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Manual for the Tutors of Learning Centers in Open Schools: Bangladesh Edition
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CONTENTS

About the Manual: How to use it

Unit 1: Introduction to Open and Distance Learning (ODL)
Section 1.1: Open and Distance Learning (ODL): concept and meaning
Section 1.2: Growth and development of ODL
Section 1.3: ODL in Bangladesh
Section 1.4: ODL at school level
Section 1.5: ODL for vocational education

Unit 2: Curriculum and learning materials
Section 2.1: Curriculum in ODL system
Section 2.2: Difference between ODL and formal curriculum
Section 2.3: ODL learning materials
Section 2.4: Characteristics of ODL learning materials
Section 2.5: ICT materials to support learning
Section 2.6: Delivery of subject specific content through print for a target group

Unit 3: Tutoring in ODL
Section 3.1: Characteristics and attributes of a Tutor in ODL system
Section 3.2: Difference between teaching and tutoring
Section 3.3: Roles and responsibilities of a Tutor
Section 3.4: Knowledge and skills that Tutors need

Unit 4: Process of tutoring
Section 4.1: Basic principles of learning
Section 4.2: Application of learning principles in tutoring
Section 4.3: Tutoring techniques
Section 4.4: Designing a contact/face-to-face (F2F) session

Unit 5: Evaluation and monitoring (E&M)
Section 5.1: Defining E&M
Section 5.2: Types of evaluation
Section 5.3: Tutor marked assignments (TMAs)
Section 5.4: Developing a monitoring tool
About the Manual

This is a manual for all those who would like to take up the challenging task of acting as a Tutor in an educational programme following Open and Distance Learning (ODL) methodologies. To introduce the concept of self-learning, an attempt has been made to make the manual self-instructional so that it is:

- Self paced (i.e., it allows you to work through it on your own);
- Easy to read;
- Easy to follow the instructions;
- Illustrated with examples to enhance understanding;
- Activity based to provide opportunities to reflect on and apply your knowledge while studying.

The contents of this training manual were selected by your fellow colleagues after they had attended a face-to-face training programme. It was their consensus that the information in this manual would help others become efficient Tutors.

You will find that the content of the manual is structured in five units with a number of discrete sections. Activities are provided at the end of each section so that you can reflect on what you have learned and achieve a better understanding. Doing the activities will help you apply what you have learned, so you must treat the activities seriously.

For ease of use, the manual uses the following components:

- **Section dividers**: Parallel lines at the end of each section clearly show where one topic ends and a new one begins. If you want to stop and continue later, the section divider provides an easy point to take a break.

- **Section numbers**: Each section is numbered for easy access of particular topics and quick cross-referencing.

- **Table of contents**: A detailed table of contents is given at the beginning of each unit, as well as a main table of contents, to help you find topics easily.

- **Activity icon**: Look for the icon shown on your right. This lets you know that there is an activity to do.

It is expected that you will go through the manual and be ready to demonstrate your knowledge and skills in the face-to-face (F2F) training sessions that are the next step in training you to be an effective Tutor.

This manual will also be helpful in the following ways:

- You can use the manual for reviewing a subject after training.
• The manual will help you concentrate on and partake in the training session instead of taking detailed notes.
• The manual will serve as a reference document in the work place, i.e. the learning centre.

The manual is a valuable resource for understanding your job as a Tutor for ODL learners; we want you to use it!

We welcome your comments and suggestions about the manual; please feel free to express your opinions.
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Open and Distance Learning (ODL): concept and meaning</td>
</tr>
<tr>
<td>1.2</td>
<td>Growth and development of ODL</td>
</tr>
<tr>
<td>1.3</td>
<td>ODL in Bangladesh</td>
</tr>
<tr>
<td>1.4</td>
<td>ODL at school level</td>
</tr>
<tr>
<td>1.5</td>
<td>ODL for vocational education</td>
</tr>
</tbody>
</table>
Unit objectives

After completing this unit you should be able to:

- Explain the concept of ODL.
- Understand the relationship between the scope and characteristics of ODL.
- Understand the status of ODL in Bangladesh.
- Understand the need for ODL at the school level.
- Understand ODL in the context of vocational education.
- Understand who are or who can be ODL learners.

Section 1.1: Open and Distance Learning (ODL): concept and meaning

What is ODL? It has three parts: open (O), distance (D), and learning (L). In Activity 1.1, you consider what these terms mean to you in the context of education.

ACTIVITY 1.1: Mark a tick (√) beside the statements you agree with.

Learning means…
- Change in behaviour after having gone through a situation that causes the changed behaviour.
- Acquisition of knowledge, skills, and attitude that causes a change in behaviour

Distance means learning that occurs…
- away from an institution,
- with a separation between the teacher and learner
- with the use of multi-media for educational communication.

Open means…
- removal of barriers to learning,
- flexible learning opportunity,
- freedom to learn.
You probably agreed with all the statements. Therefore, we can say that:

Open and Distance Learning (ODL) is a philosophy of constraint free learning situation, adopting a methodology of organizing learning experiences at a distance using multi-media and information technology as a means.

To improve your understanding, consider the principles stated by Otto Peters, (an ODL educationist), which the ODL system follows. Read them carefully.

- **The equality principle** — the acquisition of knowledge, skills and attitudes are open to all; nobody is excluded.

- **The principle of equality of opportunity** — Traditional barriers to education are removed, including economic difficulties for low income groups, gender-specific educational practices, unfavourable socio-cultural milieus or members of minority groups.

- **The principle of lifelong and ubiquitous learning** — Learning is neither bound to define lifecycles nor to define locations and times. It is possible to learn at any time and anywhere.

- **The principle of open curricula** — Teaching programmes may not be completely developed and determined beforehand in an empirical, scientific manner, but are open and able to respond to unforeseen developments in the build-up of the individual’s ability to act.

- **The principle of relatedness** — The course of learning is not stipulated rigidly and independently of the students, but starts from and is shaped by his/her individual values, perspectives, interests and experiences.

- **The principle of autonomous learning** — Learning and teaching institutions are created in which students can organise their learning themselves.

- **The principle of learning through communication and interaction** — The learning itself is not initiated and steered by means of ritualised presentation and reception processes, but by discussions and active management.

- **The principle of relatedness to everyday life** — The learning does not take place in relatively enclosed institutions that are defined by bureaucratic structures, but is opened up by keeping to the practices of everyday life.
In Activity 1.2, you reflect on what you have learned about the philosophy of ODL.

**ACTIVITY 1.2: Mark a tick (✓) beside the statements you agree with.**

Open and Distance Learning (ODL) means

- Learning at a distance but with the flexibility to choose study time, pace and place.
- An effective and equitable (i.e. fair) means of providing learning opportunities for people in all situations and of all ages.
- A student-centred approach to education that removes all barriers to access while providing a high degree of learner autonomy and in which the majority of communication between teachers and students occurs at a distance.
- A flexible and open system that has shifted from institution-led learning to own-time self-learning at a distance.

From the principles of ODL, we can now list the characteristics of ODL:

- ODL is an alternative educational system.
- ODL provides educational opportunities to those who are denied access to formal system.
- ODL allows learners to study at home or in the workplace independently and with freedom; there is a separation between the teacher and the learner.
- ODL is a self-learning system.
- ODL provides the opportunity to acquire work-based skills along with academic knowledge simultaneously.
- ODL provides opportunities for lifelong learning to improve quality of life.
- ODL is a learner-centred system where learners have optimum control over their learning.
- ODL is a flexible educational system; there is openness with respect to age, place and pace of learning.
In Activity 1.3, you reflect on what the designers of an ODL programme might need to consider.

**ACTIVITY 1.3: Considering the characteristics of ODL, answer the following questions about what an ODL programme can offer learners.**

In an ODL programme system,

- Who can become a learner?
- What motivates learners to learn?
- What subjects do learners want to learn?
- How will learners learn the subject?
- Where will learners learn?
- When will learners learn?
- How can the learning be effective?
- Who will help the learners?

From these questions, Wylie (1996) summarises the following eight major characteristics of an ODL programme.

- flexible entry provision
- responsive to learner needs
- learner can negotiate content
- resource-based, alternative strategies
- home, workplace, study centre
- flexible start, pace, completion times
- learner participates in assessment
- variety of advice, support available

With these characteristics, the scope of ODL in providing education is immense. ODL can reach out to anybody anywhere, at any time.
Section 1.2: Growth and development of ODL

Until recently, all of us believed that effective teaching and learning could not occur without face-to-face contact between the teacher and the learner in a classroom. Probably you do it even now, but this is no longer the only way to help students learn. With rapid development in learning theories and advancement in technology, it has become possible to shift from institution-led learning to own-time self-learning at a distance, that is, from teaching to self-paced-learning, slowly moving towards flexibility and openness. This has led to the rise of the alternative delivery system known as Open and Distance Learning (ODL) System.

Further, you will agree that traditionally education and learning are closed by various rigid requirements such as entrance requirements, fixed time and space, fixed curriculum, etc. Such requirements pose geographical, social and cultural barriers, including those of gender and also those related to individual characteristics and abilities. The ODL system, as mentioned in Section 1.1 aspires to overcome these barriers by providing learning opportunities with freedom to learn at a distance.

