Focus

✓ Introduction
✓ Review of the Introduction to Fundamentals of ODL
✓ Close and Open Education Systems
✓ A case for Distance Learning Centres
✓ Processes and Procedures for a DLC
✓ Resourcing a Distance Learning Institution
✓ Uniqueness of ODL & Blue print
✓ Conclusion
Contacts

- Telephone: +(234) 8034116363
- jegedeo@gmail.com,
- ojegede@noun.edu.ng, jegedeo@olugbemirojegede.com
- Website: www.olugbemirojegede.com
What is DL?

- 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 - 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
ODL on Higher Ed

Pre C21st

- Text-based
- Multi-media
- Physical libraries
- Packaged courses
- Single community

C21st

- Web-based
- Multimedia
- Digitalised libraries
- Just-in-Time courses
- Dispersed community
Close and Open

access

restricted

open

flexible

equitable

equality

cheap

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

rigid

disclosed

entry qual

time bound

expensive
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
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 Wolsey 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 DLI/DLC
Open Access: a 21st Century Imperative
Demographic Trends
## Demographic Trends

<table>
<thead>
<tr>
<th>Area</th>
<th>Population (millions)</th>
<th>Natural increase</th>
<th>Doubling times (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>World</td>
<td>6 000</td>
<td>1.7%</td>
<td>40</td>
</tr>
<tr>
<td>Asia</td>
<td>3 000</td>
<td>1.8%</td>
<td>38</td>
</tr>
<tr>
<td>Africa</td>
<td>1 000</td>
<td>3.1%</td>
<td>25</td>
</tr>
<tr>
<td>Europe</td>
<td>510</td>
<td>0.3%</td>
<td>266</td>
</tr>
<tr>
<td>Kenya</td>
<td>34</td>
<td>3.0%</td>
<td>27</td>
</tr>
</tbody>
</table>

World – 9 billion in 2025
Rising Enrolments
A Case for DLCs

- National Policy on Education
- All towards more access to students (unmet demands, marginalised, unreached)
- The 5 Indices of Indispensability
  - Demography
  - Rise in Enrolment
  - Life long Learning
  - Globalisation: IT, Trending in Education and Future needs
  - Knowledge movement
- Rise in number of Universities
  - Broadening of academia: governance and operations
- Source of IGR
Processes & Procedures

- The generation of the Idea
- Development of Concept and Blueprint
- Approval of the VC and Presentation to Senate
- Ratification by the Governing Council
- Seek approval of the regulatory body (NUC, Professional bodies, etc)
- Carrying along the whole of the Institution
- A study tour of similar institutions and related Organisations
Models of DLCs

- **Stand alone** with full compliments of academic and administrative staff, DLCs in Nigeria. They are part of the University and are autonomous.

- **Integrated into the Dual mode** Universities. The DLCs provide support services such as course material development, running of the study centres, dealing the QA in DL

- **Mixed Mode** where the DLC sets up shop with administrative and academic managers but use the academic staff of the parent University

- **Franchise or Contract or Out-source** it out to professionals. The University negotiates the fee or sharing formula for the proceeds.

- **In-country managing centres** for Cross border education providers
Foundation Staff

- Appointment of a Director, Deputy Director and Deputy Registrar/Head of Administration
- Appointment/Deployment of staff – Administrative and Academic
- Liaison Officers for Schools/Faculties/Institutes
- Human Resource Development
What’s in a Name?

- Distance Learning Centre
- Distance Education Centre
- Virtual Campus/ Centre/ University
- E-Learning Centre
- Computer Enhanced Learning Centre
- Open, Distance and Electronic Learning (ODeL)

Need to realign, rename and reassess units
A DLC is a mini-University, indeed quickly

grows to ‘swallow up’ the main University.

Potential of a huge student population

Management will require two to three
times the volume of work

It must be run as a business enterprise

with a customer service front end

Semi-autonomous status

Management to present report to VC on a
quarterly basis or at agreed interval
▪ The Head of the Administration must have highly competent staff.
▪ The Academic Office must be prepared to work 24/7 if need be.
▪ A Visitor Information and Call Centre must be central to all its functions
▪ It must be have a business and Industry orientation to financial matters – unusual, transparent and flexible
▪ Customer Service must be exceptional
▪ Highly effective and efficient Public Affairs and Media Unit
Resourcing a distance teaching higher institution
**Educational Characteristics for DE**

<table>
<thead>
<tr>
<th>Instructional</th>
<th>Personnel</th>
<th>Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly planned, organised and delivered</td>
<td>Design &amp; development</td>
<td>Academic leadership</td>
</tr>
<tr>
<td>Interactivity</td>
<td>Subject matter experts</td>
<td>Humanizing &amp; personalising</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Site facilitators (RLO)</td>
<td>Contingency plans</td>
</tr>
<tr>
<td>Instructional feedback</td>
<td>Production</td>
<td>Free flow of communication</td>
</tr>
<tr>
<td>Advanced organisers/overviews</td>
<td>Student support</td>
<td>Scheduling instruction</td>
</tr>
<tr>
<td>Evaluation of instruction</td>
<td></td>
<td>Evaluation of systems</td>
</tr>
</tbody>
</table>
Physical Infrastructure

- **Buildings**
  - Administration block
  - Academic block
- **Laboratories & Libraries**
- **Theatres**
- **Radio & TV stations**
- **Call Centre Facilities**
- Road Networks on Campus/Centre
Schools, Institutes & Centres

