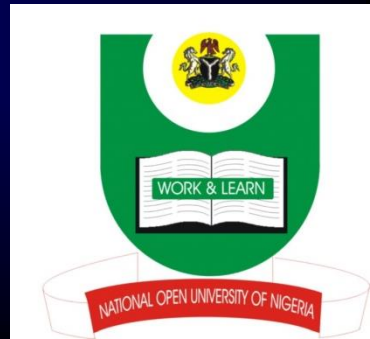
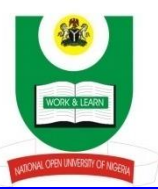


Developing Quality Course Materials for ODL in Nigeria

Olugbemiro Jegede





FOCUS



- ✓ Introduction
- ✓ C21st and Education as Foundation of Sustainable Development
- ✓ Access to Higher Education in Nigeria
- ✓ Resourcing Distance Learning
- ✓ Course Material Development
- ✓ National Policy on OER
- ✓ Webagogy
- ✓ Conclusion





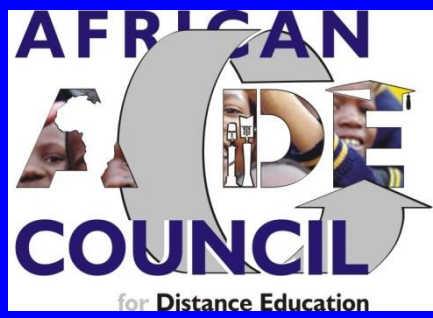
Collateral Learning and the Eco-Cultural Paradigm in Science and Mathematics Education in Africa

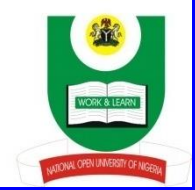


Olugbemi Jegede



UNIVERSITY OF ABUJA



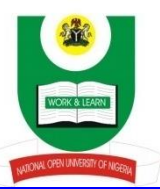


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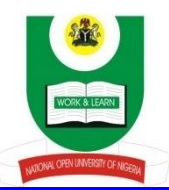
C21st Nigeria



Like all nations of the world, Nigeria aims for:

- **an economy with sustainable development,**
- **highly educated, mobile and adaptable multi-skilled and multi-tasked workforce and,**
- **a knowledge and a learning society.**



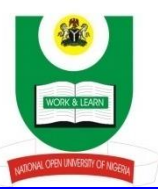


Economy and Development



- **The World Bank reports informs us that**
- **The development frameworks and strides of Nigeria has direct relationship to**
- **Our economic progress**
- **Dictated in a large measure by the level and quality of education**



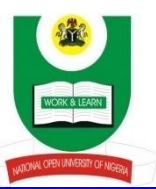


Education and Level of Development



- The level of development of a country is directly related to its level of education.
- Consequently, illiteracy, poverty, low development indices have roots in low level of education.
- There is no gainsaying the fact therefore that education is the bedrock of development in any society.
- Education in must lay the foundation and become the building blocks.





The Starting Point

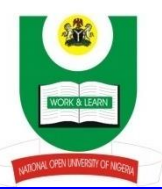
- The obvious place to begin with laying the foundation for sustainable development
- is within Higher Education,
- especially in reorienting Universities,
- to meaningfully and appropriately contribute to the development of capacity
- at all levels and sectors of the country.





Access:

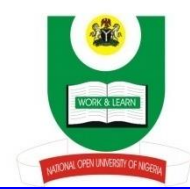
**a 21st Century
Imperative for
Nigeria**



FGN and Access



- From Independence, through the National Policy on Education of 1977 to the current Ministerial Strategic Plan 2016-2019,
- Nigeria has always had explicit and priority call for access to education to all learners.
- As a public good, a fundamental human right that should be inclusive and equitable. The Federal Government of Nigeria has adopted as stated in the NPE the following:
- *“policies which were to be directed towards ensuring that there are equal and adequate educational opportunities at all levels”.*

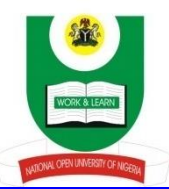


Ministerial Directive



- the Ministerial Strategic Plan of 2016–2019 directed that
 - ‘an increase be made on access to university education by seven per cent every year for the next three years,
 - in addition to establishing additional higher education institutions’.