The ODL system did not evolve one day; it made its beginning through correspondence programmes. These correspondence programmes, offered by institutions, opened up new opportunities for own-time education, where a student can learn on his/her own at a time convenient to him/her without going to an institution. However, correspondence institutions at different levels offer the same scheme of studies, syllabus and examination system as the formal system. The only difference is that correspondence students study at a distance through printed materials, whereas conventional students receive face-to-face instruction in the classroom. Often this meant uncertain achievement for students and a lowering of quality. The correspondence system was unable to cope with large numbers (quantity) and provide high quality of education and diversity of courses. Thus, the use of correspondence as a sole means of delivering education could not entirely compensate or replace face-to-face instruction; the expectations of distance learners could not be satisfied this way. Something better was needed. Advancement in communication technology allowed educators to introduce flexibility and openness in educational opportunities and thereby promoting the growth of the ODL system. Today ODL is in use in many developed and developing countries, providing varied educational opportunities to meet the varied needs of learners.
Section 1.3: ODL in Bangladesh

Education in Bangladesh has the following objectives:

- To provide educational opportunities to the citizens of Bangladesh to fulfil their right to education;
- To develop the human resource potential of all citizens;
- To increase educational competencies and skills in order to have an efficient and effective workforce, which will lead to higher productivity and hence development of the country.

In seeking to meet these objectives, Bangladesh realized that multiple strategies and methods had to be adopted. As in many countries, distance education was first introduced into Bangladesh when the Education Directorate was assigned the responsibility for distribution of 200 radio receivers to educational institutions. This led to the creation of an Audio-Visual Cell and later the Audio-Visual Education Centre (AVEC) in 1962. Upon achieving independence in 1971, mass education was viewed as a priority in the new nation. The School Broadcasting Programme (SBP) was launched in 1978 and later expanded to become the National Institute of Educational Media and Technology (NIEMT) in 1983. In 1985, NIEMT was renamed Bangladesh Institute of Distance Education (BIDE), which offered, apart from audio-visual materials, a Bachelor of Education (B.Ed.) programme via distance learning validated by the University of Rajshahi. The success of BIDE encouraged policy makers to take up a major plan for establishing an open university. In 1992, the plan came into a reality and the Bangladesh Open University (BOU) was established.

Bangladesh Open University (BOU) is the only public institution in the country that delivers education in distance mode.

BOU caters countrywide through its 7 schools, 12 Regional Resource Centres, 80 Coordinating Offices and 1,000 Tutorial Centres, providing various formal and non-formal programmes at different levels. Formal programmes are academic programmes that result in the awarding of an academic qualification up to a Master's degree upon completion and examination. Considering the issue of public literacy in Bangladesh, non-formal programmes are conducted by the BOU to create awareness and impart knowledge about health, environment, disaster management, basic science, agriculture, food, nutrition and other branches of knowledge for human development. The target groups of these programmes are people from all walks of life, particularly those who intend to add further to their professional knowledge and skill without attending a formal institution or training centre. These programmes are broadcast at fixed times through the National Television and Radio network. To date, 19 non-formal programmes have been initiated in the areas of Environmental Protection, Basic Science, Elementary Mathematics, Agriculture, Bank Services, Marketing Management, Health, Nutrition, Population and Gender Issues.
By now you must be curious to know more about BOU. In Activity 1.4, you visit BOU’s website to gather more information.

**ACTIVITY 1.4:** If you have access to an INTERNET connection, log onto the BOU website, which is www.bou.edu.bd. If not, visit a nearby INTERNET café and log on.

The Formal/Non-formal Programs are offered by seven schools of BOU. Read about these schools and list them.

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With the resources available from BOU via the Internet, you can help learners and others in your local community to continue their education.

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**Section 1.4: ODL at school level**

The Open School is one of the largest schools among the seven schools of BOU with respect to the number of enrolment of students. Any person can enrol, irrespective of age, gender and profession in any school programme. At present the school is offering two programmes, Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC), which are equivalent to National Secondary and Higher Secondary programs prevailing in the country. In 2006, the enrolment figures for the SSC programme and the HSC programme were about 95,371 and 65,564 respectively. In other words, a total of about 160,935 people were enrolled in Open School in BOU.
The success of ODL at the Secondary and Higher Secondary levels convinced BOU to consider offering ODL at the junior school level also. Studies have shown that every year a significant number of children who graduate from primary education on completion of 5 years of schooling do not have the opportunity for further education due to either the non-availability of facilities or because of their involvement in economic activities. In many cases, the same factors also contribute to the early dropout of students from secondary education. For girls, particularly, the situation is worse. Although a government stipend scheme for girls’ education has brought a significant increase in girls’ enrolment in secondary education, many girls in rural areas still remain out of coverage of secondary education.

Further, the NGOs in Bangladesh have wide experience of providing non-formal education and life skills education to the out-of-school children and the disadvantaged population. Due to a lack of institutional framework and policy support, there remain gaps in the needs and provision for further education of the Non Formal Education (NFE) graduates from NGO-run centres. There is a formal recognition problem for the NFE graduates to continue further education through formal schools, though in many cases the children are enrolled through community-level contact and persuasion. Also there is a high percentage of dropouts, working adults who do not have opportunities to upgrade their qualification and skills after the primary stage. The diagram below shows how this group falls between the two school systems.

An alternate mode of education at the post-primary level is desperately needed in order to create opportunities for life skills education and continuing education.

This led BOU and CAMPE to develop a project to bridge the gap between 5th grade and 10th grade in order to provide educational opportunities using ODL methodologies. The Junior School Certificate (JSC) programme is an outcome of this project, which will be implemented in a phased manner all over the country.

Initially a pilot project, ten NGO’s, currently running educational programmes up to Grade 5 will be selected to function as the ODL centres where the learners will be provided subject-based tutorial services from trained subject teachers known as Tutors. As per the guidelines of Open School, School Based Assessment of learners will be undertaken by these tutors round the year and finally at the end of the programme a joint certificate will be issued to the learners by BOU and CAMPE.
In Activity 1.5, you reflect on what you have learned about ODL and apply it to potential learners in your local community.

**ACTIVITY 1.5: Look around your locality. Make a list of those who could become learners in the JSC programme. Why do these learners need an educational opportunity like the JSC programme?**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

You will find that any one or more of the following could be reasons for someone to become an ODL learner:

- economic conditions
- social and cultural barriers
- geographical barriers and non-availability of a school in the locality
- natural disaster like cyclone, tsunami, etc.
- political disturbances
- disabilities
- by choice

The categories of ODL learners could be any of the following:

- Girls and women
- Rural and urban people
- Differently able persons
- Employed/unemployed
- Disadvantaged groups such as refugees, nomads, tribal children
- Out-of-school children and youths

**Section 1.5: ODL for vocational education**

Today we live in a fast-changing, knowledge-based society on which our economy depends. Because of this, it is essential that we prepare learners to be ready for work and future employment. Preparing learners for work means preparing them for work that
they are really interested in, challenged by, feel capable of performing, and thereby feel they are really contributing something. Every learner has the right to expect that kind of work. To achieve this, there needs to be a responsive training system where vocational education can play an important role. Vocational education can develop skilled workers through diversified courses to meet the requirements of the unorganised sector and also instil self-employment skills in people through a large number of self-employment oriented courses. If this is provided alongside academic courses, then at the end of a course a learner is enabled with both specific skills and academic knowledge. Recognising this aspect and with the advancement in technology today, it is possible to impart vocational education through ODL systems.

In Activity 1.6, you reflect on what you have learned about ODL and vocational education.

ACTIVITY 1.6: Think of three objectives that vocational education through ODL can contribute in your country and list them here.

__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

A properly planned and effectively implemented vocational education through ODL can help achieve these social and economic goals:

- Upgrading skills and thereby contributing to the learning needs of young people and adults;
- Helping workers gain theoretical knowledge along with practical work skills;
- Reducing unemployment and creating opportunities for self-employment and entrepreneurship;
- Developing a pool of productive human resources leading to economic growth and development of the country.

The JSC programme gives learners the opportunity to choose at least three vocational subjects from a given list along with seven compulsory academic subjects. These vocational subjects include areas such as agriculture, animal husbandry, technology based, handicrafts, etc.
Unit 2: Curriculum and Learning Materials

Section 2.1: Curriculum in ODL system
Section 2.2: Difference between ODL and formal curriculum
Section 2.3: ODL learning materials
Section 2.4: Characteristics of ODL learning materials
Section 2.5: ICT materials to support learning
Section 2.6: Delivery of subject specific content through print for a target group
Unit Objectives

After completing this unit, you should be able to:

- Explain “curriculum” in the context of ODL.
- Differentiate between ODL and formal curriculum.
- Explain how various learning materials are used for transaction of the curriculum in ODL.
- State the characteristics of ODL learning materials.
- Explain various ICT materials to support learning.
- Explain the delivery of subject specific content through print materials for a specific target group and programme.

Section 2.1: Curriculum in ODL system

Since an ODL system can reach out to anybody anywhere, should developing a curriculum for the learners pose a challenge?

Yes, it will. ODL learners:

- vary widely in age -- from school-age children to senior citizens who differ in their experience and life skills;
- differ widely in their learning skills, and particularly in their reading skills;
- may not be able to afford the same time to study that full-time students can;
- are independent learners – they are self-propelled and self-motivated.

