

William & Flora Hewlett Foundation/COL Open Education Resources for Open Schools

Input Indicator Evaluation Report



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Introduction

This report is the first of two indicator reports on the Commonwealth of Learning (CoL) Open Educational Resources (OERs) project implemented in six countries: Namibia, Botswana, India, Lesotho, Trinidad & Tobago and Seychelles. The project has as its main aim the training of a 100 master teachers¹ in the development of high quality, self-instructional, learning materials.

Materials to support independent study in twenty selected secondary schooling subjects will be developed and made available electronically as OERs. Basecamp software (together with the CoL instructional design template) has been used to facilitate a collaborative, online approach to materials development and as a tool for managing the process. It is intended that the materials developed will, with some contextual adaptation, be suitable for use across the six countries thus maximising their usage.

It is also anticipated that after the project itself has been completed, the master teachers will be able to cascade their training and train other teachers in their respective countries in this type of materials development.

Evaluation of input indicators

Appropriate master teachers: The report provides profiles of the teachers that were selected in each of the six countries to participate in this materials development project. The profiles include the numbers of participants involved per country, their experience and levels of expertise in developing self-instructional materials and some reflection of their language proficiency.

Quality Training: The report provides an evaluation of the training workshop by the participants, which includes participants' comments on various aspects of the training workshops including the **consultants/trainers**. The content of the consultants' reports, where available, also have information on the quality of training provided.

Methodology

Data was collected for this input indicator evaluation report from three key sources. These are:

1. A baseline assessment of the participant's materials development competence;
2. Participant evaluation of the training; and
3. Country consultant's reports.

¹ The term, 'master teacher', is used broadly and includes a range of participants from practicing high school teachers, through college and university lecturers to staff at open and distance learning (ODL) institutions. Although it was initially anticipated that 100 master teachers would participate, 96 attended teachers the training across the six countries.

Additionally, observations made by a SAIDE staff member who participated in the second day of the Lesotho training workshop have been integrated where appropriate.

Criteria used for evaluating the participants' entry level materials development skills are set out in the evaluation plan. Key criteria used are:

- There are clearly laid down aims and learning outcomes for this learning unit/topic.
- The content and teaching approach supports students in achieving the learning outcomes and there is an explicit learning approach/cycle.
- Materials have learner-friendly introductions, linking and summarizing passages that motivate students and that provide coherence of materials – the 'teaching voice' is made explicit in the materials.
- Materials have content that is presented in logical/sequential form and there are building blocks to the acquisition of key concepts that are well scaffolded.
- The content of the material is accurate, up-to-date, and relevant to aims and outcomes.
- Materials exhibit congruence between stated outcomes, learning activities and assessment tasks.
- The language level is appropriate for the targeted students.
- Students' context is taken into consideration.
- Materials promote active learning approaches

As a first step, data collected from the three sources mentioned above was analysed and the findings were written up and are presented in the detailed, individual country reports attached in the appendix.

The findings from these three sources and across all six countries were then synthesised and presented in summary form in this report.

Baseline assessment of the participant's materials development competence

Data on participants' entry competences in developing self-instructional learning materials suitable for open learning contexts, was obtained by the administration of two baseline assessment tasks specifically designed for the target group. These were given to all participants to complete at the beginning of each of the six country training workshops.

It is intended that this information on participants' entry skills will serve as a baseline against which to measure the impact of the first training workshop as well as the impact of any subsequent training provided.

The baseline assessment consisted of two tasks. The first being a critique of an extract from a learning guide on the HIV and AIDS pandemic, prepared as a teaching and learning resource for students enrolled in initial teacher training programmes. The

participants were requested to critique the extract in terms of its instructional design features, identifying both the strengths and the weaknesses of the open learning resource.

This exercise was intended to test participant's knowledge of what a good self-instructional learning resource consists of, including their ability to identify the design and pedagogic strengths and weaknesses of the resource. Participants were advised to spend 40 minutes on this task.

The second task required the participants to design and develop a short learning resource suitable for self instructional study in an open schooling context.

Participants were requested to select a teaching subject in which they had specialised knowledge to ensure that they would feel comfortable with the content. They were also required to use the COL instructional design template (a copy was provided for each participant) as a framework to assist them in structuring the design and development of *one topic in a unit of learning suitable for self study in an open school learning context*.

The envisaged length of this task was approximately three typed pages (font and point-size were specified). Approximately 1 hour and 15 minutes were allocated to complete this task.

It was a requirement that both tasks be completed in a MS WORD Document format on the computers made available.

Once completed, the participants were required to email the tasks directly to SAIDE.

Participant evaluation of training

Data on participant training and by extension, on the role and function of the project consultants, was obtained by the administration of a carefully structured evaluation questionnaire designed for this purpose. These were given to all participants to complete at the end of each of the six country training workshops.

Basic data pertaining to the participant's profiles was also collected. Information pertaining to years of teaching and materials development experience as well as subjects taught and levels at which these subjects are taught was collected.

Over all, this component of the evaluation sought to determine the efficacy of the two week, training workshops held in all six countries. Areas of training focused on in the questionnaire include, the participant's overall degree of satisfaction with: The attainment of stated workshop objectives; content, relevance and methods used in delivering the training; and levels of knowledge and skills acquired in respect of using the Basecamp programme; the nature and value of open education resources; using creative commons licences; skills in developing course blue prints (course design); application of the COL instructional design template; and skills required for creating and editing multi media resources.

Participants were also required to reflect on and assess their own needs in terms of additional training and support required in any of the areas cited above.

Once the questionnaires were completed, the participants were required to email them to SAIDE.

As with the assessment tasks received, SAIDE staff were then responsible for analysing and writing up the findings. Summarised findings of the training evaluation for each country are presented in this report (detailed reports can be found in Appendix B).

Country consultant's reports

While the country consultant's reports was a COL requirement, rather than a specified component of the SAIDE evaluation process, access to these reports has proved valuable in providing additional information on the project participants and the training workshops, as well as, some insightful self reflection on the efficacy of roles and functions of the country consultants themselves.

To date, COL has forwarded four of the six country consultant's reports to SAIDE (Lesotho, Namibia, Botswana and Seychelles). These narrative reports are of a reflective nature and are not standardised in any way. It is therefore not possible to compare experiences and findings in any systematic way. Reports vary in length from three-and-half pages to twelve pages and both content covered and structure of reports vary widely.