- Arts & Social Sciences
- Business and Management Studies
- Education
- Science & Technology
- Units for Continuing Educ & WKPL Training
- Institutes for Training & Development
Directorates

Academic Programmes

- Instructional Material Development and Production
- Information Technology and Communication Services
  - Basic & Lifelong Skills Development
  - Learner Support Services
  - Administrative and General Services
  - Bursary (Finance and Accounts)
Learner Support

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

Course Development

Developed from scratch
- new materials
- new format
- library search

Course adoption
- acquired
- minor revision
- 10% modified

Open Educational Resources

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

Delivery Modes
Delivery Modes

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

- Production
- Warehousing
- Distribution of courseware
- Energy supply
- Maintenance of facilities
ICT in ODL

- imposes additional demand on staff and students
- many systems and subsystems of ODL require ICT and expertise
- Do not underestimate the capabilities required by staff and students
- requires new direction of capacity building
Why ODL is different and must have its own Strategic Focus
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!
The Iron Triangle of Education

The NIGAVEKAR pentagon

Stakeholders

GOVERNANCE

RELEVANCE

QUALITY

ACCESS

COST
How Strategic?

- Does it fit the over all university culture?
- Is your mission statement used as foundation?
- Use scenario planning
- Use strategic compass
  - Identify what you do best and use as beacons
- Combine top-down with bottom-up approach
Only a medium and not the message

What technologies: multi-media or multimedia, effective and appropriate?

Ensure total coverage and reach to all students

Be as simple as possible

Consider cost effectiveness

Review usage and policy regularly
Quality Assurance

- course development system
- Multimedia instructional design & delivery
- learner support system
- establishment and management of study centres
- selection and management of academic tutors and facilitators
- development of E-Learning, LMS & LCMS
- TMA and E-examinations
Deploy Six Sigma Quality Monitoring for ODL

Outline Programme Proposal
Detailed Programme Proposal
Print
Audio/Video
Broadcast
E-Learning

Programme Development
Assignments, Assessment & Examinations
Delivery Mode (Technology)
Course Materials Development
Learner Support & Other supports

Institutional/ Centre
• Blueprint
• Strategic Plan
• ICT Plan
• Servicom
Progressively enhance student enrolment in an ODL 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

Don’t do everything, Outsource and Brand
Critical Success Factors

- Relate plan to the national policy
- Relate plan to the vision and mission of your institution
- Political will and support at the highest level of the institution
- Commitment to adequate funding
- Regular check on milestones and benchmarks on the strategic plan
- Develop appropriate organisational culture
- Shared vision and committed staff
Essentials

- 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
- Conduct SWOT analysis before starting
Categories of Cost

- the costs of establishing and operating an ODL institution/Centre are divided into:
  - indirect or fixed cost
  - direct or variable cost, and
  - setting-up cost.
Cost factors

- Number of students
- Number of programmes/courses on offer
- Number of years courses are presented
- Amount of materials provided
- Choice and use of technologies
- Level of student support
- Organisational structure
- Other logistics: admissions, orientation, admin support, etc
Direct Cost

- is the (variable) expenditure on the designing, developing and delivering courses. It includes:
  - the cost of the instructional materials,
  - tutors, facilitators (part-time or full time),
  - marking/examination fees,
  - counseling and mailing.
  - initial orientation and professional development

- The direct cost is highly sensitive to student numbers
Indirect Cost

- The indirect cost is the fixed or overhead cost incurred in running an ODL venture.

- It includes the recurrent expenditure for the infrastructure, wages, such as,

  - salaries for a core administrative and management staff,
  - fixed property assets,
  - maintenance, utilities,
  - supplies and general administrative expenses.
Cost function

\[ T = S\alpha + C\beta + P\Upsilon + F \]

- **T** = total cost
- **S** = number of students
- **C** = number of courses
- **P** = number of courses presented to students
- **\( \alpha \)** = direct cost per student
- **\( \beta \)** = direct cost of developing a course
- **\( \Upsilon \)** = direct cost of presenting a course
- **F** = indirect or fixed cost of the system
- **\( S\alpha \)** = total direct cost of teaching students
- **\( C\beta \)** = total direct cost of course development
- **\( P\Upsilon \)** = total direct cost of course presentation
Conclusion
In 1988 the World Bank observed that higher education in Africa was being threatened by:

- too many graduates of programs of dubious quality and relevance;
- deterioration and doubtful effectiveness of HEIs;
- the astronomical costs of higher education;
- and socially inequitable and economically inefficient financing of higher education.
Many countries accepted WB’s advice to concentrate resources in primary and secondary education.

Higher Education lost its priority, funding growth and development.

From mid 1990s things changed and people began to defend the usefulness and relevance of university education in Africa.

Rise in the use of ODL to boost higher education world wide and in Africa.
observed an increase in access but grossly dissatisfied with the quality of graduates.

A recent UNESCO survey indicated FIVE main factors contributory to the low quality in higher education in Africa.

- depreciating quality of teachers;
- research capacity deficit;
- inadequacies in facilities for teaching, learning and research;
- lack of a regional quality assurance framework and accreditation system;
- and slow adoption of ICT for delivering quality higher education including distance education.
The relationship of the DLC with the parent University must be well defined

An MoU and MoO are desirable and should be signed to be used as reference points.

VC must ‘own’ the Centre and give political, academic and administrative will

VC and top management of the University must be genuinely interested, and participate as often as possible, in all DLC programmes

The academic programmes & courses must be fully integrated into the University’s
Thank you

Good luck and my very best wishes