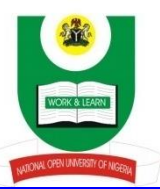


Presidential Retreat



- **The Communiqué of The Presidential Retreat on Education held at The State House Conference Centre, Presidential Villa, Abuja, on Monday, November 13, 2017, noted that**
 - **higher education deserves special attention given that the development of a country is directly and indirectly influenced by the quality of human resources produced by its higher education system.**



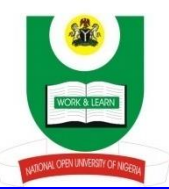


Priority to ODL



- **The Presidential Retreat recommended that:**
 - **‘access to quality higher education should also be expanded through the enhancement of the carrying capacity of the Nigerian higher education sector.**
 - **The expansion of the open and distance learning delivery system at all levels of education should be given priority’.**



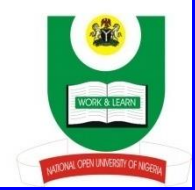


NUC Formalised DLCs



- NUC formalised the opening of distance learning centres in eight conventional universities
 - University of Ibadan, Ibadan;
 - Obafemi Awolowo University of Ile-Ife;
 - University of Lagos, Akoka;
 - University of Maiduguri, Maiduguri;
 - Modibo Adama University of Technology, Yola;
 - University of Abuja, Abuja;
 - Ladoke Akintola University of Technology, Ogbomoso; and
 - Ahmadu Bello University, Zaria

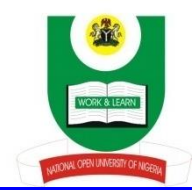




NUC Licenced DLCs



Babcock University	University of Benin
Ekiti State University	University of Maiduguri
Federal University of Technology, Minna	University of Ilorin
Joseph Ayo Babalola University	University of Nigeria and
Osun State University	University of Port Harcourt.

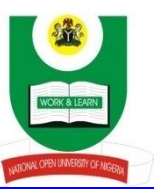


What's in a Name?



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

Define tools and resources and do what you say you are

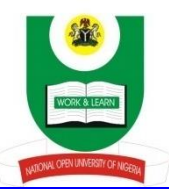


Dual Mode: Implications



- Parity of course content between F2F and distance learners.
- Provision of adequate and suitable facilities that will be accessible to learners and facilitate their learning experience.
- Adequate provision of learner support services in DL
- Adequacy of qualified academic and administrative staff
- Flexibility in course duration
- Sufficient commitment of Management to DL operations.
- Staff: workload, financial reward, publication reward





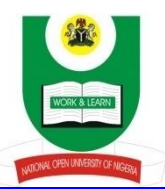
Why Distance Education?



Indices of indispensability

- Demographic Trends (Nigeria is 195.3 M)
- Rise in Enrolment (25% admitted annually)
- Life-long, Life-wide and Life-enabled learning
- Globalisation
- Explosion of Knowledge