However, broadly speaking, information on the following areas was provided in all four reports: Workshop attendance; technological infrastructure and support at training venues; training around the use of the Base Camp applications; course blueprint and use of the COL instructional design template. The consultants working in Botswana and Seychelles also provided information on ICT training, in particular, on features pertaining to MS WORD. All consultants provided constructive observations and recommendations for future training.

Findings from these reports are presented in this report and are used to contextualise and enhance understanding of data collected from the skills assessment tasks and the training evaluation questionnaire.

Report structure

The report presents information on the two input indicators – the master teachers and the quality of training/consultants. Findings are distilled from the analysis of participant's skills assessment tasks, data provided in the training evaluation questionnaires completed by the participants and information provided by consultants in their country reports as referred to above.

In each case, the information is presented per country. Information on *master teachers* focuses in particular on:

- Their profile
- Their materials development competences

Information on *training and the country consultants* focuses on:

- Efficacy of the in-country training

- The degree to which participant's expectations were met

Information on anticipated challenges and on further support needed is also presented for each country.

The final chapter highlights some common conclusions that can be made across all six countries.

The appendices present detailed country reports for the assessment task (refer to Appendix A) and for the training workshop evaluation (refer to Appendix B).

Namibia

Teachers

a) Profile

Namibia had 25 participants at the workshop. These came from various secondary schools and institutions in the country including the Namibian College of Open Learning (NAMCOL), the National Institute for Educational Development (NIED), Augustimeun, and Concordia College.

This group of participants was very heterogeneous in terms of their experience in materials development in particular and in teaching in general. Their teaching experience ranged from 8 to 33 years (Mean=16.36) whilst experience in developing education resources ranged from 0 to 10 years (Mean = 1.77).

The substantial number of years of teaching experience in this group suggests that the participants are likely to be competent with regards to their subject specific knowledge. One would assume pedagogic competence and knowledge of curriculum requirements as well.

Given the very different levels of materials development experience, the participants will need varied levels of support for building their competences in developing education resources that are suitable for self instructional use in open education contexts.

b) Materials development competence

In Task One, most of the participants were able to identify both weaknesses and strengths of the given resource. One participant did not provide a response to Task One while another participant identified weaknesses in the instructional design, but did not identify any strength in the resource.

Most of the participants focused on the more technical design aspects of the learning resource. Common strengths identified included the fact that language used was clear and simple enough to understand; that the resource had an introduction and learning outcomes; and that there was use of icons.

Common weaknesses picked up were that the resource did not have illustrations and that there was no summary at the end.

Very few participants raised points relating to pedagogical issues like appropriate scaffolding; underpinning learning cycles; match between content and target group; study inserts; or commented on the possible underlying pedagogical approach. Only one participant commented that “conversational language” was used in the resource, an important aspect of self-instructional materials.

In Task Two, despite the COL instructional design template having been provided as a guide for structuring the unit of writing required and clear instructions being provided regarding the task, five participants did not adhere to these guidelines.

They failed to provide basic information like the *subject content* of the resource that was developed, the *target group* for whom the resource was being developed and the *topic or focus* of the unit of writing. Absence of information on target group made it difficult to test for match between content and the grade level.

A significant number of participants, 11 of the 25, did not develop *assessment* tasks and six participants did not develop *assignment* tasks. It is not clear whether this was due to possible time constraints or not. The absence of assessment tasks made it impossible to test for an understanding of *congruence between learning outcomes, learning activities and assessment tasks*.

In contrast, some of those participants that did develop assessment tasks and assignment tasks, included testing of some higher order skills such as describing, explaining, distinguishing, and classifying.

Overall however, the majority of the participants reflected a sound understanding of self-instructional materials development. Although language usage was generally satisfactory, most tasks reflected quite a number of language errors. For purposes of public use and distribution, a thorough editing process of materials produced, would be necessary.

The country consultant's report reflects that participants took at least one hour longer than planned to complete this task, and this made it necessary to adjust the workshop schedule. This he attributes to the participant's poor keyboard skills.

Quality of Training

a) Workshop organisation

Evidenced by the feedback obtained from participants in the evaluation questionnaire, the Namibian training workshop was well organised. Although there was some internet connectivity problems at the beginning, adjustments were made and thanks to the valuable assistance of the lab attendant, the problems were addressed on the second day of the workshop. Twenty four of the twenty five participants (96%) were of the opinion that the workshop was well organised and a similar percentage responded that the venue and accommodation were good. There was consensus among participants that the workshop was practical and hands-on, and that the workshop objectives were successfully met.

b) Participant workshop expectations

Information from the workshop evaluation questionnaire reflected that the participants' expectations were met during the training. Table 1 below shows the participant's workshop expectations and whether they were met or not.

Table 1: Namibia - participants' expectations

	Did you expect the following from the workshop?		Were these expectations met?	
	Yes	No	Yes	No
1. Computer literacy	16	5	21	0
2. To learn about Basecamp	19	3	22	
3. To learn about open education resources	21	0	21	1
4. To learn about creative common licences	13	8	19	1
5. To learn to develop a course blueprint	19	3	21	0
6. To learn and use the instructional design template	17	4	20	0
7. To learn about creating and editing media resources	20	2	21	0

Participants were also requested to provide reasons for unmet expectations, the following reasons were given:

- One respondent wanted to learn more about graphics and graphs;
- One respondent wanted support to use more features of the software; and
- One respondent wanted to develop interactive learning activities that could be accessed offline.

From the above it is therefore clear that the majority of participants felt that their expectations of the training had been met.

Way Forward

a) Anticipated challenges

The workshop evaluation questionnaire also elicited information from participants on any challenges they anticipate facing in the process of developing open learning materials. Participants cited challenges associated with the project as a whole as well as challenges associated with the designing and development of materials in particular. Referring to the project as a whole, some of the challenges mentioned included, a lack of computer and internet facilities. Constraints likely to be brought about by their normal workload were also mentioned.

In materials development, the challenges raised had mainly to do with the requisite technical and computer skills (e.g. mastering the instructional design template, using icons, using a computer to generate diagrams, integrating mixed media like videos and animation in the materials).