Therefore, in developing the curriculum for an ODL system, while keeping openness and flexibility and the distance mode of learning in mind, we need to consider the following:

- Who are the learners?
- What will make the curriculum relevant and meaningful to the learners?
- What choice and flexibility can be offered in the curriculum?
- What methods should be considered for transacting the curriculum?
- What levels of learning should the curriculum attain?
- What methods are to be adopted to ascertain the achievement of the level of learning?
Pause for a moment and consider these questions. The curriculum in an ODL system needs to be adaptive, dynamic, real-life based, and attempt to cater for the needs of the varied learners. It is, therefore, a challenge to develop such a curriculum for ODL learners.

In other words, to develop a curriculum you begin by examining two sources for ideas about the possible objectives you should include in a curriculum: the students and society. You then "screen" the needs of each of these forces by evaluating them against a philosophy of education, which in this case is the ODL system. Once you understand the psychology of learning in the ODL system, you can specify precise instructional objectives, which leads to the final steps of curriculum development: selection of learning experiences to accomplish the objectives, organization of the experiences into a logical sequence, and evaluation of the experiences to see if the objectives were accomplished.

A curriculum in an ODL system must consider:

- the *scheme of studies*, that is, the list of content areas or subjects to choose from and flexible requirements for a course;
- the *objectives and content elements in each subject*, or the syllabus
- the *scheme of evaluation*, which should ensure a spirit of flexibility and freedom;
- the *methods of curriculum transaction*.

### Section 2.2: Difference between ODL and formal curriculum

- The ODL curriculum is learner-centric and directed towards self-learning, whereas the formal curriculum is teacher dependent.
- The ODL curriculum can change quickly, whereas formal curriculum usually has a longer lifetime.
- The ODL curriculum is developed by institutions/practitioners in open education, whereas the formal curriculum is prescribed by the National Board of Education.
- The ODL curriculum is not age-dependent, whereas formal curriculum is class-based and age-dependent.
- The ODL curriculum integrates workplace skills, whereas the formal one does not include them.
- For the transaction of an ODL curriculum, usually no fixed place or time is required, whereas for the transaction of the formal curriculum, there is a fixed schedule, pace and location. Everybody is expected to be at the same pace of learning in the formal system whereas in the ODL system the pace is flexible dependent on the learner.
The ODL curriculum is usually transacted through various media and materials, whereas the formal curriculum usually lacks these, and is primarily delivered through a face-to-face classroom situation.

Section 2.3: ODL learning materials

In the context of open learning and distance education, the learning materials are an elaboration of a set of learning opportunities, organised around a well-defined theme/topic in such a way that it is a self-contained instruction unit to be used in a self-learning situation.

Therefore, for learning material to be effective in a self-learning situation, the instructional design of the material should guarantee its self-sufficiency. It should be structured in such a way that it will help the learner to find his/her way into and through the text.

By and large, all ODL institutions rely heavily on print-based instructional materials. In Activity 2.1, you reflect on why the print medium is so widely used in ODL.

ACTIVITY 2.1: Why is print considered the primary medium of instruction in most ODL institutions?

A major advantage of printed materials over other technologies is that they are self-sufficient – no other equipment is needed to make them accessible to the learners. Printed materials can be used at any place at anytime, wherever the learner happens to be -- at work on the way to work, or at home.
Section 2.4: Characteristics of ODL learning materials

ODL learning materials are primarily meant for self-learning at a distance. Such materials have the following characteristics:

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intended for individual learning</td>
<td>No need to wait until there are enough learners to form a group.</td>
</tr>
<tr>
<td>Allows self-paced learning</td>
<td>Individuals can work at their own pace rather than at the pace of a group, which may be too fast or too slow.</td>
</tr>
<tr>
<td>Intended for private learning</td>
<td>No danger of loss of face, which might be a concern for student learners in certain kinds of group learning.</td>
</tr>
<tr>
<td>Available at any time</td>
<td>Learners can learn when they wish rather than according to an external timetable.</td>
</tr>
<tr>
<td>Available at any location</td>
<td>In students’ homes or when travelling, unless fixed or special equipment is required.</td>
</tr>
<tr>
<td>Available to any number</td>
<td>There is no limit to the number of learners who can be studying a course at one time.</td>
</tr>
<tr>
<td>Standardized content given for all learners</td>
<td>All learners receive the same teaching materials. In a formal system, there can be variation because teachers determine content and may choose different textbooks.</td>
</tr>
<tr>
<td>Expert content provided</td>
<td>Materials can include contributions from national as well as international experts.</td>
</tr>
<tr>
<td>Updatable content</td>
<td>Packaged material can usually be updated more quickly and cheaply than teachers can be trained.</td>
</tr>
<tr>
<td>Structured teaching-learning strategy</td>
<td>The teaching strategy can reflect a consensus of the most effective and efficient way to teach the subject so that learning is overtly expressed.</td>
</tr>
<tr>
<td>Active learning is promoted</td>
<td>Individuals learn by using/applying ideas presented in the learning materials, rather than merely having the information told to them.</td>
</tr>
<tr>
<td>Frequent feedback is provided</td>
<td>Opportunity provided for the learners to get continuous feedback to help them monitor and improve their own progress through the learning package.</td>
</tr>
<tr>
<td>Explicit aims and objectives are provided</td>
<td>Clearly it is indicated what learners might be expected to do as a result of working through the package.</td>
</tr>
</tbody>
</table>
In Activity 2.2, you apply what you have learned about the characteristics of ODL learning materials and compare them with printed learning materials.

**ACTIVITY 2.2: Go through the JSC printed learning materials. What are the characteristics that distinguish them as self-learning materials?**

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**Section 2.5: ICT materials to support learning**

Printed materials are the primary media used in ODL because of their easy access and usability. However information and communication technologies (ICT) provide various means to support learning in ODL. Some of the ones used to support learning in ODL are:

- Radio
- Television
- VCD/VCR
- Telephone
- Computer and Internet

Educational programmes can be broadcast by the radio or on television on fixed days and times for the ODL learners, who can listen to and view them from their homes or elsewhere to improve their understanding. This is a good way to reach out to many learners. However, because of the fixed schedule, there is a possibility that a learner may miss the programme. To overcome this disadvantage, the lesson materials are packaged in audio or video cassettes and provided to ODL learners for their use. Audio and video materials can also be made available in CD format for easy access. In most countries, radio and television broadcasts and audio/video CDs are used for ODL. ODL is closely linked to innovation in information and communication technologies (ICT) and many other forms of ICT are in use, depending on the access and availability. Some
of the common ones which are and can be utilised are as follows:

<table>
<thead>
<tr>
<th>AVAILABLE ICT</th>
<th>USED FOR</th>
<th>BENEFITS</th>
</tr>
</thead>
</table>
| TELEPHONE AND CELL PHONE | • Individual and one-to-one interaction: phone calls and brief SMS messages  
• Small group interaction: telephone conferencing when a number of telephones are connected | • Reasonable cost  
• Easy access  
• Needs-based |
| EMAIL                    | • Communication may be to one student or to a whole group  
• Students can choose when to reply | • Fast  
• Inexpensive  
• Can transmit material of all kinds through attached documents |
| BULLETIN BOARDS          | • Distributing tutorial notes  
• Exchange information for group projects  
• For briefing, asking questions or commenting on a topic | • Fast  
• Sharing information  
• Group interaction  
• Inexpensive |
| ONLINE DISCUSSION FORUMS | • Synchronous computer conferencing that brings a group together to discuss a specific topic  
• Asynchronous discussions allow students to join in and express their views at any time | • Real-time event (synchronous)  
• any time interaction (asynchronous)  
• freedom from fixed location |
| VIDEOCONFERENCING        | • For interaction at multiple sites where there is an opportunity for ODL tutors and students to see and hear each other | • direct interaction in real time  
• can save huge travel costs |

Before you use ICT, however, consider these issues:

- The specific purpose of inclusion compared with the instructional benefits of technology-enabled education, as opposed to non-inclusion;
- The confidence in commitment, skills and knowledge of Tutors and learners with regards to ICT;
- Learner access and connectivity to computers and the internet;
- Learner readiness and attitude towards the use of ICT;
- The cost of implementing, maintaining and sustaining ICT-inclusive programmes of study.
If you keep these issues about ICT in mind when you choose learning materials for your course, it will help institutions and policy makers make decisions on the use of ICT. There is a wide range of ICT available, both low-end and high-end, so don’t shy away from using them if they will benefit learners.

In Activity 2.3, you reflect on how you might use ICT in a course.

**ACTIVITY 2.3: As a Tutor, would you like to use any form of ICT?**

If yes, why?

________________________________________________________________________

________________________________________________________________________

If no, why?

________________________________________________________________________

________________________________________________________________________

Section 2.6: Delivery of subject specific content through print for a target group

In the Bangladesh Open University/Open School JSC programme, there are seven compulsory subjects and three vocational subjects to be chosen by a learner. Therefore, a learner has to study ten subjects in all.

Learners must choose seven courses from this list of compulsory subjects:

(i) Bengali  (ii) English  (iii) Mathematics  (iv) Social Science  
(v) General Science  (iv) Business studies  (v) Islamic studies  (vi) Hinduism  
(vii) Christianity  (viii) Buddhism

Learners must choose three vocational subjects from this group of courses:

(i) Mushroom growing  (ii) Apiculture  (iii) Animal husbandry  
(iv) Fishery  (v) Nursery management  (vi) Jute production  (vii) Beauty culture  
(viii) Food & Nutrition  (ix) Tissue culture  (x) Poultry  (xi) House keeping  (xii) Salesmanship
Printed self-learning materials are available in all these subjects for the learners. Supportive video programmes are also available on CD for learners and Tutors for use in learning centres.

