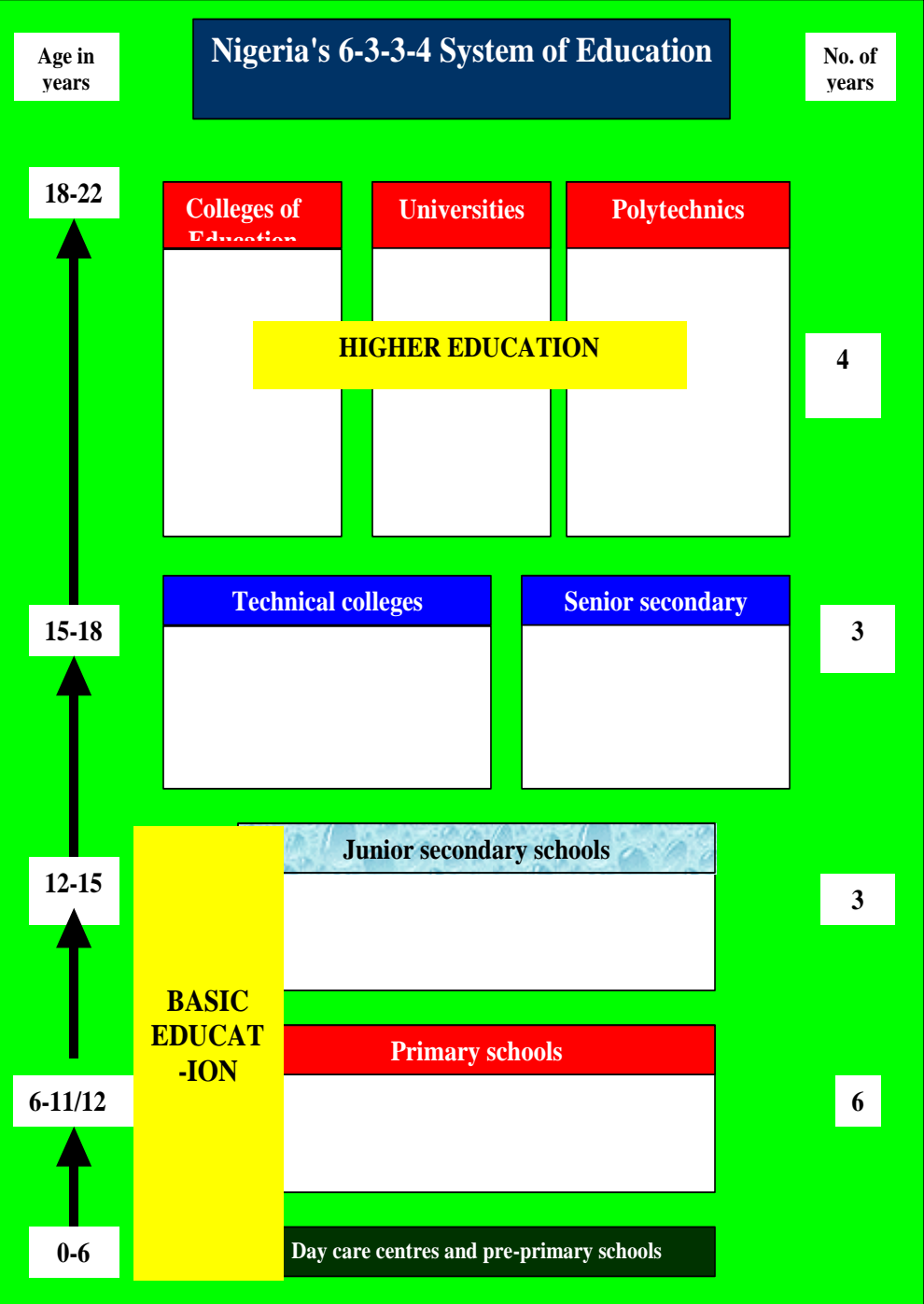
Demography



- Population is about 180 million
- Republic with 36 states, 774 Local Govts
- 6 geopolitical zones