It is clear from the challenges that the participants enumerated that a lot of support is needed in the area of computer skills.

b) Further support needed

From the outset it is acknowledged that, a two-week training workshop would not provide sufficient time to offer sound training in the development of all aspects of self-instructional, multi-media, online educational materials.

Consistent ongoing support is needed in order to develop the requisite skills.

This is especially important, given that the participants are ultimately expected to play the role of master teachers, cascading their training in their respective countries.

Table 2 below shows some of the areas where participants indicated they need additional support.

Table 2: Namibia - summary table of additional support needed

Area	Additional Support Requested
Computer Literacy	Need more practice in: <ul style="list-style-type: none">▪ Working with, and editing pictures, charts, and other media▪ Downloading pictures and other media▪ Generating graphs and other graphics, animation
Basecamp	Further training in use Basecamp programme
Working collaboratively to produce OERS	Need for periodic meetings of subject teams to plan, review work - this will strengthen collaboration
Creating and editing media resources for inclusion in materials	Need more practice in: Inserting, working with and editing pictures, charts, and other media
Using the instructional design template	Need more practice
Designing and developing course materials	Content editors to verify the content
Other	<ul style="list-style-type: none">▪ Assistance with internet connectivity/financial support for computer or laptop with relevant software▪ Support from the Ministry and immediate supervisors

Proposed support from country consultant

The country consultant for Namibia reported that s/he would want to review each of the teams' course blueprints and provide some input where necessary. This was viewed as especially necessary with regard to the integration of multimedia. The consultant also undertook to continue providing each team with links to educational learning objects that may usefully be incorporated into their courses.

Overall comment

The general evaluation comments given by participants showed that the workshop provided a positive learning experience. This view is also confirmed in the country consultant's report which reflects that the workshop went very well and new skills and knowledge were acquired by the participants. The consultant also commends the Namibian group of participants for completing all the five course blueprints before

the end of the workshop. This was reportedly a highly motivated and diligent group which is very promising in terms of the work in developing further open educational resources.

Botswana

Teachers

a) Profile

Botswana had 11 participants attending the workshop, they came from four institutions; the Botswana College of Distance and Open Learning (BOCODOL), Moeding College, Curriculum Development and Evaluation, and secondary schools. This group was highly heterogeneous both in terms of teaching experience and in terms of experience in developing self-instructional materials.

Their teaching experience ranged from 1 to 26 years (Mean=12.00) whilst experience in developing education resources ranged from 0 to 16 years (Mean = 7.89).

The wide range of experience in materials development suggests that participants may need varied levels of support in developing their competencies in this field. The more experienced ones are likely to get along very well with minimum support. However, those with little materials development experience, 0-2 years will need ongoing, systematic support.

b) Materials development competence

All 11 participants completed the two materials development assessment tasks.

Task One: The participants provided both weaknesses and strengths in their critiques of the given resource.

Generally, most of the comments were around *technical*, rather than *instructional* design issues. Two or three participants commented on the promotion of active learning through learner activities, the importance of the provision of feedback to activity exercises, and the lack of illustrative diagrams to explain concepts.

Task Two: Nine of the participants provided information on the subject for which the resource was developed. Eight provided information on the target group. Three respondents did not provide information on the target group: it was therefore not possible to assess their ability to develop materials that are level-appropriate for the target group.

All participants followed the guidelines provided for developing the prescribed unit of work. Six of the eleven participants did not develop *assessment* tasks and three did not develop *assignment* tasks. It is not clear whether this was due to possible time constraints or not. However, the absence, especially of assessment tasks, made it impossible to test for an understanding of *congruence between learning outcomes, learning activities and assessment tasks*. It also made it impossible to assess whether these particular participants were able to design assessment tasks and set assignments that were appropriate to the level of the target group.

In three instances of the instances where the assessment and assignment tasks were completed, these were at an *inappropriately low* level resulting in the tasks being too simple for the target group. For example, one participant who developed a learning resource for Grade 12 students on types of food set an assignment that required students to simply name three examples of food that contained starch. Such a task falls far short of the requirements of Grade 12 students as it only tests recall of facts. Higher order learning skills like analytic, synthesis, and evaluation skills would be more appropriate at this level.

It is worth noting that although the level of language proficiency for the participants is reasonable, *there will be need for rigorous editing of the materials if they are to be published as open education resources*. Correct and accessible use of language is a critical aspect of self-instructional materials development as it directly impacts on how well ideas are communicated in the materials.

However, overall, all participants showed great potential for developing self-instructional materials, although it is clear that they may need differing levels of support in the process.

The country consultant reported that some participants took longer than may have been expected to do these skills assessment tasks. She observed that this was, at least in part, due to the fact that some participants lacked the necessary computer skills and seemed unfamiliar with MS Office.

This observation needs to be taken seriously when considering further training for this group.

Quality of training

a) Workshop organisation

In the workshop evaluation instrument administered at the end of the workshop, participants indicated that the workshop was organised. All participants confirmed that the workshop was well organised.

Participants commented that the venue and accommodation were good, the facilitators were knowledgeable, and the workshop was practical and hands-on.

According to the consultant's report, the workshop was held in a temporary computer training room which was specially fitted with 12 networked laptops. Technical support was provided by the BOCODOL Network Administrator throughout the duration of the workshop. There was overseeing of the technology requirements of the workshop by the Multimedia Manager at BOCODOL throughout the duration of the workshop.

Four of the participants were however, not sure whether the time allowed for the workshop was sufficient to cover all the relevant content.

The consultant's report confirmed that the workshop was very successful and participants worked very hard.

b) Expectations for the workshop

There were several expectations participants expected the workshop to meet, and the workshop evaluation showed that most of them were met. Table 3 below shows these expectations and whether or not they were met:

Table 3: Botswana - participants' expectations

	Did you expect the following from the workshop?		Were these expectations met?	
	Yes	No	Yes	No
1. Computer literacy	5	1	5	0
2. To learn about Basecamp	5	3	5	
3. To learn about open education resources	9	0	8	0
4. To learn about creative common licences	5	3	5	1
5. To learn to develop a course blueprint	7	2	6	0
6. To learn and use the instructional design template	7	2	3	3
7. To learn about creating and editing media resources	8	1	3	4

According to the participants, there were a few of their expectations that were not met. Some respondents indicated that their expectations to learn and use the instructional design template and to learn about creating and editing media resources were not sufficiently met. Some of the participants' unmet expectations are reflected in the comments below:

The template that we were supposed to use ... was confusing for some of us. I felt it needs to be revised to fit distance learning material.