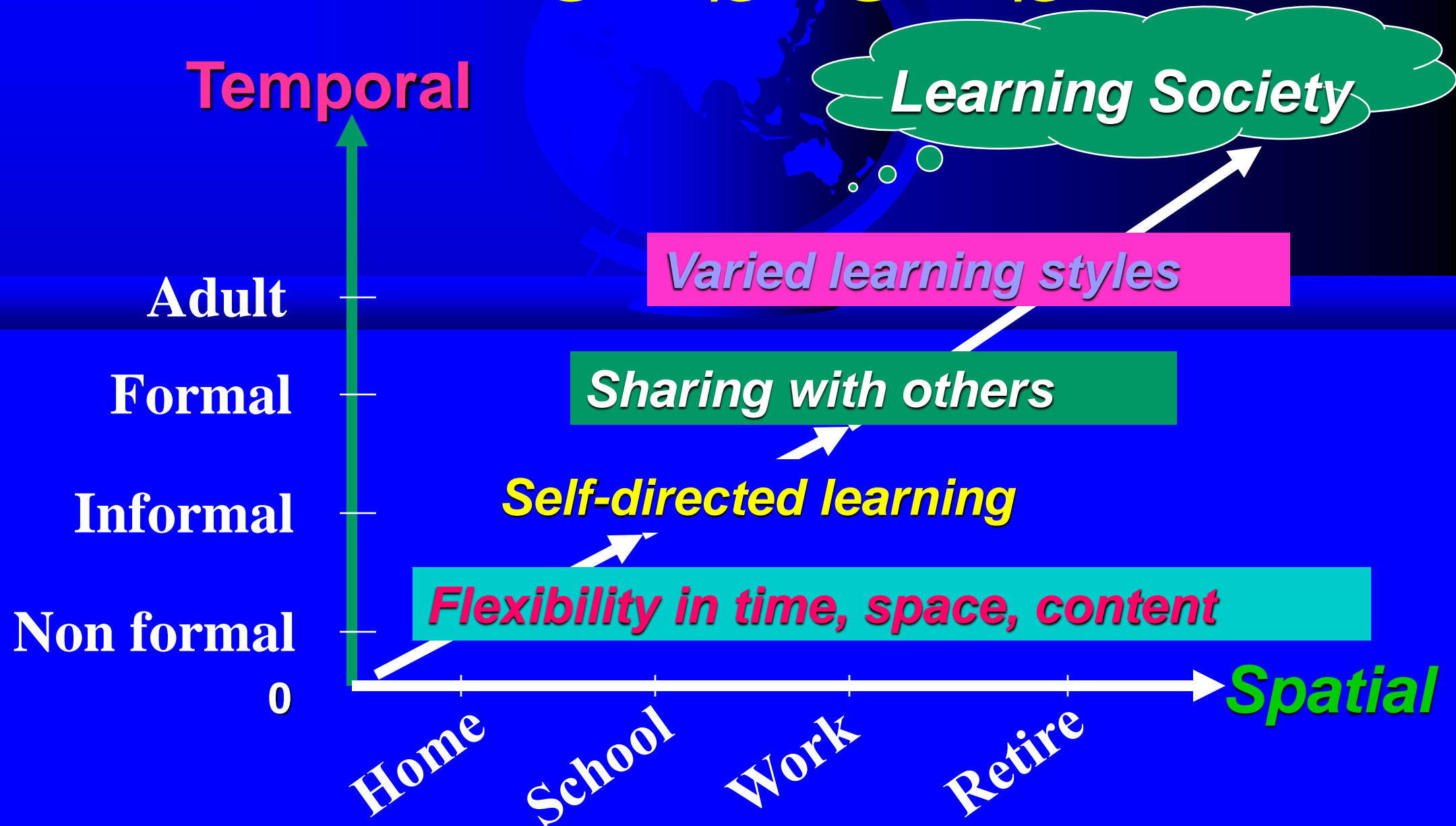


NPE Embeds ODL



- ***“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 is structured to develop the practice of self-learning”.***

Dimensions



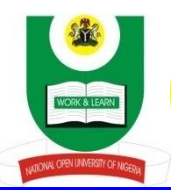


What is DL?



- 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

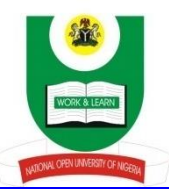




Characteristics

- **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**



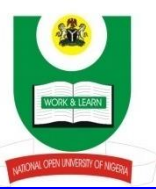


History of ODL in Nigeria



- 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



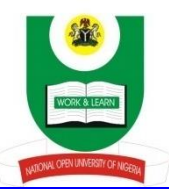


Death of distance



‘The death of distance as a determinant of the cost of communications will probably be the single most important economic force shaping society in the first half of the next century’.