Education

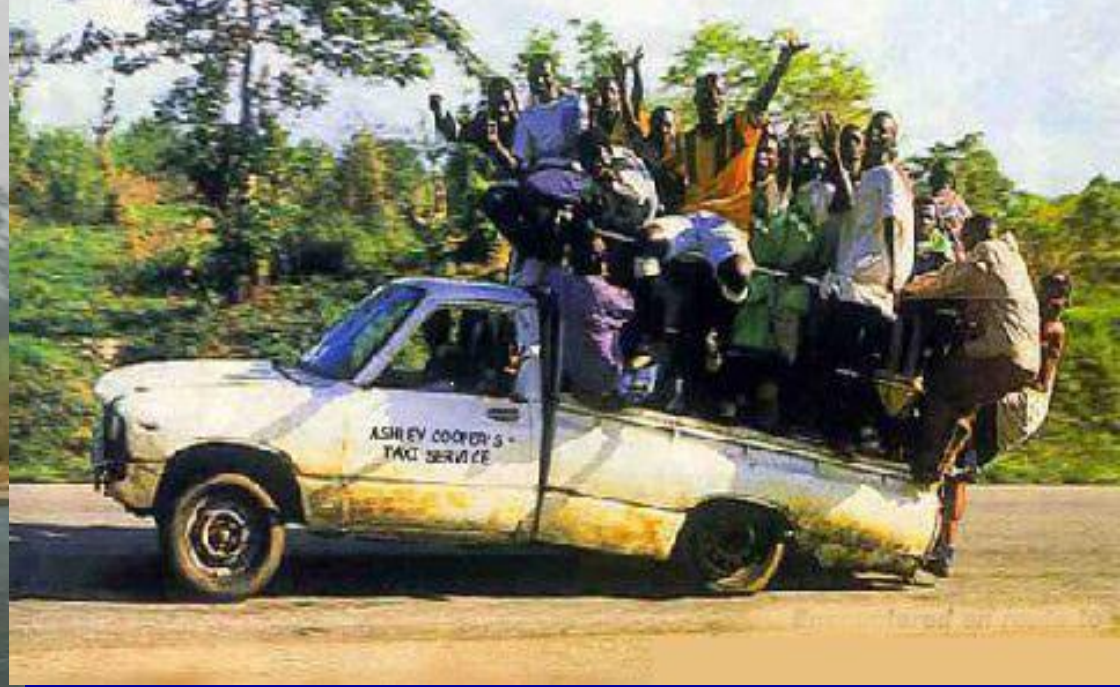


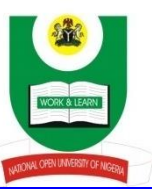
- 6-3-3-4 system
- National Policy on Education
- 153 Universities
- 149 Colleges of Education
- 95 Polytechnics
- 10,000 secondary schools
- 56,000 primary schools





**Illiteracy
&
its price**



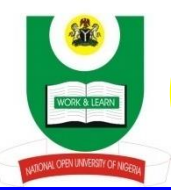


What is DL?