We did not get practice on the ID template; it was giving us problems and is not conformed to the way BOCODOL normally does things.

We did not cover how to write content such that there is uniformity in the way we will be presenting the information for students.

The way forward

a) Anticipated challenges

The workshop evaluation required participants to give information on the challenges they anticipated facing when they start developing the materials, given their work contexts. These challenges related to three main areas; in the project as a whole, in designing and developing materials, and in collaborating with each other using the relevant platform. One of the challenges they raised on the project as a whole was finding adequate time to acquire resources and develop materials within the project time frames, *given that they have to meet their normal workload.*

The other challenge participants raised was on ICT skills. The consultant’s report points out that although participants managed to master basic competency in Basecamp at the workshop, these are likely to be lost if participants fail to have regular access to internet at their homes or workplaces. The report also shows that although half of the participants had access to internet at work, none of them had the facility at home. Participants from high schools showed that they had problems with accessing internet at their workplaces.

In designing and developing self-instructional materials participants anticipated facing challenges in finding and choosing the right interactive media, editing media resources to suit students, and using the instructional design template which is different from the BOCODOL template.

Participants indicated that collaboration during the process of developing materials is likely to be constrained by limited access to internet and by low bandwidth.

It may be necessary for the country committee to liaise with the relevant Ministry in order to avail more time to teachers involved in materials development.

b) Further support needed

Both the evaluation and the consultant’s reports show that participants gained a lot of skills pertinent to materials development during the two-week workshop. There are however, areas where participants indicated that they may still need additional support. Table 4 below shows areas where such ongoing support is needed:

Table 4: Botswana - summary table of additional support needed

Area	Additional Support Requested
Computer Literacy	Hands-on experience of various applications Graphics MS Word, Excel and Power Point Formatting styles Finding and downloading learner materials from internet Inserting, working with, and editing, pictures, charts and other media
Basecamp	Working in Basecamp – more practice required
Working collaboratively to produce OERS	Periodic review meetings for the teams, as well as online meetings
Using the instructional design template	Working on the template Pasting media without interfering with the formatting of the template Structural differences between BOCODOL template and COL template
Designing and developing course materials	Knowing how to structure content for DE students
Other	Assistance with internet connectivity Searching for OERS

The consultant's report shows that on the last day of the workshop, participants were asked what they liked to be included in the second workshop. The following is a list of some of the things they suggested should be included for the workshop: wikis, converting print to online, making pdf documents, blogs, scripting for audio and video, podcasting, RSS feeds, and being an online tutor.

Overall comment

Generally, feedback from participants through the workshop evaluation instrument and the consultant's report showed that the workshop was a success in terms of meeting its objectives. Some of the comments provided by participants on their overall impression of the workshop are:

The workshop has been ... a socially and professionally self-fulfilling exercise. The workshop has set up strong networking teams whose sustenance is guaranteed by the time factor as well as the Basecamp facility.

I can only say the facilitator(s) were so well informed that they turned the otherwise daunting exercise into an exciting one.

The concluding comment in the consultant's report is that

Overall, it would be fair to say that this was a successful workshop. Participants worked hard – I tried to cover much ground – but they coped admirably.

The report however, warns that the most important mitigating factor towards success in this project will be the ability of the Country Management Committee to ensure that teachers *get access to Internet from their workplaces*. The consultant also recommends that team members should be encouraged to make use of Writeboards between workshops where collaborative text development is needed.

India

Teachers

a) Profile

India had 25 participants. Twenty-two 22 participants completed the materials development tasks and 23 completed the workshop evaluation. The participants came from six different types of institutions, namely; Rajdhani College, National Institute of Open Schooling, Guru Gobin Singh Indraprastha University, Various Open Schools, National Informatics Centre – Department of Information Technology, and ‘other’ institutions. There was also a retired professor who participated in the workshop.

The workshop evaluation showed that teaching experience amongst the participants ranged from 2 to 38 years (Mean=16.14), and experience in materials development ranged from 1 to 30 years (Mean=9.45). It is clear that this group consisted of a wide range of participants not only in terms of teaching and materials development experience, but also in terms of age.

Participants’ extensive experience in teaching in general and in developing self-instructional materials should place them favourably in terms of mastering relevant skills for materials development.

b) Materials development competence

Task One: In critiquing the resource extract, the majority of participants, 18 of the 22, covered both weaknesses and strengths in their reviews. Although many instances were cited, very few different points were raised. It was interesting to note that three of the participants only noted the weaknesses in the resource extract and did not comment on any possible strength.

One participant did not do Task One at all.

Generally, the level of the critiques was not of a high standard. Most of the participants only referred to the *technical design* aspects of the resource and made no comment on the *instructional design* aspects of the resource provided. Basic pedagogical aspects such as the value of *activities* or the use of reflexive devices were not referred to at all.

Task Two: In designing and developing a learning resource in their own subject area, a great deal of unevenness in the participant’s abilities was reflected in the tasks submitted to SAIDE. Four of the participants did not give any content to their resource. One provided an introduction, but no learning content (subject matter). Another couple provided a few definitions of terms and a poorly conceived assignment and assessment task, but no subject content.

About half the group seemed to struggle to provide well structured and sequenced content. The resources developed were too skeletal to be useful as self-instructional

resources. There was also no attempt to design an assessment task as part of the unit of learning.

A couple of participants submitted poorly structured assignment and assessment tasks that were not at a level that is appropriate for the stated target group. In one instance, a participant developed a resource on *probability*, a demanding mathematical area. However no content or learning activities were provided to assist the learner to consolidate his/her understanding of the topic. Only a short, weakly explained assignment was presented. The entire resource comprised less than half a page, whereas, the guidelines for this task suggested that the resource should be approximately three pages long.

About half the group also did not use the structure supplied in the copy of the COL template provided.