Caincross (1997)

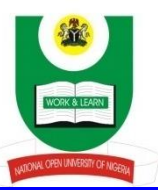


Mass Education

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



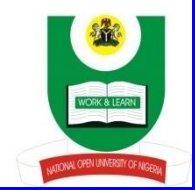


Features of F2F



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



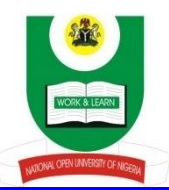


Features of DL



- **Diverse expertise – academics, tutorial facilitators, editors, producers, Counsellors**
- **Prescribed entry standards**
- **Self instructional courseware & learning resources**
- **Efficient learner support services**
- **Multi-tier exam/assessment procedures**
- **Infrastructure – ICT, studios, printing facilities etc**



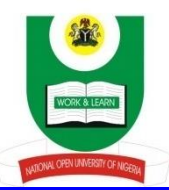


Common Grounds



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

Resourcing a distance teaching higher institution

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

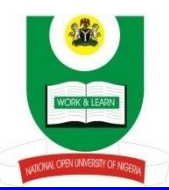
- Author
- Instructional Designer
- Etc.

Reflection

- Self
- Peers

Tutor

Facilitation Team

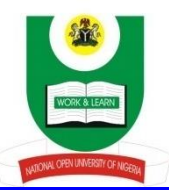


ODL Scaffoldings



- There are two important elements in starting quality distance Learning programmes
 - ICT and
 - Course materials
- the major distinguishing features between face-to-face and distance learning instructions.
- See Pages 36 to 40 of the Workshop Document



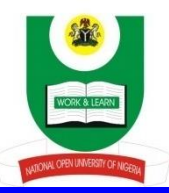


Design Strategy Document



- What type of course/learning materials are we creating?
- What sections will our materials contain?
- What is the intended audience to use the materials? Who will benefit from them?
- What resources are available for us to design materials?
- How and when to assess students, evaluate the effectiveness of the materials we designed?

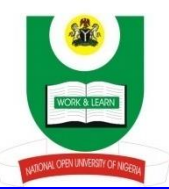




Delivery Modes

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



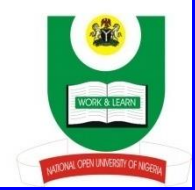


Process of Course Material Development



- **Appoint Coordinator(s)**
- **Invite experts**
- **Determine Syllabus/Curriculum**
- **Assemble a Course Team**
- **Provide House style template and other guidelines**
- **Manage process of writing**
- **Conduct Peer Review**
- **Pretest before release to the students (Public)**
- **Collect feedback from Students**
- **Improve**



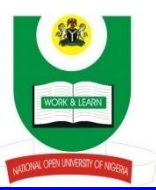


Design of Material



- **Team Approach**
- **Instructional Multimedia design**
- **Blueprint**
- **Usually 9-12 months head start**
- **Cycle of review**