- 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

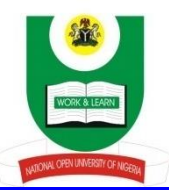




Characteristics

- **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**

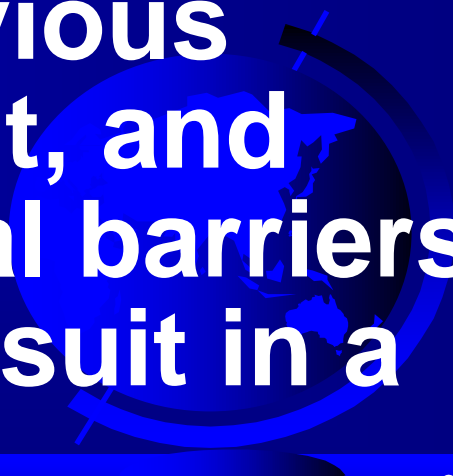


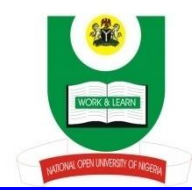


Open Learning



- ***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





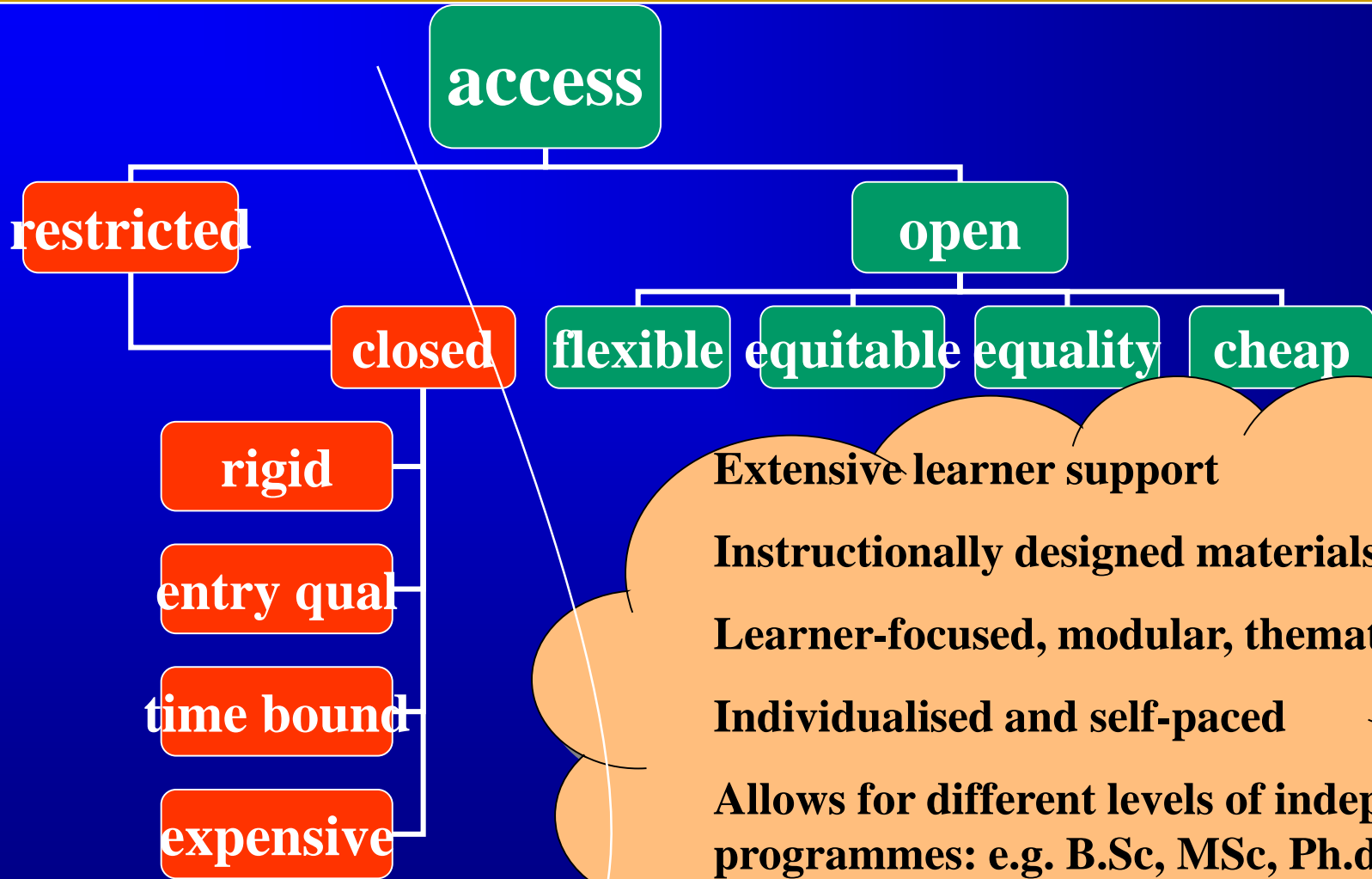
Modes of ODL



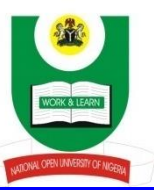
- **Mixed mode: convergence, Deakin Uni**
- **Franchise mode: offshore licensing**
- **Industry special universities**
- **Cross-border collaborator mode**
- **Dual Mode: UI, OAU, Charles Stuart**
- **Single mode: NOUN, OUUK, OUHK, UNISA**



Close and Open



Extensive learner support
Instructionally designed materials
Learner-focused, modular, thematic
Individualised and self-paced
Allows for different levels of independent programmes: e.g. B.Sc, MSc, Ph.d



ODL in Higher Ed



Pre C21st

C21st

Text-based

Web-based

Multi-media

Multimedia

Physical libraries

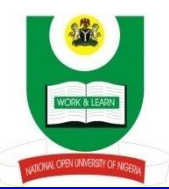
Digitalised libraries

Packaged courses

Just-in-Time courses

Single community

Dispersed community

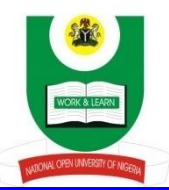


Factors shaping ODL



- 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



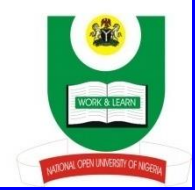


Evolution of ODL



- ODL is virtual teaching
- First documented in 1728 when Caleb Phillipps advertised for students
- Evolution: **correspondence** to **distance learning** to **online learning** to **technology enhanced** to **ODL** to **ODeL** to **Virtual learning**
- Distance learning 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