By contrast, the other half of the group successfully designed assessment tasks and assignments that were included in the unit of learning material that they developed. They appeared to be level-appropriate for the target groups for which they were developed and were congruent with the stated learning outcomes.

Overall, it appears that at least half of this group will need a great deal of support to develop quality self-instructional materials. In general, English language usage will also need to be addressed as it was noticeably weak.

Quality of Training

a) Workshop organisation

From the responses that were given by participants in the workshop evaluation instrument, it appears that there were problems with regards the organisation of the training workshop. Only 15 out of 23 participants expressed satisfaction with the way the workshop was organised, and only 12 indicated that the workshop objectives were clearly stated. Aspects of the workshop that seem to have been problematic are the training methodologies employed and the amount of time for the workshop vis-à-vis the tasks to be covered. Most of the participants were not quite convinced that the workshop met its objectives. Appendix B gives more aspects of the workshop some of the participants were not happy with.

b) Expectations for workshop

Table 5 below shows participants' expectations of the workshop and whether or not the training workshop succeeded in meeting them:

Table 5: India - participants' expectations

	Did you expect the following from the workshop?		Were these expectations met?	
	Yes	No	Yes	No
1. Computer literacy	17	5	4	16
2. To learn about Basecamp	19	3	21	
3. To learn about open	20	1	18	3

	Did you expect the following from the workshop?		Were these expectations met?	
	Yes	No	Yes	No
education resources				
4. To learn about creative common licences	19	2	12	4
5. To learn to develop a course blueprint	21	1	20	2
6. To learn and use the instructional design template	19	3	18	3
7. To learn about creating and editing media resources	20	2	4	18

A positive point to note is that a number of the participants' expectations in terms of what they expected to learn were met, with the exception of computer literacy and creating and editing media resources.

Way Forward

a) Anticipated challenges

The workshop evaluation gave participants an opportunity to give some of the challenges they anticipated facing in developing self-instructional. In terms of the project as a whole, participants expected to face problems with access to internet and to computers. This is a common problem reported in many of the participating countries. They also pointed out the challenges of maintaining a uniform standard of output and of developing materials that are suitable for the needs of students across countries. The constraints of work overload which was highlighted in Botswana and Namibia was also raised by the Indian group of participants.

On designing and developing materials, participants raised the challenge of using the constructivist approach. They also pointed out that integrating multi-media and building in interactivity through appropriate questions will be huge challenges in their task of developing sound self-instructional materials.

On collaboration, the main challenge raised is getting all participants to be online regularly enough, given the limitations of access to internet and computers.

b) Further support needed

Participants showed a lot of areas where they need further support, these are shown in Table 6 below:

Table 6: India - summary table of additional support needed

Area	Additional Support Requested
Computer Literacy	MS Word, Excel, and Power Point Hyperlinks Multimedia skills

	Working with online course material
Basecamp	Team leader direction to complete the template Guidance from time to time - technical support, feedback. Real-time online interaction with members of other countries
Working collaboratively to produce OERS	Gaining knowledge of other countries, e.g. curriculum Using track changes in Word Periodic meetings of subject teams to review/collaborate
Creating and editing media resources for inclusion in materials	Inserting, working with, and editing, pictures, charts and other media
Using the instructional design template	Formatting
Designing and developing course materials	Comments and suggestions on content, as it is developed Developing Skills-based questions using constructivist approach Copyright issues
Other	Assistance with internet connectivity/financial support for computer or laptop with relevant software Support to have some face-to-face meetings to finalise draft before submitting to Basecamp

Table 6 above shows that participants need a lot of additional technical and pedagogical support if they are to develop sound self-instructional materials.

Overall comment

Reflecting on the training workshop, participants raised mixed comments on the success of the workshop. Some commented that the experience was excellent and provided a good learning experience. Others commented that the workshop focused only on the approach and not much on process, and that it could have been more structured and systematic.

From these comments, one can conclude that although there were organisational hiccups at the beginning, the workshop did meet some of its objectives. However, *this group of participants needs a lot of support when they start developing materials, especially at the initial stages of the exercise.*

Lesotho

Teachers

a) Profile

There were 15 participants at the training workshop in Lesotho and they came from five different types of institutions; the Ministry of Education, Lesotho College of Education, Lesotho Distance Teaching Centre, the National Curriculum Development Centre, and various secondary schools.

The group was heterogeneous in terms of their teaching experience. This ranged from 8 for the least experienced, to 30 years for the most experienced (Mean=16.85). There was also a wide range in the group in terms of experience in materials development, with some having no experience at all in the field and the most senior reporting 19 years of experience (Mean=5.33).

This diversity was also noted in the computer skills of the participants. The SAIDE staff member observed that some of the participants were able to do graphics for their materials whilst others struggled with MS Word. Generally, participants based in schools were very slow on the keyboard whilst those from the Lesotho Distance Teaching Centre and from the Ministry of Education were quite fast and at home with the keyboard.

It is evident from the diverse nature of the group that participants will need different levels of support as they develop their materials. *It would be worthwhile for the Country Management Committee to identify the different needs of the participants so that they can work more closely with the weaker ones in order to get them to improve their skills early enough in the project.*

b) Materials development competence

Fifteen participants completed the skills assessment tasks that were administered on the second day of the training workshop. A SAIDE member of staff attended the first two days of this workshop and was responsible for administering the assessment tasks.

Task One: In their critique of the learning resource that was provided, five of the participants only cited *weaknesses* without giving any examples of any possible *strengths* in the resource provided. One participant gave strengths only and did not give any weakness.

Most of the points raised by participants focused on aspects such as, the presence of an introduction, inclusion of learning outcomes, use of icons for various activities and provision of answers to some of the tasks. The majority of the participants were particular about the need to state learning outcomes that start with an action verb and that are measurable.

About five other group members (a third of the group) were however, able to identify pedagogical issues, over and above the design issues. Such pedagogical issues included promoting active learning through well structured activities, reflecting on content input and activities in the text, sequencing of content, and consolidating what is learnt by providing a summary. Only two of the participants illustrated their points using examples; the rest did not make use of any examples to substantiate their critique.