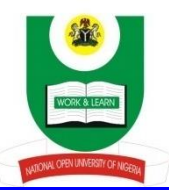


Problems & issues

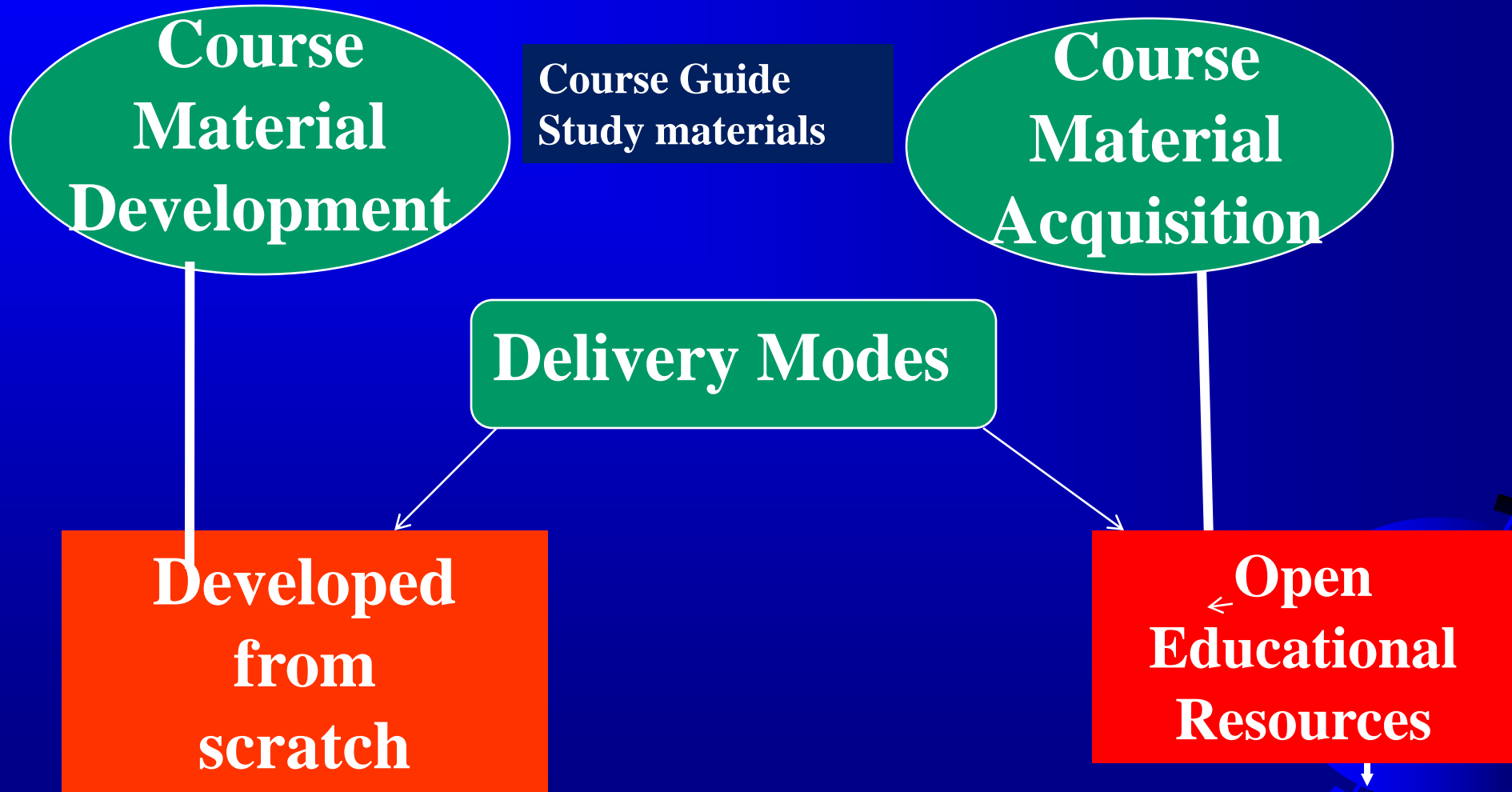


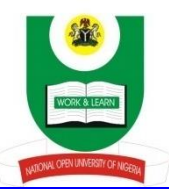
- **content Vs learner**
 - **different approach, flexibility, individuals needs**
- **choice of technology**
 - **selection is crucial, purpose, lowtech**
- **learner isolation**
 - **geography, time, access, communication, social negotiation**





Course Materials





Course Materials

Development Team
 Content Expert
 Instructional Designer
 Editor
 Graphic Designer
 Web master