Although an ODL system expects learners to be self-learners undergoing their learning from a package of materials and mostly separated from their peers and instructors, teacher support is available. Learning packages are not enough; open learners studying at a distance need help and support from other people, not only to be successful in their endeavour to continue learning, but also in using the course materials effectively.

Therefore, the JSC programme provides planned teacher support in different ways in the ODL centres from the time a learner joins the system till the end of his/her successful completion. These ODL centres are managed by NGOs with subject teachers who function as Tutors. They provide tutorial services in face-to-face (F2F) (contact) programmes held on weekends and holidays.

Therefore, we can say that the delivery mechanism is a combination of distance and face to face learning situations.
Unit 3: Tutoring in ODL

Section 3.1: Characteristics and attributes of a Tutor in an ODL system
Section 3.2: Difference between teaching and tutoring
Section 3.3: Roles and responsibilities of a Tutor
Section 3.4: Knowledge and skills that Tutors need
Unit Objectives

After completing this unit you will be able to:

- Explain the characteristics and attributes of a Tutor in an ODL system.
- Differentiate between teaching and tutoring.
- Describe the roles and responsibilities of a Tutor.
- Explain the knowledge and skills required to be an effective Tutor.

Section 3.1: Characteristics and attributes of a Tutor in ODL system

In Activity 3.1, you consider the question, “Who is a Tutor in an ODL system?”

ACTIVITY 3.1: Place a tick (√) beside the statements you agree with.

A tutor is a subject expert who
- teaches only;
- controls what students learn by lecturing and prescribing what to learn;
- does everything giving less opportunity for the learners to get involved in activities and discussions;
- pays no attention to individual learners’ problems;
- makes learners responsible for completing the programme;

If we consider a Tutor in ODL system as an intermediary facilitator between open learners and their process of learning, who helps learners become aware of how they can contribute to their own learning, then you will agree that none of the above statements are quite agreeable.

Tutors provide the most crucial form of learner support in an ODL system. Without tutorial support, the best materials in the world may prove disappointing for learners. On the other hand, quite basic materials can be effective if learners are supported by sensitive and diligent tutors. Tutors take up where the materials leave off and in this context tutoring is a role for someone who is an expert in the subject that learners are learning about. But the Tutor’s role is **not** to re-teach the content of the materials. Rather, it is to help learners make their own sense of what they are studying -- and
perhaps to critique the materials in terms of their own values and experience. So the tutor also needs to be knowledgeable about learners and their images of learning as well as about the kinds of difficulties they may have and the kinds of support they might find helpful. Tutors will run face-to-face sessions -- usually in groups --- but with an emphasis on problems, practical work or helping learners collaborate in a learning task and benefit from one another's insights and experience.

An ODL Tutor needs to have the following knowledge and capabilities:

- Well versed and preferably trained in ODL to have an understanding of the system;
- Sincere, regular, punctual and a dedicated person;
- Able to make learning engaging and meaningful to the learners;
- Able to assist learners in self-learning;
- Able to guide learners in solving doubts and learning difficulties;
- Empathetic towards learners;
- Approachable to all learners and their parents;
- Able to attend to all learners indiscriminately.

This is not an exhaustive list. Take a moment to reflect; what other qualities or abilities should an ODL Tutor have?

ACTIVITY 3.1: There are differences in the functions of a teacher and a tutor. List the differences here.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Section 3.2: Difference between Teaching and Tutoring

As you can see, there is a difference between tutoring and lecturing. The chart below lists some of the differences between teaching and tutoring in an ODL system.

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Tutoring in ODL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A Teacher teaches or lectures to convey critical information, history, background, theories and equations</td>
<td>• A Tutor facilitates learning. Tutors neither teach nor provide &quot;answers,&quot; but rather assist in problem solving and in getting answers.</td>
</tr>
<tr>
<td>• An authoritative Teacher will stand at the front of the room and recite information relevant to the lecture's content. A Teacher dominates the teaching-learning process.</td>
<td>• A Tutor provides support by using a variety of learning resources, situations and activities and helps learners become confident and self-sufficient thinkers.</td>
</tr>
<tr>
<td>• Teaching is mainly one-way method of communication that does not involve significant learner participation.</td>
<td>• In the process of tutoring, learners are active participants in knowledge construction. Everyone knows something about the subject.</td>
</tr>
<tr>
<td>• The teacher usually provides all the feedback, both positive and negative.</td>
<td>• A Tutor assists in self learning by providing expertise, experience and encouragement.</td>
</tr>
<tr>
<td></td>
<td>• A Tutor provides only positive feedback to sustain motivation.</td>
</tr>
</tbody>
</table>

You may wish to add other points to this list.
Section 3.3: Roles and responsibilities of a Tutor

For quality contact-based tutoring in ODL, the following multi-roles are envisaged for an effective and efficient Tutor:

- The **pedagogical or intellectual role** is the most important for the learning process, which involves expertise in content for academic advice and knowledge about learners and their images of learning, as well as the kinds of difficulties they may have and the kinds of support they might find helpful.

- The **social role** involves the creation of a friendly and comfortable social environment in which learners feel that learning is possible. This is considered to be one of the key success factors in an ODL system.

- The **managerial or organisational role** involves planning, implementing, monitoring and maintaining student records, as well as liaising with the institution so that the learning centre is effective and meaningful for the learners.

- The **technical role** involves utilising and maintaining ICT for learner support.

The Tutor has many roles that cover three broad categories:

- Academic
- Supportive
- Administrative

For each category, the Tutor performs multiple functions:

- Tutor as Facilitator
- Tutor as Counsellor/Mentor
- Tutor as Assessor/Evaluator
- Tutor as Manager

The chart below outlines the responsibilities associated with each of the Tutor’s roles:
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tutor as Facilitator</strong></td>
<td>• Welcome learners to the programme.</td>
</tr>
<tr>
<td></td>
<td>• Encourage and motivate learners.</td>
</tr>
<tr>
<td></td>
<td>• Monitor learners’ progress.</td>
</tr>
<tr>
<td></td>
<td>• Ensure learners are working at the right pace.</td>
</tr>
<tr>
<td></td>
<td>• Give information by expanding, clarifying and explaining.</td>
</tr>
<tr>
<td></td>
<td>• Give feedback on learners' work.</td>
</tr>
<tr>
<td></td>
<td>• Ensure learners are meeting the required standards.</td>
</tr>
<tr>
<td></td>
<td>• Ensure the success of discussions.</td>
</tr>
<tr>
<td></td>
<td>• Facilitate a learning community.</td>
</tr>
<tr>
<td></td>
<td>• Give technical advice and support.</td>
</tr>
<tr>
<td></td>
<td>• Apply non-lecture oriented techniques for individual and collaborative learning.</td>
</tr>
<tr>
<td><strong>Tutor as Counsellor/ Mentor</strong></td>
<td>• Listen to and assist learners as individuals.</td>
</tr>
<tr>
<td></td>
<td>• Take care of learners’ emotional and personal management.</td>
</tr>
<tr>
<td></td>
<td>• Help learners keep the right learning pace and use the resources at his/her disposal to enrich learning.</td>
</tr>
<tr>
<td></td>
<td>• Clarify course concepts and assignment requirements.</td>
</tr>
<tr>
<td></td>
<td>• Help learners with revision.</td>
</tr>
<tr>
<td></td>
<td>• Offer ways to overcome anxiety and fear of failure.</td>
</tr>
<tr>
<td></td>
<td>• Remind learners about administrative procedures to be followed when they change or defer their studies.</td>
</tr>
<tr>
<td><strong>Tutor as Assessor/ Evaluator</strong></td>
<td>• Identify individual learners’ areas of understanding.</td>
</tr>
<tr>
<td></td>
<td>• Assess the learner’s study skills (or academic skills), such as reading and comprehension, writing and analysis, or technical skills such as the ability to apply principles to practice.</td>
</tr>
<tr>
<td></td>
<td>• Pinpoint areas of difficulty related to lack of background or a weak skill area, and develop strategies to help the learner deal with this difficulty.</td>
</tr>
<tr>
<td></td>
<td>• Learn more about learners’ individual interests and concerns.</td>
</tr>
<tr>
<td></td>
<td>• Identify patterns of errors in the work of learner groups that may indicate problems with course materials or instructional strategies and provide appropriate remedial instruction.</td>
</tr>
</tbody>
</table>
In Activity 3.2, you apply what you have learned about the roles and responsibilities of an ODL Tutor.

ACTIVITY 3.2: The four roles of a Tutor are Tutor as Facilitator (TF), Tutor as Counsellor (TC), Tutor as Evaluator (TE) and Tutor as Manager (TM). Indicate the role against each function given below (TF, TC, TE or TM).

- Attend the learning centre punctually and regularly.
- Ensure all resources are available at the centre.
- Ensure attendance of all learners in the centre.
- Assist learners in self-learning by encouraging them and helping solve difficulties.
- Provide a schedule for submission of assignments by all learners.
- Check assignments and provide timely feedback to all learners.
- Guide learners and counsel them.
- Contact parents/guardians in order to explain the learner’s problems if needed.
Now that you have seen what the ideal Tutor’s roles and responsibilities look like, you must be wondering, how can I become an effective Tutor? Well, you can be one, provided you have the knowledge and skills needed by an ODL Tutor.