A general shortcoming in the critiques given by most of the participants is that there was preoccupation with the minute details of how the resource was presented, at the expense of viewing it more holistically. For example, many participants could not comment on the relationship between assignment tasks and the target group, or assignment tasks and the learning outcomes stated at the beginning of the resource.

Task Two: All but two of the participants were able to follow the structure and sequence provided in the COL template.

Many did not complete the task. This meant that about 50% of the participants did not provide assignment and assessment tasks as required. The SAIDE staff member present observed that the slow pace at which the participants worked was largely as a result of the participants' poor computer skills. *This is an aspect of the training that will clearly require attention so as not to hamper project progress.*

Of those who were able to complete the materials development assessment task, the major problems observed was the mismatch of the resource level with the target group for which they were designed. For example, in one instance Grade 12 students were provided with a list of eight nouns and simply required to distinguish common nouns from proper nouns in the list. In another case, Grade 9 students were required to identify one verb from each of the 10 short sentences given.

Generally, the tasks reflected a good command of English. The language used for developing the learning resources was level-appropriate and accessible.

Some examples of the '*teaching voice*' were evidenced in comments like:

"How are we doing so far?"

"Try it as many times as you can so that you are sure of the readings you get."

This is an aspect of self instructional resource design that ought to be encouraged.

On the whole, it was felt that the majority of the participants (13 of the 15) demonstrated that they had a good basic idea of developing self-instructional materials.

Quality of Training

a) Workshop organisation

There was divided opinion amongst participants regarding the organisation of the training workshop. Seven out of 13 participants who responded to the workshop evaluation questionnaire were not satisfied with how the workshop was organised. All participants except 1 were satisfied with the workshop venue and all the

participants acknowledged that the facilitators were knowledgeable and helpful. Participants were involved in practical and hands-on activities throughout the workshop. All participants also acknowledged that the training methodologies were conducive to learning. The participants confirmed that the workshop met its stated objectives.

b) Expectations of the workshop

Table 7 below gives some of the expectations participants had of the workshop, and whether or not the workshop succeeded in meeting them:

Table 7: Lesotho - participants' expectations

	Did you expect the following from the workshop?		Were these expectations met?	
	Yes	No	Yes	No
1. Computer literacy	10	1	7	3
2. To learn about Basecamp	13	0	13	0
3. To learn about open education resources	13	0	13	0
4. To learn about creative common licences	10	3	10	0
5. To learn to develop a course blueprint	11	2	11	1
6. To learn and use the instructional design template	11	1	8	3
7. To learn about creating and editing media resources	10	3	10	1
8. To learn principles of instructional design for distance education	12	0	11	1

Generally, most of the expectations of the participants were met, although a few indicated that their expectations in terms of training in computer literacy were not met, whilst another 3 showed that expectations in terms of learning how to use the instructional design template were not met.

One participant expected to be provided with a laptop for use during the course of the project.

Way Forward

a) Anticipated challenges

The major challenge participants anticipate facing in the project is access to computer and internet facilities. They also raised the challenge of meeting deadlines for completing their project tasks given that they will be expected to operate on normal workload at their workplaces.

Some of the challenges that participants raised on developing materials include mastering the instructional design template, using icons, drawing of illustrative diagrams, incorporating multimedia in their materials, and developing materials that users will find easy to understand.

In terms of collaborative development of materials, participants indicated that the biggest challenge will be limited internet connectivity.

b) Further support needed

Participants indicated that to consolidate what they learnt at the workshop and to enhance continued development, they need additional support in the various areas of materials development. Table 8 below shows areas where participants feel additional support is needed.

Table 8: Lesotho - summary table of additional support needed

Area	Additional Support Requested
Computer Literacy	Need more practice Working with, and editing, pictures, charts and other media Downloading pictures and other media Graphs and other graphics, animation
Basecamp	Further training in using Basecamp
Working collaboratively to produce OERS	Periodic meetings of subject teams to review/collaborate
Creating and editing media resources for inclusion in materials	Need more practice Inserting, working with, and editing, pictures, charts and other media
Using the instructional design template	Need more practice
Designing and developing course materials	Content editors to verify the content Information on curriculum used by other countries
Other	Assistance with internet connectivity/financial support for computer or laptop with relevant software Require support from the Ministry and immediate supervisors

An important point raised by participants and which is key to the success of the project is ensuring that participants have access to computer facilities. This point is particularly pertinent to participants who have no access to computers at their workplaces and at home.

Overall comment

The workshop was generally rated highly by participants in terms of building capacity to develop self-instructional materials. The group of participants was enthusiastic about the workshop and displayed a lot of commitment in developing sound materials.

Trinidad & Tobago

Teachers

a) Profile

In Trinidad & Tobago, 12 participants responded to the skills assessment tasks and 10 responded to the evaluation questionnaire. These participants were from the University of Trinidad & Tobago as well as from various secondary schools and Colleges.

The degree of heterogeneity of the group in terms of experience was not very different from that of the other country groups reported above. Years of teaching experience ranged from 5 to 35 years (Mean = 19.38), while experience in developing self-instructional materials ranged from 0 to 31 years. (Mean= 10.14).

The diversity in the participants' experience in materials development shows that the group may need varying levels of support in developing self-instructional materials.

b) Materials development competence

This group demonstrated a high level of proficiency in fulfilling the basic requirements of each of the two assessment tasks.

Task One: All 12 participants commented on and provided examples of both the strengths and weaknesses in their critique of the resource extract provided. Their critique showed a good basic understanding of what self-instructional materials should contain if they are to maximise learning...

Generally, the level of the critique provided by this group of participants was quite high. Many raised points pertaining to the pedagogical aspects of the learning resource: the interactive nature of the resource; the need for more scaffolding to better support students who are weak in science; and the need for defining key terminologies used in the resource.

While none of the participants commented on the idea of a learning cycle, some commented that there was proper sequencing of ideas.

They also commented positively on the use of learning outcomes in the unit, although some raised concerns regarding the wording of these outcomes. For example, it was suggested that action verbs like comprehend, define, contrast, and describe should have been used in stating the learning outcomes. A point raised by many participants from other countries like Lesotho, Namibia, and Botswana as well.

Most of the participants commented on the appropriateness of the language used in the resource.

Task Two: All 12 participants followed the structure of the COL template provided and developed resources that were suitable for self-instruction.