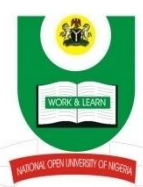


History of ODL



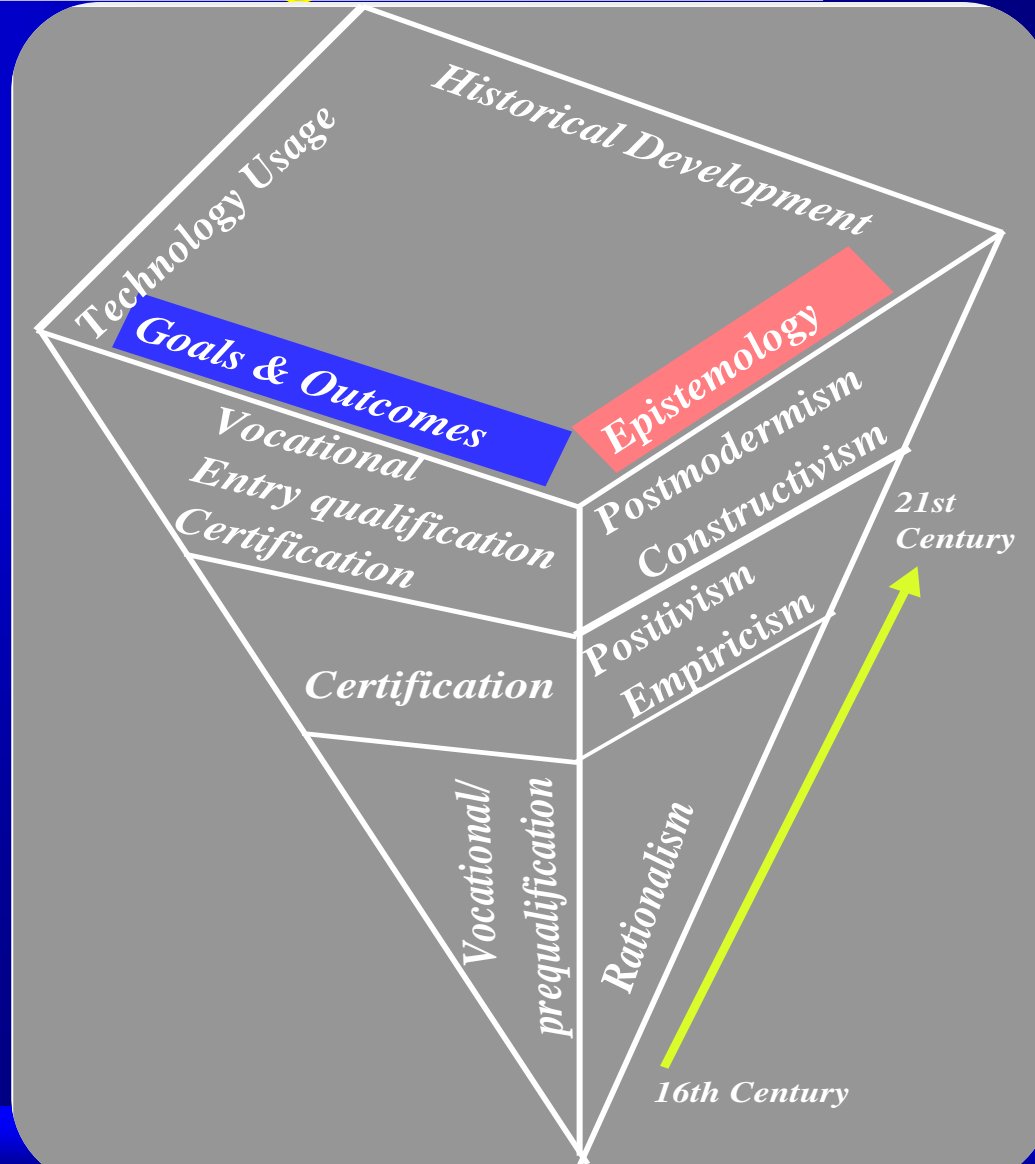
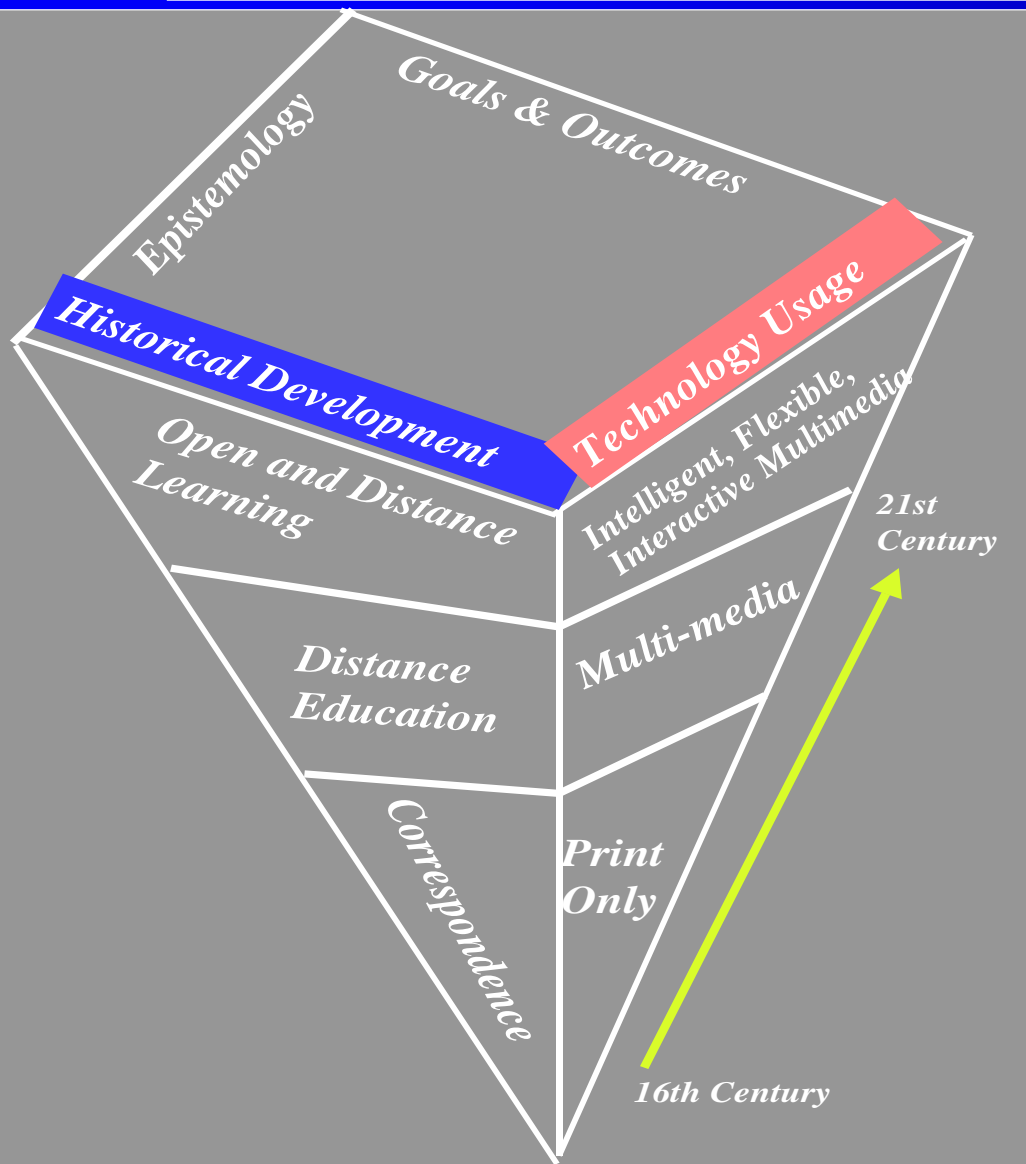
- 1728 – Caleb Phillipps and Anna Tickner to teach short hand
- 1840 – Sir Isaac Pitman to teach short hand and made feedback on assignments
- 1828 – University of London ‘People’s University’
- 1882 – University of Chicago
- 1889 - Queen's University in Canada
- 1906 – Columbia University
- 1911 – University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

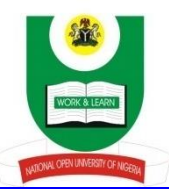




A cuboidal-pyramidal illustration

©Jegede 1999



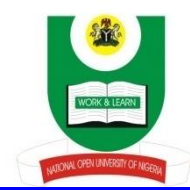


History of ODL in Nigeria



- 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)
- UI – 1988, UNIFE (OAU) - 2003
- 2002 – NOUN
- Other DI /DI C