**Section 3.4: Knowledge and Skills That Tutors Need**

The Tutor’s main area of responsibility is academic. If the aim is to help learners understand content and its relationship to their learning goals, the Tutor’s specific responsibilities will determine the specific knowledge and skills required by the Tutor.

<table>
<thead>
<tr>
<th>Area of responsibility and aims</th>
<th>Specific responsibilities</th>
<th>Knowledge and skills</th>
</tr>
</thead>
</table>
| **Academic – to help learners understand content and its relationship to their learning goals** | 1) Help learners develop and apply appropriate learning processes effectively. | • Knowledge of the subject matter;  
• Ability to communicate with learners in a clear, helpful and friendly manner. |
| | 2) Provide fair, timely and helpful feedback to learners on their assignments | • Ability to assess and convey the strengths and weaknesses in learners’ work and determine how best to respond to learners’ needs;  
• Knowledge of the academic criteria for each grade level (Grades 6, 7, 8, etc.) |

In Activity 3.3, you consider what specific knowledge and skills are required for a Tutor’s other two areas of responsibility.
ACTIVITY 3.3: For the following areas of responsibility and aims, identify the Tutor’s specific responsibilities and the corresponding knowledge and skills required.

<table>
<thead>
<tr>
<th>Area of responsibility and aims</th>
<th>Specific responsibilities</th>
<th>Knowledge and skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support – to help the learner deal with personal, family or contextual issues that may affect learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative – to provide a link between learner and institution; ensure accountability between learner and institution</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The diagram below details the knowledge and skills needed in order to perform the Tutor’s multiple roles and responsibilities.
Take a moment now to identify the knowledge and skills that

- you already have,
- you need to adapt for ODL, and
- new areas that you will need to add to your current knowledge and skills.

Are there areas where you need to expand your knowledge or improve your skills? Here’s how one Tutor responded when asked to assess her current skills and knowledge for performing the Tutor’s academic role.

<table>
<thead>
<tr>
<th>Academic knowledge and skills needed</th>
<th>Already have</th>
<th>Need to adapt</th>
<th>Need to add</th>
<th>Strategies for learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of the subject matter</td>
<td>Yes, but not sure how to help distance learners connect with the subject matter</td>
<td>Consider how to encourage learners to apply first module to his/her own situation</td>
<td>Need more knowledge about learners’ context, so can help them with the application side</td>
<td>Review learners’ application forms, discuss learners’ context with administrators or tutors who know them. Read about developing appropriate learner activities</td>
</tr>
<tr>
<td>Ability to communicate with learners in a clear, helpful and friendly manner</td>
<td>Yes, but find it easier to talk to learners than to write to them</td>
<td>Develop communication skills for more written rather than verbal communication</td>
<td>Skills in communicating in writing with learners for different purposes – providing information, assessment</td>
<td>Talk to experienced tutor about how to write to learners</td>
</tr>
<tr>
<td>Ability to assess and convey the strengths and weaknesses in learners’ work and determine how best to respond to learners’ needs</td>
<td>Yes, but find it easier to do this in person</td>
<td>Adapt assessment techniques to include more detail and suggestions for improvement</td>
<td></td>
<td>Practice marking sample assignments and discussing them with experienced tutors</td>
</tr>
<tr>
<td>Knowledge of the academic criteria for each grade level (Grades 6, 7, 8, etc.)</td>
<td>Yes, but not sure how to communicate this to learners</td>
<td>Learn how to convey academic criteria clearly to learners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In Activity 3.4, you reflect on your own skills and knowledge as an ODL Tutor.

**ACTIVITY 3.4: Knowledge and Skills That You Need As an ODL Tutor:**
(Fill up the columns)

<table>
<thead>
<tr>
<th>Academic knowledge and skills needed</th>
<th>Already have</th>
<th>Need to adapt</th>
<th>Need to add</th>
<th>Strategies for learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Support knowledge and skills Needed</th>
<th>Already have</th>
<th>Need to adapt</th>
<th>Need to add</th>
<th>Strategies for learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Admin knowledge and skills Needed</th>
<th>Already have</th>
<th>Need to adapt</th>
<th>Need to add</th>
<th>Strategies for learning</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Now that you have been introduced to the concept of tutoring, the next section will help you learn about the process.
Unit 4: The process of tutoring

Section 4.1: Basic principles of learning
Section 4.2: Application of learning principles in Tutoring
Section 4.3: Techniques of tutoring
Section 4.4: Designing a contact/face-to-face (F2F) session
Unit Objectives

After completing this unit you should be able to:
• Understand and explain the basic principles of learning.
• Apply learning principles in tutoring.
• Understand and explain the techniques of tutoring the target group.
• Apply the techniques with a group of learners.
• Design a contact/F2F session.

Section 4.1: Basic principles of learning

Everyday all of us learn something. Do you agree with this statement? Probably you will say yes. In Activity 4.1, you reflect on your own experiences with learning.

ACTIVITY 4.1: What does learning mean to you? Write it down.

Some years ago, a simple but very useful piece of research was carried out by Säljö, (1979). He asked a number of adult students what they understood by learning. Their responses fell into five main categories:

• Learning as a quantitative increase in knowledge. Learning is acquiring information or ‘knowing a lot’.
• Learning as memorising. Learning is storing information that can be reproduced.
• Learning as acquiring facts, skills, and methods that can be retained and used as necessary.
• Learning as making sense or abstracting meaning. Learning involves relating parts of the subject matter to each other and to the real world.
• Learning as interpreting and understanding reality in a different way. Learning involves comprehending the world by reinterpreting knowledge.*
So we can say that learning is complex. In simplistic terms learning is often defined as a **change in behaviour** which is demonstrated by people implementing knowledge, skills, or practices derived from education.


Basically, from an educator's perspective, learning involves helping people along the learning process, and learning includes all of the things that we do to make it happen. As an end result, we know that learning occurs when people take newfound information and incorporate it into their lives.

There are many learning theories and principles of learning based on the converging evidence from educational psychology, cognitive psychology, neuroscience, and developmental research. However, in all situations learning is central to all educational practices. Such student learning is not accidental — it is the direct result of learning experiences that have been designed intentionally or unintentionally for the learners. The designers may be the policy makers, curriculum developers, teachers, subject experts, institutions or even communities. Behind the design of such learning experiences lies a belief about learning. The belief or theory about learning followed by the designers directly influences the learning experiences that will be developed for learners, as well as the development of an effective and efficient instructional system.

At this point, it is worthwhile considering the different perspectives and orientations of different practitioners and educators towards learning in Open and Distance Learning (ODL) systems. Read all the following views carefully as it will help you conceptualize how learning is presumed to take place in open and distance education.

The basic principle is:

*Everyone can learn (Burns 1967).* In an Open and Distance Learning System,

- **Learning occurs at a distance when the learner and the instructor/ institution are separated in time and place** (Wedemeyer, 1981; Holmberg, 1977; Moore, 1973b; Sewart, 1981; Keegan, 1986)

- **Considering learning to be an individual activity attained through a process of internalisation, learners undergo independent study, self-study or autonomous learning** (Dohman, 1967; Wedemeyer, 1974; Delling, 1975; Holmberg, 1981; Wiilen, 1981; Moore, 1991).

- **Learning is private** (Keegan, 1986).

- **Learning is mediated by a provider arranging for**
  - guided didactic conversation (Holmberg, 1983), or
  - non contiguous communication or
  - two way interpersonal communication to recreate learning link, or
  - educational transaction using technology and communication theory, or
- virtual contiguity by integrating systems that bring teacher and learner together, optimum dialogue between them and eliminate consequences of being separate in space (Saba, 1990).

- **Learning involves collaborated experience between a teacher and a learner, which is totally dependent on a two way communication facilitated by technology** (Garrison, 1989).

- **Learning considers requirements of both the learning task and learner i.e. principles of pedagogy/andragogy and structure of knowledge has an apparent influence on learning** (Verduin and Clark, 1991).

- **Learner control is based on the inter-relationship between independence (as in self directed learner), proficiency (as in the ability to learn independently) and support (characterized by the resources available to guide and facilitate the educational transaction,** (Garrison, 1989: Amundsen, 1993).

In reading this section, you must have come across many new words. In Activity 4.2, you reflect on any new terms and concepts you encountered.

ACTIVITY 4.2: List the words that were new to you and explain what they mean; you’ll need to use a dictionary.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>

Basically, since the learner in an ODL system is separated from the instructor and is undergoing self-directed self-study:

- the learning experience must have a clear purpose with focused outcomes and objectives based on the real world to foster meaningful learning and sustained motivation;
- the learner is actively engaged;
- the learning environment makes appropriate use of a variety of media;
- the learning environment must include problem-based as well as knowledge-based learning;
- learning experiences should support multiple interaction and the development of communities of interest through group collaboration and cooperative learning;
- learning experiences provide scope for self
The practice of distance learning is believed to contribute to the larger social mission of education and training in a democratic society.

ACTIVITY 4.3: When an ODL learner is undergoing self-study at home or in the workplace, where do you as a Tutor think you play a role in his/her learning process?