Course Material Development

Delivery Modes

- Outline Programme Proposal
- Detailed Programme Proposal

Developed from scratch

Design Strategy Document or Blueprint

- new materials
- new format
- library search

Peer Review





Course Materials

Course Material Acquisition

Delivery Modes

Open Educational Resources

Other Means

Course adoption

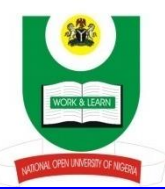
Course adaptation

- acquired
- minor revision
- 10% modified

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

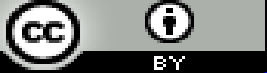



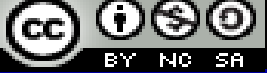

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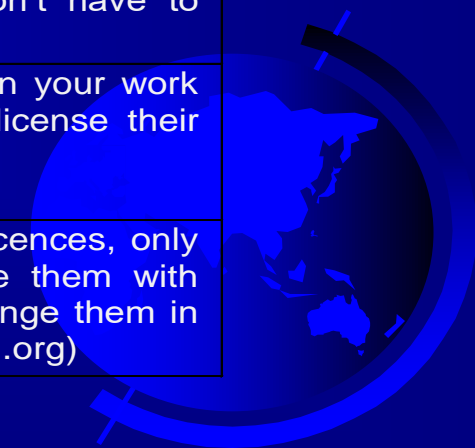


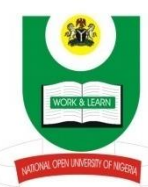


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OER Initiatives: Future Mainstreaming OER



DRAFT

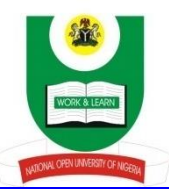
National Policy on Open Educational Resources for Higher Education



August 2017

Prepared under the auspices of the National Universities Commission

- Finalised the Development of a National Policy on Open Educational Resources.
- The OER Policy to be ratified and operational by the end of July, 2018.
- **The URL is:** www.nusoer.org
- By the end of this November 2017, all universities would have uploaded information about their OER materials on the website.
- Massive capacity development in OER being planned for higher education institutions, teachers and students.
- Long term future plan is to extend the OER to the lower levels of education.

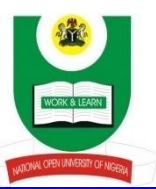


Need of Distance Learners



- **more choices: courses, mode of study**
- **quality in instruction and learning**
- **recognition of previous learning experience**
- **use of portfolio for assessment and projects**
- **friendly and supportive learning environment**
- **flexible and personalised instruction**





Factors to Consider



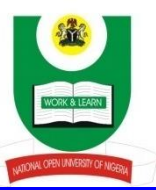
**In Course material Development,
consider:**

- **Pedagogical Issues**
- **Choice of software and range of modes**
- **Learner Support and Facilitation**
- **Cost**
- **Staff Training & Development**





Conclusion



Desper@tely Needed

- **supportive, learner-centered and collaborative learning environment**
- **more attention paid to the learning process in ODL**
- **effective use of technology to truly support teaching and learning**
- **elimination of learner isolation**
- **new instructional model for online teaching and learning**





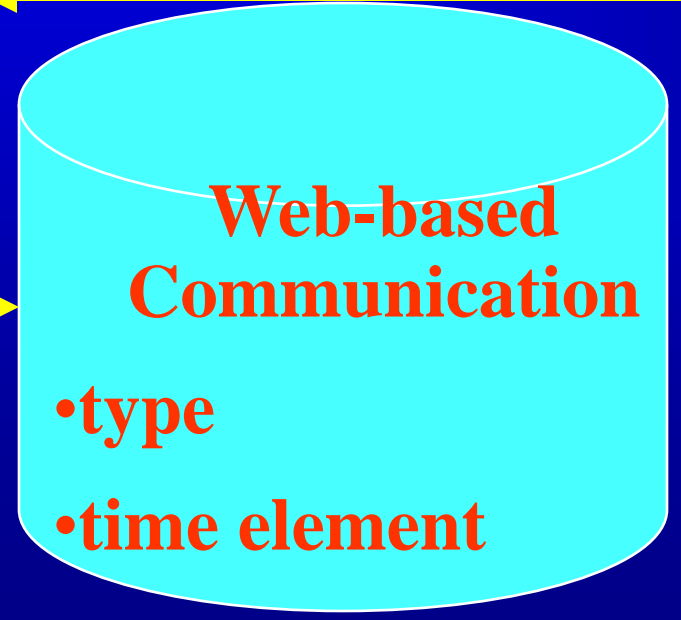
Webagogy

Web-based environment

Learning theories
 Instructional strategies
 Cognitive constructivism
 Socio-cultural