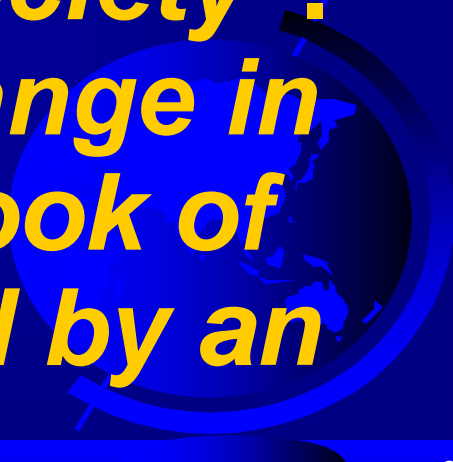


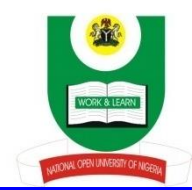


N Policy on Educ



- *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”*





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”

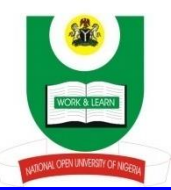
“the education system structured to develop the practice of self-learning”.



Open Access: a 21st Century Imperative



5 Indices of Indispensability

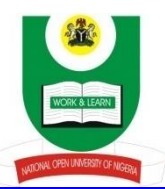


Index 1



Demographic Trends



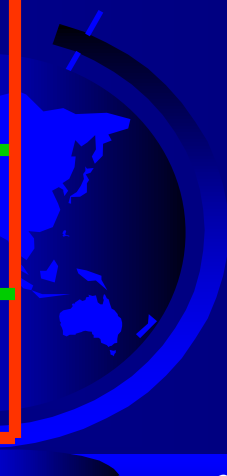


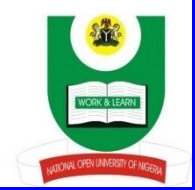
Demographic Trends



Area	Population (millions)	Natural increase	Doubling times (years)
World	6 000	1.7%	40
Asia	3 000	1.8%	38
Africa	1 000	3.1%	25
Europe	510	0.3%	266
Kenya	34	3.0%	27