Section 4.2: Application of learning principles in tutoring

As mentioned earlier, Tutors provide expertise, experience, and encouragement. They do not provide “answers,” but rather assist in problem solving and in getting answers. So there is a need to make a major shift in attitude, for example, to move away

- from deciding what must be taught to helping the learner decide what is to be learned;
- from conveying information to helping the learner learn on his/her own;
- from acting as the critical and impersonal expert to building relationships;
- from using assessments to decide a grade to using assessment in order to help the learner learn (e.g., by written comments);
- from putting on a performance to nurturing individuals.

Therefore, the process of Tutoring can be said to be the process of facilitation in the contact session. This process would comprise of the following:

- Encouraging and facilitating learners to develop their basic learning skills, which are listening, speaking, reading and writing necessary for self-learning.
- Helping and facilitating learners to make their learning meaningful.
- Enabling and helping learners to deal with and remove obstacles.
Consider each part of the process to understand what it means.

1. **Encouraging and facilitating learners to develop their learning skills**

<table>
<thead>
<tr>
<th>Encouraging by:</th>
<th>Facilitating by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>enabling learners to make choices about their learning</td>
<td>becoming familiar with the resources relevant to the course topics and to learners’ interests so that you can direct learners to appropriate resources</td>
</tr>
<tr>
<td>creating a supportive learning environment.</td>
<td>helping learners identify other learners with comparable interests and make connections with them.</td>
</tr>
<tr>
<td>encouraging problem-based learning</td>
<td>helping learners develop skills in planning, task assignment, communication and problem solving for group work (where the course design and situation encourages cooperative learning).</td>
</tr>
<tr>
<td>fostering the application of knowledge through learning activities and group work</td>
<td>encouraging learner independence and self-direction by offering guidance and providing signposts that enable learners to identify their own learning paths, rather than attempting to manage their learning.</td>
</tr>
<tr>
<td>encouraging reflection on the process and content of learning</td>
<td>allowing learners to test his/her skills and abilities, rather than telling them that a particular topic or strategy is ‘too advanced’ for them.</td>
</tr>
<tr>
<td>providing for learner choices in assessment tasks</td>
<td>designing assessment that engages problem solving rather than memorising.</td>
</tr>
</tbody>
</table>

2. **Helping and facilitating learners to make their learning meaningful**

<table>
<thead>
<tr>
<th>Encouraging by:</th>
<th>Facilitating by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>relating what the learners know to what they are learning from the course</td>
<td>directing to appropriate resources</td>
</tr>
<tr>
<td>identifying relevant resources</td>
<td>highlighting examples from daily life,</td>
</tr>
<tr>
<td>connecting learners with similar interests.</td>
<td>helping by associating new knowledge with previous knowledge through question and answer sessions, quizzes, brainstorming and other techniques.</td>
</tr>
</tbody>
</table>
3. Enabling and helping learners to deal with and remove obstacles

<table>
<thead>
<tr>
<th>Encouraging by:</th>
<th>Facilitating by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Probing to find out the challenges/difficulties faced by students</td>
<td>• Questioning</td>
</tr>
<tr>
<td>• Listening to students to identify his/her difficulties with course workload, assessment anxiety, and personal issues.</td>
<td>• Providing reassurance by referring to learner’s earlier accomplishments</td>
</tr>
<tr>
<td>• Discussing the difficulties with content</td>
<td>• Guiding to tackle the workload in manageable chunks.</td>
</tr>
<tr>
<td></td>
<td>• Pointing to additional readings that help to further clarify technical areas.</td>
</tr>
<tr>
<td></td>
<td>• Citing examples other than the ones in the material.</td>
</tr>
<tr>
<td></td>
<td>• Summarizing concepts for students if needed.</td>
</tr>
<tr>
<td></td>
<td>Getting student’s perspectives about what to cover (cover a topic more or less fully based on students’ feedback).</td>
</tr>
</tbody>
</table>

While tutoring or facilitating the learning process, you are providing support to help learners overcome obstacles that block their path to learning. Most learners do face obstacles; you will see this from the way they act and the kinds of questions they ask. A supportive response is needed from a Tutor.

For example, frequent questions from a learner about course content or about procedures that are already answered in the course materials indicates that the learner possibly faces the obstacle of ineffective reading skills, poor concentration or a learning disability.
Activity 4.4 gives you a chance to reflect on obstacles learners may face.

ACTIVITY 4.4: In a particular course, a learner’s questions indicate unfamiliarity with basic concepts. What are the possible obstacles that this learner faces?

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__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

In this case, the learner may lack background knowledge, or need to review skills and knowledge from earlier education, or have a learning disability. As a Tutor, you need to respond in such a way that the learner is able to overcome the obstacles. The table below lists possible obstacles to learning, how they might show up, and what kind of response is needed from the Tutor. Read it carefully. Your responses need not be the same; you will have to act according to your situation and context.
Example: Providing Support to Help Learners Overcome Obstacles

<table>
<thead>
<tr>
<th>OBSTACLE</th>
<th>INDICATOR</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate background</td>
<td>Limitations in the student’s assigned work</td>
<td>• Advise the learner and notify administration as soon as the problem becomes evident.</td>
</tr>
<tr>
<td>Lack of study skills</td>
<td>Lack of focus, problems with allocating time</td>
<td>• Clarify the problem with the learner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recommend resources on study skills.</td>
</tr>
<tr>
<td>Difficulties with language of</td>
<td>Lack of understanding in first communications with Tutor</td>
<td>• Confirm that the problem is with language and recommend appropriate resources.</td>
</tr>
<tr>
<td>instruction</td>
<td></td>
<td>• If language difficulty means that learner cannot cope, suggest that the learner take a language course first.</td>
</tr>
<tr>
<td>Time management</td>
<td>Concerns about lack of time, delays in initial activities, assignment</td>
<td>• Confirm the problem with the learner, and advise the learner on setting priorities and making a schedule.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Refer the learner to a time-management program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recommend postponing studies until the learner has more time.</td>
</tr>
<tr>
<td>Learning disabilities</td>
<td>Student or advocate may notify tutor may become evident in learner’s work</td>
<td>• If possible, request professional assessment to identify the nature of the problem, based on the student’s work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Advise the learner using strategies recommended by professionals.</td>
</tr>
<tr>
<td>Technology difficulties</td>
<td>Lack of contact, or intermittent contact</td>
<td>• Contact the learner by alternative means.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Request technical support for learner.</td>
</tr>
<tr>
<td>Emotional problems</td>
<td>Unreasonable reactions to staff, course materials</td>
<td>• Not quite in the Tutor’s domain – consult a professional counsellor about best strategy.</td>
</tr>
<tr>
<td>Physical disabilities</td>
<td>Student or advocate may notify tutor, may become evident in learner’s work</td>
<td>• As soon as you realise learner has a disability, consult with staff about appropriate strategies to accommodate learner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Contact learner to arrange modifications to meet learner’s needs.</td>
</tr>
</tbody>
</table>
Section 4.3: Techniques of tutoring

If Tutors are not to teach but to facilitate learning in contact sessions, then what strategies and techniques can we use to implement the facilitation process? Here are some techniques that you may adopt in your own work as a Tutor.

TECHNIQUES OF FACILITATION PROCESS

<table>
<thead>
<tr>
<th>TECHNIQUE</th>
<th>ACTIVITY</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORK GROUPS</td>
<td>A group is given a task to perform independently, to produce a specific output.</td>
<td>Demonstrates and applies learning and working in a team.</td>
</tr>
<tr>
<td>BUZZ GROUPS</td>
<td>A large group is divided into smaller groups to discuss a clearly defined problem or situation, then to report back to the larger group.</td>
<td>Stimulates thinking and opens up discussion.</td>
</tr>
<tr>
<td>BRAIN-STORMING</td>
<td>Pairs or groups “think aloud” and generate ideas, which they share with the whole group later.</td>
<td>Generates novel/creative solutions to problems and stimulates participation.</td>
</tr>
<tr>
<td>FISHBOWL</td>
<td>A small inner group surrounded by an outer circle of observers discusses a topic, followed by regrouping and role reversal.</td>
<td>Everyone gets a chance to participate as speaker, listener and observer.</td>
</tr>
<tr>
<td>DYADS AND TRIADS</td>
<td>Two or three participants work together, usually to find out personal information from each other or to share experiences.</td>
<td>Participants have an opportunity to get to know each other better.</td>
</tr>
<tr>
<td>DISCUSSION</td>
<td>A topic is opened up for general presentation and clarification of views. A panel guides the discussion, and responds to specific questions in which they have more knowledge/experience.</td>
<td>Openly shares knowledge about a topic in a structured forum.</td>
</tr>
<tr>
<td>DEBATE</td>
<td>A discussion which formally presents different sides of an argument.</td>
<td>Critically explores contentious issues; develops public speaking.</td>
</tr>
<tr>
<td>ROLE PLAY</td>
<td>Participants act out specific roles in a given situation and then discuss various aspects of their role experiences.</td>
<td>Analyses a hypothetical problem or conflict and offers feasible solutions.</td>
</tr>
<tr>
<td>GAME</td>
<td>A fun activity or competition, with clear rules for actions and reactions.</td>
<td>Changes the scene from one task to the next; sparks creativity and builds group rapport.</td>
</tr>
</tbody>
</table>
In Activity 4.5, you reflect on techniques you might use to facilitate student learning.

**ACTIVITY 4.5: What techniques would you adopt to open up discussion among the learners in the contact sessions?**

_________________________________________________
_________________________________________________
_________________________________________________
_________________________________________________

Which technique(s) will help in developing the following in the learners?