All the participants provided learning outcomes to their resources. The content was generally correctly matched to the grade levels of the target group indicated at the beginning of the resource, and they all made an attempt to promote active learning

through in-built activities. Some of the participants moved a step further and provided feedback to the activities in the materials. All participants showed awareness of the need to consolidate what is learnt by providing a summary at the end of their materials.

The assignment and assessment tasks that were integrated into the unit of learning were congruent with the stated outcomes and subject content of the resources developed.

The main weakness with a number of the resources developed for this task was the mismatch between the level of the learning and assessment activities included in the resource and the stated target group.

Most of these tasks were too simple for the intended target groups. For example, simply requiring Form 4 students to list four types of challenges faced by farmers cannot be considered level-appropriate. Equally, merely requiring Form 4 students to tick whether a statement is correct or not is also not appropriate for the level of students. These tasks do not test any higher level cognitive skills like analytical, synthesis and evaluative skills. Assignment and assessment tasks need to be challenging in order to stimulate students to engage with key concepts related to the topic and to promote deep learning. Ideally, there is also a need for motivating students to engage in further research around specific topics in order for students to construct their own understandings of various issues. To facilitate this type of learning, such tasks need to be carefully scaffolded and integrated into the learning materials.

This mismatch between the level of the target group and the type of learning activities and assessment tasks designed is an area that could usefully be addressed in future training.

Overall, this group displayed very a sound level of language proficiency and to sum up, the group showed great potential in terms of developing self-instructional materials. This is demonstrated in the way they structured and sequenced their materials, as well as by the integration of the 'teaching voice' used, even in these short examples of self instructional resources.

Quality of Training

a) Workshop organisation

Generally, participants were satisfied with the way the workshop was organised. Only one participant showed dissatisfaction with the organisation of the workshop. Participants were also happy with the venue of the workshop, and they all confirmed that the facilitator was knowledgeable and helpful. The workshop was practical and hands-on and participants found the course materials provided useful.

The main shortcoming participants pointed out was that time was inadequate for them to cover all content that was planned. Five of the eight participants were convinced that the workshop met its stated objectives. This percentage is surprisingly low, given that apart from the time factor, most participants felt that the workshop was well organised and the training activities were conducive to learning.

b) Expectations of the workshop

Table 9 below shows the participant expectations of the workshop and whether or not they were met by the workshop.

Table 9: Trinidad and Tobago - participants' expectations

	Did you expect the following from the workshop?		Were these expectations met?	
	Yes	No	Yes	No
1. Computer literacy	3	5	8	
2. To learn about Basecamp	7	1	8	
3. To learn about open education resources	6	2	8	
4. To learn about creative common licences	7	1	8	
5. To learn to develop a course blueprint	7	1	8	
6. To learn and use the instructional design template	7	1	8	
7. To learn about creating and editing media resources	7	1	8	

It is noteworthy that all the participants showed that all their expectations were met by the workshop. This group is quite unique in this respect. Unlike other groups from other countries, the majority of the participants from Trinidad & Tobago did not expect the workshop to provide them with training in computer skills.

Way Forward

a) Anticipated challenges

The main challenges participants anticipated facing in the project as a whole are finding adequate time to develop materials within the required timeframes, limited computer literacy which is likely to affect the pace of work, and coordination and collaboration with colleagues during the process of materials development.

Participants also pointed out that they may face problems in accessing other resources to add variety to activities in order to make content more interactive.

They also indicated that limited access to internet connectivity may limit the extent to which they will be able to collaborate as they develop the materials.

b) Further support needed

Table 10 shows additional support participants indicated they will need as they develop their materials.

Table 10: Trinidad and Tobago - summary table of additional support needed

Area	Additional Support Requested
Computer Literacy	Learning Microsoft Office Using multi-media software
Basecamp	Additional training in using Basecamp
Working collaboratively to produce OERS	Many participants indicated need for face-to-face meetings as well as collaborating using Basecamp
Creating and editing media resources for inclusion in materials	Assistance with multi-media devices Additional practice in working with photographs Technical assistance to insert media resources Further training in the use of Photofilter and Picasa.
Designing and developing course materials	Accessing information/Access and use internet-based educational resources in developing course materials Samples of other designs with varied resources, and their use and application
Other	Support from the team Integrate into a professional learning community with which to network and share technical and educational resources

It is worth noting that participants still need further support in using Basecamp and in creating and editing media resources for their materials.

Overall comment

As reported above, the workshop met all the expectations of the participants. The workshop was evidently very successful and participants' comments confirm this. A comment from one of the participants reads:

Generally, I am satisfied with the delivery of the training workshop and its content. The facilitators were very knowledgeable and accommodating. I look forward to further training in Basecamp and as being part of a worldwide team.

Clearly this comment reveals that participants are expecting to become a community of like-minded professionals through collaboration and sharing as they work through their materials.

The Seychelles

Teachers

a) Profile

In the Seychelles, 12 participants took part in the training workshop and all of them responded to both the skills assessment tasks and to the workshop evaluation questionnaire.

There was great diversity in terms of experience in teaching and in developing self-instructional materials. Teaching experience amongst the group members ranged from 5 to 40 years (Mean = 19.83), and experience in developing self-instructional materials ranged from 3 to 31 years (Mean = 13.27).

Although the wide teaching experience of the participants suggests that they are likely to have good basic pedagogic skills and understanding of curriculum issues in their country, one cannot necessarily assume that this will naturally translate into materials development skills. However, in this instance the majority of participants demonstrated good basic competence in materials development as evidenced in the tasks submitted. Therefore one does not expect that the group will encounter any serious problems when it comes to developing materials in the OER Project.

However, it must be noted that the country consultant reported one instance in which one of the participants had very rudimentary computer skills and would therefore need additional support to him/her up to speed.

b) Materials development competence

Task One: In their response to this task, 11 of the 12 participants prepared critiques that were fairly balanced in terms of discussing both the strengths and the weaknesses of the given resource. One participant worked on the resource provided, integrating his/her comments directly into the text, but without making it explicit as to whether the comments were strengths or weaknesses.