World –9billion in 2025



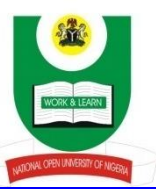


Index 2

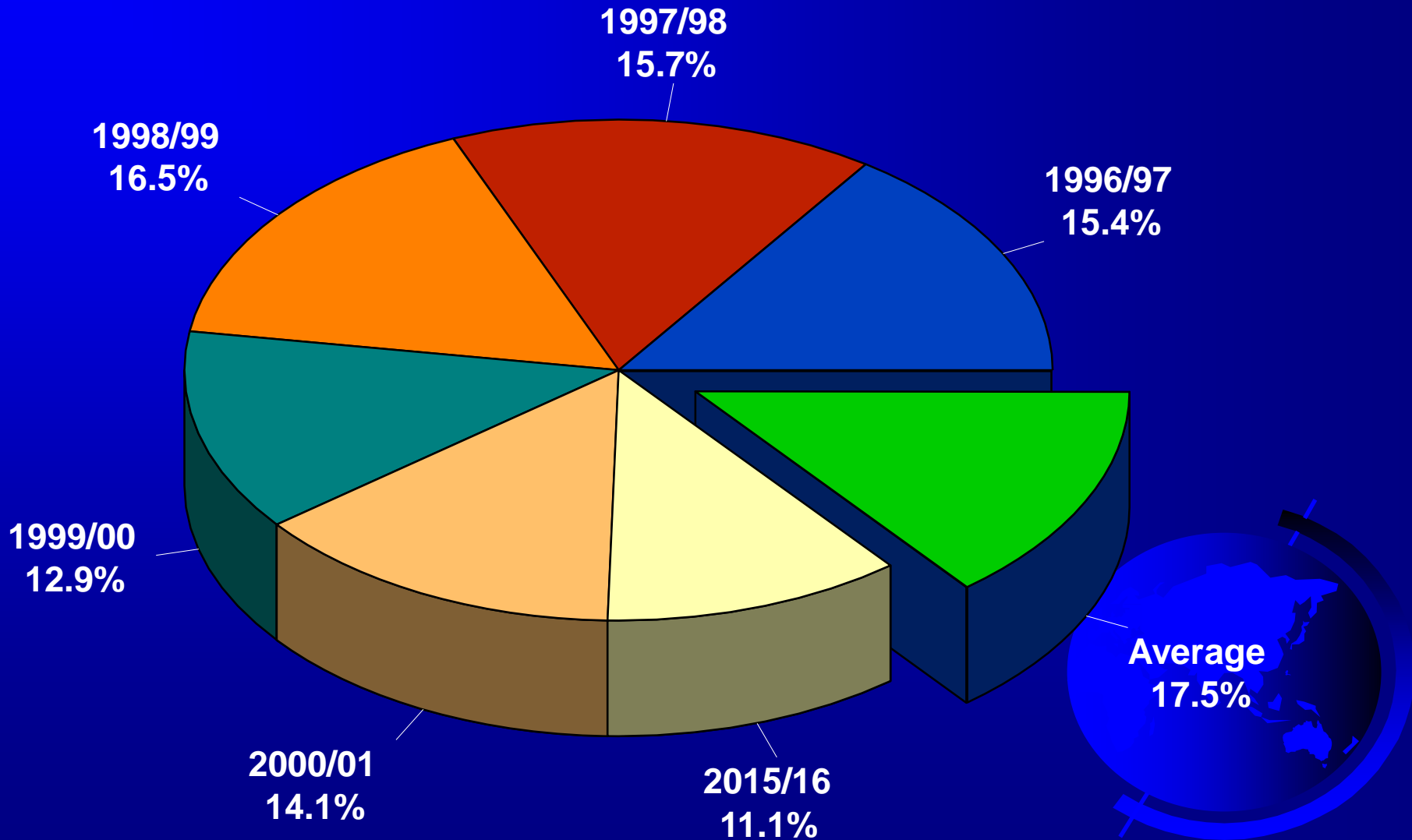


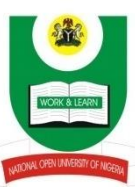
Rising Enrolments



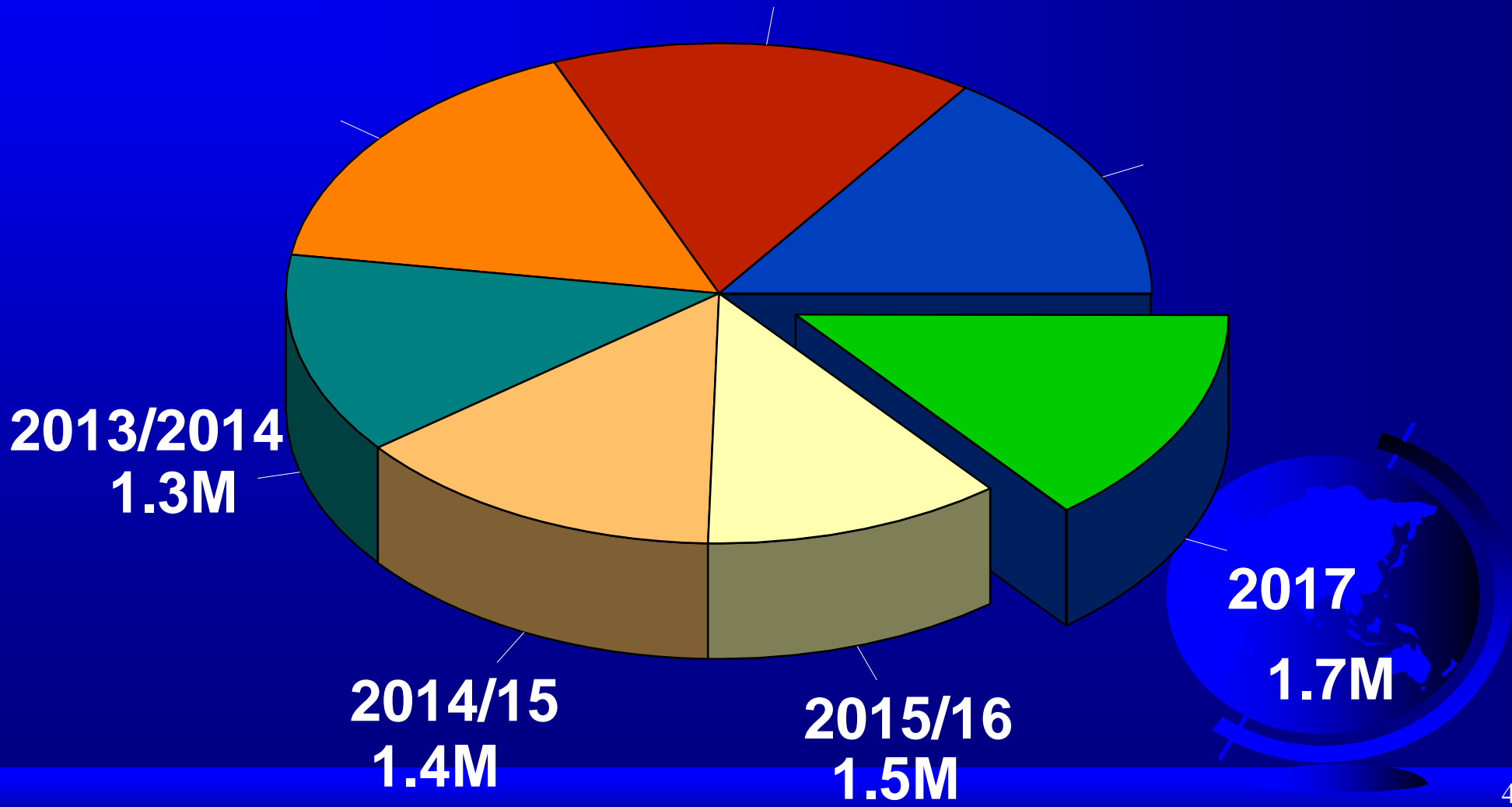


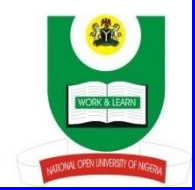
ADMISSIONS





JAMB UTME



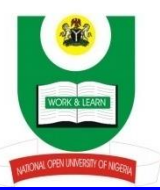


Index 3



Lifelong & Life-wide Learning





Lifelong Learning

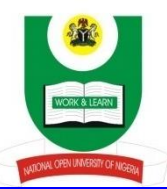


- making learning a continuous lifelong activity
- learning through a flexible, easily accessible mode
- development of a 'Learning' or 'Knowledge Society'
- global movement towards ODL



Dimensions



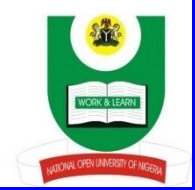


‘Cradle to the Grave’



- Coping with the constant change in life.
- Need to successfully manage our daily living in today’s world calls for making learning a continuing lifelong activity.
- Lifelong learning not as a privilege or a right but a necessity for every individual
- Lifelong learning will become the norm rather than the exception as a means of getting the whole society to learn continuously – from “cradle to the grave” as some would say.