- Active participation
- Creating new ideas
- Team building
- Public speaking
- Sharing knowledge
Section 4.4: Designing a contact/face-to-face (F2F) session

For any activity to be carried out effectively and efficiently, we usually follow a four-stage cycle:

1. **PLAN**
2. **DESIGN AND DEVELOP**
3. **MODIFY BASED ON FEEDBACK**
4. **IMPLEMENT**

During the planning stage, you need to identify the results (or outcomes) your program intends to achieve. Your approach may consider the following six components.
Let us consider this approach and Plan an F2F programme.

<table>
<thead>
<tr>
<th>INPUTS are the resources used by your program to produce outputs and outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>To carry out my activities, I will use the following resources...</em></td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>The study material, audio programmes, reading materials, activity sheets, fast track students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITIES are the activities that will combine to achieve the outcomes for your program.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>To address needs effectively, I will carry out the following activities...</em></td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>• Peer tutoring to underachieving students during the school year (cooperative activity).</td>
</tr>
<tr>
<td>• Discussion sessions with the group helping to overcome obstacles (developmental activity).</td>
</tr>
<tr>
<td>• Clearing doubts related to the course (Academic activity)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OUTPUTS are the number of recipients and amount of services provided.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>My activities will produce the following evidence of service delivery...</em></td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>• Peer tutoring to 45 underachieving students in grades 5-8 for one hour, three times weekly, for nine months (cooperative activity output).</td>
</tr>
<tr>
<td>• Discussion sessions with students in grades 5-8 once a month over a period of 9 months helping them to overcome obstacles and be successful (development activity output).</td>
</tr>
<tr>
<td>• Clearing doubts of the course covering 9 lessons and checking 3 assignments to provide remedial feedback (Academic activity output).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERMEDIATE OUTCOMES are the positive changes that occur in the lives of beneficiaries that contribute to lasting impacts (end outcomes) over the long term.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>My activities will lead to the following intermediate outcomes...</em></td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>• Eighty percent of tutored students will demonstrate improvement in performance (cooperative activity intermediate outcome).</td>
</tr>
<tr>
<td>• Eighty-five percent of students will be able to cope with his/her difficulties and problems (member development intermediate outcome).</td>
</tr>
<tr>
<td>• Seventy-five percent of students will attend regularly and are successful (academic activity intermediate outcome).</td>
</tr>
</tbody>
</table>
END OUTCOMES are the positive changes that occur in the lives of beneficiaries that are significant and lasting.

My activities will lead to the following end results…

Examples:
- Eighty percent of tutored students achieved and advanced to the next stage of learning after being assessed by the Institution.
- Eighty-five percent of students demonstrated success after evaluation by the Institution.
- Eighty percent of the students continued with their studies, as evident by their enrolment in the next stage of the learning programme.

As you can see, such planning sets clear goals and outcomes and will ensure that your tutoring is likely to be effective. Lack of planning will mean that you are unprepared for tutoring, rendering you helpless and ineffective.

Here is an example of the design of a contact session in the subject of science by a tutor.

Contact session for a science lesson:

Sixth grade learners read a lesson about the parts of a flowering plant in their print material on science. However, to provide a concrete learning experience in the learning centre, the Tutor, Shikha Rani Halsana, planned to hold a contact session as follows.

Session: Parts of a Flowering Plant

Input: To have an actual plant along with the print material.

Activities: 1. Request a learner to list the parts of a flowering plant. If he/she is correct, then, assuring that everybody accepts what has been presented, proceed further. If not, then get the learners to provide peer tutoring.
   2. Use the real plant and reinforce the topic.
   3. Request each learner to draw a plant and label the parts.

Output: Number of learners who have done the activities correctly
Peer tutoring for underachievers
Discussion sessions
Eliminating doubts and misconceptions

End outcome: All learners will be able to achieve what is expected and move on to the next lesson.
In Activity 4.6, you apply what you have learned about designing a contact session.

**ACTIVITY 4.6:** Design a contact session in your subject area. Use different techniques and indicate why you chose the content element for the contact session.
To plan your contact sessions, you must

- know your learners’ characteristics;
- know about the course content and the learning materials;
- know about other resources available to support learning;
- be aware of the institutional plan of action in order to help learners follow the schedule;
- identify the needs and requirements of different learners;
- adopt strategies to meet the needs and requirements of different learners so that the contact sessions are meaningful to the learners;
- monitor progress of learning and provide input and feedback by adopting different techniques that follow the principles of learning.

If you increase the "holding power" of your learning centre through relevant, meaningful and joyful teaching and learning activities, ODL learners will become motivated and develop the desire to attend the centre regularly. In other words, if an ODL learner participates in your contact sessions regularly, actively, and energetically and achieves the learning objectives to the specified standards, you know that you have planned effective contact /F2F sessions.

Remember, as a Tutor your job is **not** to re-teach the content of the materials, but to provide the three E’s: Expertise, Experience, and Encouragement.
Unit 5: Evaluation and Monitoring (E&M)

Section 5.1: Defining E&M
Section 5.2: Types of evaluation
Section 5.3: Tutor Marked Assignments (TMAs)
Section 5.4: Developing a monitoring tool
Unit Objectives

After completing this unit, you will be able to:

- Understand and differentiate between the terms monitoring and evaluation.
- Explain types of evaluation and give examples.
- Understand the importance of Tutor Marked Assignments and the marking process.
- Write comments to provide personalized feedback.
- Develop tools for monitoring and evaluating the learning centre.

Section 5.1: Defining M & E

Monitoring, on the other hand, is a continuing function that aims primarily to provide regular feedback and early indications of progress or lack thereof in the achievement of intended results. Monitoring tracks the actual performance or situation against what was planned or expected according to pre-determined standards. It generally involves the routine and systematic collection of data on activities or services, users, or outside factors that affect the organisation or project implementation processes. Monitoring information is collected at specific times: daily, weekly, monthly or quarterly. At some point, this information needs to be brought together so that it can answer questions such as:

- How well are we doing?
- Are we doing the right things?
- Are we making a difference?

Evaluation is the systematic determination of the merit, worth, and significance of something or someone. In other words, when we check if targets set earlier are met and if outputs are contributing to results intended in the programme, we are undergoing evaluation. In the context of the JSC programme, when we try to find out if the intended learning outcomes at a particular level and point of time have been achieved by ODL learners, we are doing evaluation. At this point you are starting to evaluate.

Whereas monitoring is routine and ongoing, evaluation is an in-depth study, taking place at specific points in the life of the project.

In Activity 5.1, you apply what you have learned about monitoring and evaluation to your work as a Tutor.
ACTIVITY 5.1: As a Tutor in an ODL system, what will you monitor and what will you evaluate?

You will have to monitor the effectiveness of the learning centre to find out whether the ODL learners are benefiting from the centre.
You will have to evaluate the progress of these learners to ensure that there is success.
As such, you must realize that both monitoring and evaluation are integral parts of the functioning of the system.

Section 5.2: Types of evaluation

Evaluation can be carried out during the operation or development of the process or after the activity has ended. In the first case the information is used to shape future activities and is called **formative evaluation**. The latter is used to make value judgements about success and is known as **summative evaluation**.

If you observe the activities undergone by learners in the contact session and find that most of them have inadequate knowledge about a particular area, such as the number system in mathematics, then you may decide to make these learners aware of this and provide extra support to help them. This process that you have done is formative evaluation. When you check home assignments and provide immediate feedback to the learners, you are also performing formative evaluation. But when learners face an annual examination conducted by the institution where they will be graded pass or fail, they undergo summative evaluation.
Reflecting on your own experiences, do the following activity. In Activity 5.2, you reflect on your own experiences with formative and summative evaluation.

**ACTIVITY 5.2: List some tools for formative and summative evaluation that you have used.**

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Like any other system, ODL system evaluation has a major role in the teaching-learning process. In this case, evaluation is ongoing and carried out at different points of time to ensure that learners at a distance are monitored and that any deficiencies in their learning cycle are known and addressed by intermediary action. In an ODL system, evaluation can be carried out

- at the commencement of the course;
- during the course;
- after the completion of the course at the end of the term.

In Activity 5.3, you reflect on what you can learn from learner evaluations conducted at different points of time.

**ACTIVITY 5.3: Complete the sentences.**

Evaluation at the commencement of the course will help to…

__________________________________________________________________________

__________________________________________________________________________

Evaluation during the course will help to…

__________________________________________________________________________

__________________________________________________________________________

Evaluation after the completion of the course at the end of the term will help to…

__________________________________________________________________________

__________________________________________________________________________
Section 5.3: Tutor Marked Assignments (TMAs)

We know that assignments are a tool for monitoring and evaluating any learning process. In ODL, Tutor-Marked Assignments (TMAs) are typically:

- a significant part of the learning process,
- of greater impact than in classroom situations,
- the centre piece of tutor/learner interaction, and
- an essential responsibility of Tutors.

In fact, in ODL, Tutor-Marked Assignments (TMAs) are learning tools that help Tutors get to know the learners and the quality of their learning in order to use this knowledge and understanding for the learner’s benefit. Tutor-Marked Assignments (TMAs) are useful for Tutors because they:

- **Provide detailed and personalized feedback.**
  This is one way in which Tutors provide learner support to learners who are at a distance. In an F2F situation, a learner will see the Tutor and be able to have an exchange with her/him, including observing body language; the distance learner will only get feedback on the assignment. The Tutor has to provide feedback in a detailed and personalized manner on the learner’s work. The learner should not be left in any doubt of what the standard expectation was. This feedback is the critical form of dialogue between the learner and the tutor.