New instructional model

- Hyperlink
- Associative
- Non-linear structures

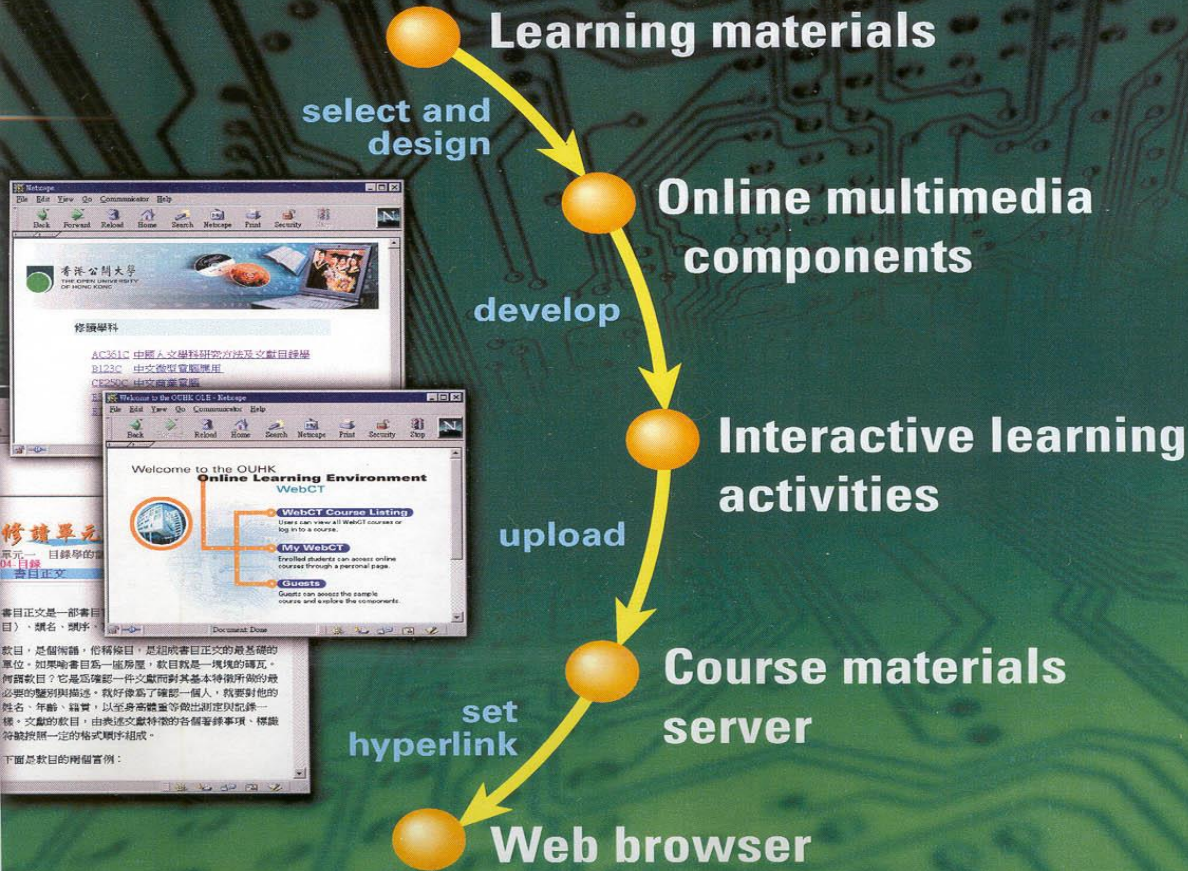


epistemology,
 pedagogical strategies





Flowchart of Online Material Development



Many courses and programmes now choose to have online materials

This is for online material development

Can be adapted to suit peculiar situations





Quality Assurance

Institutional

- Blueprint
- Strategic Plan
- ICT Plan
- Servicom



Programme
Development

Assignments &
Examinations

Delivery Mode
(Technology)

Course Materials
Development

Learner Support
& Other supports

OPP

DPP

Print

Audio/Video

Broadcast

E-Learning

Thank you



Enjoy the rest of the Workshop



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