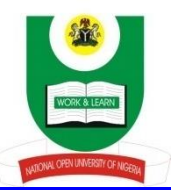


Index 4



Globalisation



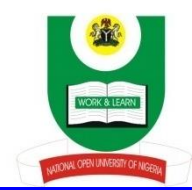


Transient times



The transition from the Industrial to the Information Age was encapsulated by Dolence and Norris (1995), who argued that to survive organisations would need to change from rigid, formula driven entities to organisations that were “fast, flexible and fluid”



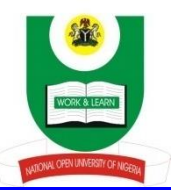


Way forward



- 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



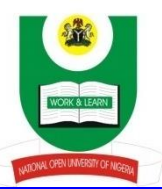


Index 5



Knowledge as a Commodity



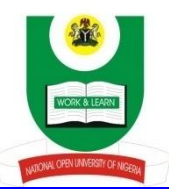


Knowledge First



“I will give you wisdom and Knowledge. And in addition, I will give you more wealth, treasure, and fame..”

2 Chronicles 1:12

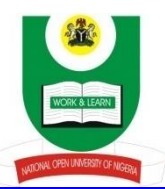


Knowledge is the Word!



- Social thinkers from Confucius through Buddha, Plato, Aquinas, Ibn Khaldun, Calvin, Newton, Rousseau, Comte, Mill, Marx, Gramsci, Nyerere to Wallerstein, Castro and Castells all allocate a **special place to knowledge in their theories of development.**
- Education for them is the foundation for whatever form of development or progress one espouses.
- Manuel Castells: “knowledge and networks”



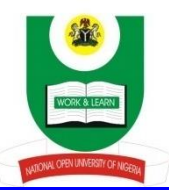


The Knowledge-based Economy

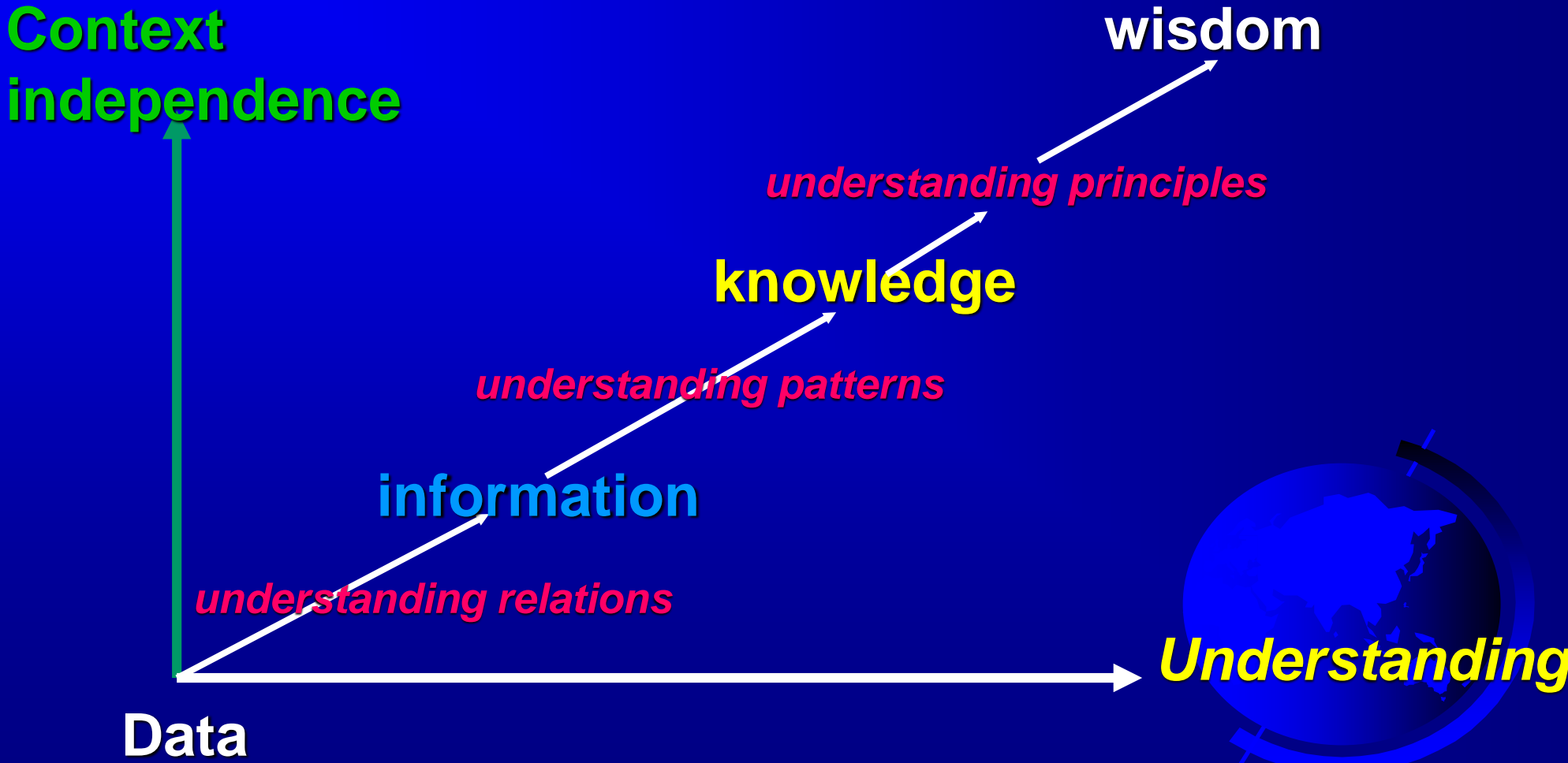


- There are increasing signs that **our current paradigms for higher education**, the nature of our academic programs, the organization of our colleges and universities, and the way that we finance, conduct and distribute the services of higher education **may not be able to adapt to the demands of our time.** *J J Duderstadt (2001)*

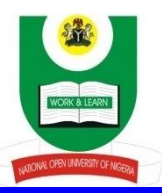




What is knowledge?