- **Identify the most important parts.**
  Usually the assignments that a Tutor asks for and is required to mark will be on information regarded as critical to the course or learning process a learner is engaged in. Learners, therefore, will know that information being given in the form of assignments is important.

- **Supplement the course work.**
  Most of the time the marked assignment is a part of the continuous assessment required for the overall evaluation of the learner in the course. The importance of this work on both the part of the Tutor and the learner cannot be over emphasized.

- **Assess how a course can be improved.**
  TMAs provide opportunities to find out learner comfort with programme material, appropriateness of assignments, clarity of course content, effectiveness of learner support strategies, etc.

You will agree that giving personalized feedback on the TMAs is something that requires a different frame of mind and skills. Here are some guiding principles on providing good feedback on TMAs.
• **Constructive:** Your feedback should concentrate on providing information and suggestions to the learner which will enable him/her to improve his/her performance if followed.

• **Timely:** Your feedback should be received by the learner while he/she will still have time to do something about the issue raised.

• **Prompt:** The learner should get his/her feedback while he/she can remember what he/she did for the assignment.

• **Supporting improving learning:** Your feedback should make clear what is wrong and what can be done to by the learner to improve his/her performance as well as what he/she has done.

• **Prioritize:** Advise learners about what their priorities should be and what tasks should be completed first.

• **Realistic:** Make sure your suggestions can reasonably be taken up by the learner. For example, if you recommend a book, is it easily available?

• **Focussed:** Limit your feedback to the three most important things a learner can change.

• **Specific to the learning outcomes:** If a learner follows your feedback, will it make a difference to his/her marks? If not, be clear about why you value that attribute and share that information with the learner.

• **Consequential:** Good feedback engages the learner and means that he/she has to take notice of it in order to avoid repeating the mistake.

• **Fostering independence:** You do not have to correct all mistakes; highlight one and tell the learner where he/she has gone wrong and how to correct it. Then suggest he/she look for other similar errors.

• **Efficient:** Get to the point clearly and concisely and avoid using jargon that may not be meaningful to the learner.

• **Critical:** Be critical in the sense of being analytical. Tell the learner what was done well and what was not done well. Be specific and diagnostic.

• **Directed at the work and not the learner:** Feedback is not about the learner as a person. You are assessing work submitted by the learner; your feedback should be related to that work.

• **Fair:** The feedback should be about the content of the work, not how it was produced.

• **Honest:** Learners pick up on discrepancies; if you are not consistent, you will undermine any trust in what you say, which is highly de-motivating. Always be honest.

• **Motivating:** The tone of the feedback can make or break your relationship with the learner. Learners need to be encouraged so that they will be motivated to go on and learn from the feedback.

• **Personal:** Where possible, use the learner’s name and make him/her feel you actually care about him/her and how they have done.
From the perspective of learners, they need to

- know how the right answer was reached.
- have information on their own performance, particularly where they may have gone wrong;
- get a clear picture of what they should do next and in what order;
- have confidence in assessing their own performance and thus in becoming more self-directed in their learning.

Learners should be able to assess the adequacy of their responses to TMA’s. The **marking process** must achieve the purpose of TMAs, which is:

- to provide a grade for assessment;
- to generate comments in order to provide feedback

For grading, there has to be a marking scheme for each assignment that gives detailed hints about the expected answer along with the distribution of marks for each item, as well as an overall scale for grading. As a Tutor, you have to follow the marking scheme for each assignment.

Comments are your primary means of helping the learner, and like other interpersonal communications, should always begin on a positive note to encourage openness and dialogue. For example, compare the following two comments:

1. **You’ve clearly thought about most of the factors that affect a distance learner’s situation, but have you considered how isolation can affect a distance learner?**

   and

2. **You’ve left out a key factor affecting open and distance learners: isolation. As a result, your analysis falls short.**

The first approach invites the learner to think about this factor of isolation and respond to your question, while the second one closes the door to further discussion.

As a marker, it’s easy to fall into the habit of just identifying the parts of an assignment needing correction, and assume that learners will know that everything else they did was fine. This is a poor strategy for a Tutor in ODL, because learners need explicit confirmation of the parts of their assignment that were correct, and to have the strong points acknowledged and reinforced for sustained motivation.

Also positive feedback gives learners an accurate idea of their strengths, so that they know what they can build on. You also need to explain why the weak areas fall short of requirements, and suggest some strategies the learner can use to improve this area of their knowledge and skills.
For example:

- “A very good introduction, because it presents…”
- This is a good point, because…” or
- “Your findings are not quite complete, because…”

The assessment of TMA’s, which is a core task of Tutors in ODL, requires judgement, sensitivity and clear-headedness. In assessing learners’ work, you as a Tutor can either engage their interest and confidence in learning, or you can close the door and discourage them from continuing. No matter how independent or self-directed a learner may be, the Tutor’s response to their work has a crucial impact on how learners approach learning and their sense of value as learners.

In Activity 5.4, you apply what you have learned about giving feedback to learners.
Mizan, your essay shows a far-reaching concept of the relationship between education and society, and of the potential of recreating a healthy society within the school. You have made a very good start towards articulating your visions of the goals of education. However, you will need to develop these ideas further by demonstrating how they can be applied in practical terms. As well, I think your ideas will be more credible if you use less dramatic language to describe the potential outcome of your vision of education. I have made some detailed suggestions on the paper itself about how you can improve the structure. This is a good start, and I look forward to seeing how you develop these ideas further as you go through the course. Your Grade is a B minus. Please let me know if you have any questions about the comments on your assignment, or about your grade. Best regards, Nargis
The introduction of active occupations, of nature-study, of elementary science, of art, of history; the relegation of the merely symbolic and formal to a secondary position; the change in the moral school atmosphere, in the relation of pupils and teachers – of discipline; the introduction of more active, expressive, and self-directing factors – all these are not mere accidents, they are necessities of the larger social evolution. It remains but to organize all these factors, to appreciate them in their fullness of meaning, and to put the ideas and ideals involved into complete, uncompromising possession of our school system.

To do this means to make each school an embryonic community life, active with types of occupations that reflect the life of the larger society and permeated throughout with the spirit of art, history, and science. When the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service, and providing him with the instruments of effective self-direction, we shall have the deepest and best guarantee of a larger society which is worthy, lovely, and harmonious.

Mizan: It is simply not acceptable to present completely idealistic notions like this without any research evidence to support it and without any references to the current literature. If you expect to pass this course, (which is unlikely at this stage) you must at least develop adequate research skills and learn to present your evidence well supported by quantitative data.

P.S. You have until next Tuesday to resubmit.
The comments provided by the first tutor are:
- fair,
- accessible,
- relevant, and
- delivered in a positive manner.

The second tutor does not:
- establish a positive attitude toward the learner;
- recognise the strengths in the work;
- explain how to improve the sections of the work that need improvement;
- respond thoughtfully to the central concepts in the work.

If you were the learner, don’t you think you might feel very frustrated and undervalued by an assessment like that of Tutor 2?

Section 5.4: Developing a monitoring tool

Section 5.1 introduced the concept of monitoring. In Activity 5.5, you reflect on what you learned about monitoring learners’ performance.

ACTIVITY 5.5: What specific M&E tasks do Tutors at the learning centres have to carry out?
Here are some of the tasks you may have listed:

- Compare achievements to see if targets set earlier are likely to be met.
- Check if outputs are contributing to results intended for the programme.
- If progress is not being made, find out why and design a strategy to address the issue.
- Find ways to improve performance and effectiveness if needed.
- Revise strategies; identify what new partnerships or assistance may be needed.

Some of the monitoring indicators are learner-based, while others are centre-based. To develop a monitoring tool, you need to consider indicators that will be

- Learner-based
- Organization / Centre-based

Here is an example of a monitoring tool that records specific information about the learner’s performance.
# Record of Learner Performance

Centre name: ........................................................................................................
Centre Code: .............................................
Date: ........................................ Time: ..........................................

## Learner based information:

<table>
<thead>
<tr>
<th>Sr. no</th>
<th>Name of the Student</th>
<th>Regular attendance</th>
<th>Self-learner</th>
<th>Understands content</th>
<th>Submission of Assignments</th>
<th>Active in the contact session</th>
<th>Attentiveness</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
</tr>
</tbody>
</table>
## Centre-based information:

<table>
<thead>
<tr>
<th>Sr. no</th>
<th>Parameters</th>
<th>Yes</th>
<th>No</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Is the room for the contact session suitable?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Are there appropriate seating arrangements for the learners?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Are the learner’s subject specific tutors available?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Are all learners attending the centre? Are learners evaluated regularly?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Is the record for evaluation maintained properly?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Are the resources available in the centre?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Is the information regarding all learners maintained properly?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Is all the information given to the learners on time?</td>
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To Sum Up

Tutors help students become aware of how they can contribute to their own learning.

The following quote cogently sums up the potential impact:

**ODL changes roles: it demands new skills and attitudes; it threatens vested interests; it clashes with developed norms for measuring workload or allocating finance, and with established administrative practices. In two words, it can be disruptive and revolutionary.**

............ Ian McNay (1987)

THE CHOICE IS YOURS!!!!!