[Adapted from Bellinger 1999]

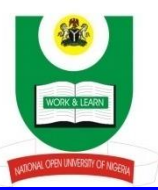


Foolishness



“Foolish people! **How long do you want to be foolish?** How long will you enjoy making fun of knowledge? Will you never learn?...”





Mass Education



Open and Distance Learning:

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



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

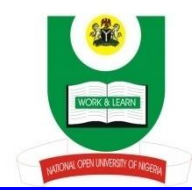
- **Human Resource Development**
- **Capacity Building**

Open, Distance & E-Learning

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

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

Resources for distance teaching

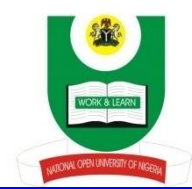


Resources



- **Physical infrastructure**
- **Programme and Course Design**
- **Delivery mode and ICT**
- **Learner Support Systems**
- **Other support systems**
- **Academic Divisions and Directorates**
- **Management and Administration**





Action Plan

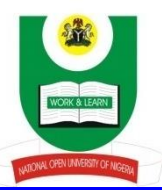


- Progressively enhance student enrolment in a no-semester ODE system
- Create demand-driven new academic programmes
- Achieve high level of staff competencies
- Create linkages with other universities and the organised private sector
- Use NOUN resources in entrepreneurial and income generating ventures





Conclusion

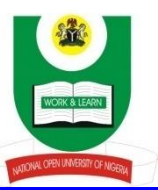


What Vision?



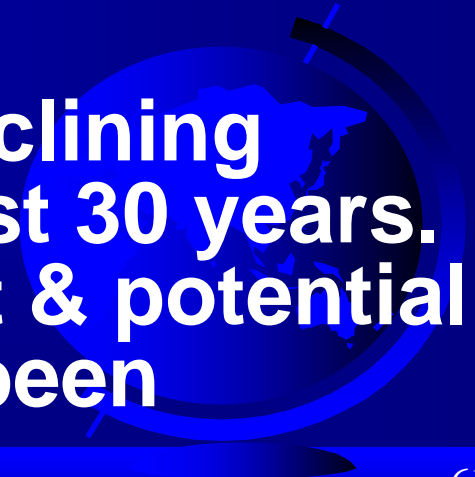
“Where there is no vision, the people perish...” **Prov 29:18**

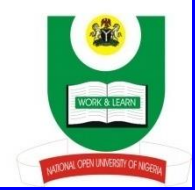




Forward & Backward Steps!

- The giant of Africa with Lilliputian outcomes
- Goldman Sachs ranks Nigeria as one of N11 countries with great potential.
- Why can't we turn this to positive end?
- FG says:
 - history of economic stagnation, declining welfare and social instability for past 30 years. In spite of our resource endowment & potential for growth, our visioning have not been sustained.



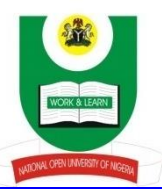


Major Threats



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





Cindy Jacobs, 2002



- **October 2002 in Guatemala City, Guatemala Prophecy:**
- **‘There is going to be a revival in Nigerian Universities and this revival will be of a large magnitude. That the revival in the universities will affect the secondary schools and primary schools. And God will change Nigeria to the next generation.’**





Three Little Birds

- Don't worry about a thing
'Cause every little thing gonna be alright
Singing' don't worry about a thing
'Cause every little thing gonna be alright

- Rise up this mornin'
Smiled with the risin' sun
Three little birds
Pitch by my doorstep
Singin' sweet songs
Of melodies pure and true
Saying', (this is my message to you)

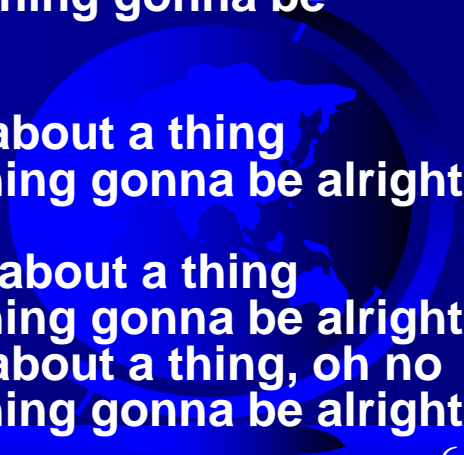
- Singing' don't worry 'bout a thing
'Cause every little thing gonna be alright
Singing' don't worry (don't worry)
'bout a thing
'Cause every little thing gonna be alright



- Rise up this mornin'
Smiled with the risin' sun
Three little birds
Pitch by my doorstep
Singin' sweet songs
Of melodies pure and true
Sayin', this is my message to you

- Singin' don't worry about a thing, worry about a thing, oh
Every little thing gonna be alright, don't worry
Singin' don't worry about a thing, I won't worry
"'Cause every little thing gonna be alright

- Singin' don't worry about a thing
'Cause every little thing gonna be alright, I won't worry
Singin', don't worry about a thing
'Cause every little thing gonna be alright
Singin' don't worry about a thing, oh no
'Cause every little thing gonna be alright



Thank you



Enjoy the rest of
the Workshop