Most of the participants' points were around design issues, and not on pedagogical aspects of the materials, like scaffolding of learning or the promotion of active learning. Comments on design issues seemed mostly to pertain to time allocation for the study; use of icons for various activities; formulation of learning outcomes; and comments on the informative nature of the content provided.

Generally, participants' critiques were very short, with most being restricted to only two or three bullet points to characterise the strengths and another two or three bullet points to capture the weaknesses of the resource. While explicitly asked to provide examples to illustrate their viewpoints, this was not done by all participants resulting in some vague responses.

In general, it appeared as though the participants in this group only engaged quite superficially with the task of critiquing the resource provided although this may also be a consequence of the limited time available for this task,

Task Two: All the participants followed the structure provided in the COL template. All participants managed to finish this task including the assessment and the assignment tasks as set out in the assessment task brief.

The levels of the tasks matched the stated target groups well. Only one participant developed an assignment that was not level appropriate, it was too simple for the target group.

Just about all the participant's work demonstrated reasonable congruence between the learning outcomes, subject content provided and the assignment and assessment tasks.

The levels of English language proficiency reflected in the participants' written work was of a good standard across the board.

A few of the participants copied some content, including activity questions and diagrams from the internet. Whilst it is a good idea to source and use relevant content, that is freely available on the web and elsewhere, it is important that this be formally acknowledged.

All but one of the participants managed to finish the assessment tasks within the two hours that was provided. Some even managed to use the internet to search for information on web with in the allocated time. The country consultant's report corroborates this observation, confirming that that only one participant struggled because of limited computer skills and could not finish the tasks within the allocated time.

It is reassuring to know that this group of participants has by and large got a good understanding of materials development and a firm base of computer skills to build on.

Quality of Training

a) Workshop organisation

There was consensus amongst all the participants that the workshop was well organised, and that the workshop objectives were clearly stated and met. Participants were happy with the training methodologies used, which were practical and hands-on. Unlike groups from other countries, all participants from the Seychelles reported that the workshop time was sufficient to cover the content. Participants also confirmed that the workshop facilitators were knowledgeable and helpful.

b) Expectations of the workshop

Table 11 below shows the participants' expectations of the workshop.

Table 11: Seychelles - participants' expectations

	Did you expect the following from the workshop?		Were these expectations met?	
	Yes	No	Yes	No
1. Computer literacy	8	3	11	0
2. To learn about Basecamp	11	1	12	0
3. To learn about open education resources	12	0	12	0
4. To learn about creative common licences	8	4	11	0
5. To learn to develop a course blueprint	11	1	12	0
6. To learn and use the instructional design template	10	2	11	1
7. To learn about creating and editing media resources	11	1	11	1

Generally, the workshop met the expectations of participants. Only one participant indicated that his/her expectation on learning how to use the instructional design template was not met, and another one expressed the same regarding creating and editing media resources.

Way Forward

a) Anticipated challenges

One of the challenges raised related to time constraints. They felt that the time allocated for the task might be too short given that they will have to meet their normal workload demands as well.

The participants also gave availability of computers, internet connectivity, and bandwidth as possible constraints. Some participants were concerned that they might be limited in terms of accessing Basecamp and internet outside working hours, this limitation constrains their ability to collaborate using the platform.

It is important for the Country Management Committee to try and find ways of assisting affected participants to go round the problems of access to computers, internet connectivity, and work overload. This is important if participants are to deliver quality outputs within the required timeframes.

b) Further support needed

Participants' requests for additional support in the various areas of materials development are captured in Table 12 below.

Table 12: Seychelles - summary table of additional support needed

Area	Additional Support Requested
Computer Literacy	Further training and practice Working with, and editing, pictures, charts and other media Microsoft office
Basecamp	Further training and practice
Working collaboratively to produce OERS	Periodic meetings of subject teams to review/collaborate
Creating and editing media resources for inclusion in materials	Further training and practice Software for creating the materials Inserting, working with, and editing, pictures, charts and other media
Using the instructional design template	Further training and practice
Designing and developing course materials	More training on pedagogical aspects of the design of multimedia materials
Other	Assistance with internet connectivity Video camera, digital camera, voice recorders, portable hard drives etc. Periodic country reports to ensure momentum is kept Time allocated to work on course materials

Amongst other things, participants still need additional support in Basecamp, in creating and editing media resources for inclusion in their materials, and in using the instructional design template.

Overall comment

The consultant reports that presentations made by participants on the last day of the workshop showed that they had admirably incorporated all the skills and principles they had learnt during the workshop into their work.

Participants' comments show that the training workshop was a success and they appreciated the role played by the facilitators. Some of the comments given by participants are:

Great facilitators, thank you.

The workshop went very well. Even though the working day was longer than usual, it was worth it and the time was well utilised.

It was a very informative training. I have been able to learn many new things and also build up on what I already know.

Judging from the comments above and from the participants' responses to the evaluation questionnaire, this group is likely to get along very well with their task of developing self-instructional materials.

Conclusions

There are a number of core issues that come up in this report and which are generic to all the six countries. This conclusion highlights some of these key issues.

As stated in the introduction to this report, the two key input indicators for this phase of evaluation are, appropriate teachers and the quality of the training workshops.

Appropriate teachers

The project set out to recruit 100 teachers. SAIDE received materials development tasks from 96 and completed training evaluation questionnaires from 89 respondents. From the profiles provided of the 89 teachers it is evident that across all six countries they are a highly experienced group. Seventy-five percent across the board had more than 10 years of teaching experience as evidenced in the shaded area of the table below.

Table 13: Years of teaching experience

	Namibia	Botswana	India	Lesotho	T&T	Seychelles	Total	%
Years of experience								
0 to 5	0	1	2	0	2	1	6	7%
6 to 10	3	3	5	3	1	1	16	18%
11 to 15	10	4	5	3	0	4	26	29%
16 to 20	4	0	4	3	2	1	14	16%
20+	5	1	6	4	3	5	24	27%
No response	0	0	1	0	2	0	3	3%
Total	22	9	23	13	10	12	89	100%

While the teachers have a lot of teaching experience, their materials development experience is considerably less. Across the six countries 30% of the teachers have between 0 and 2 years experience only. Of the 27 teachers in the project that have 2 or less year's materials development experience, 15 are from Namibia. This has clear implications for training across all countries. See table below for details of materials development experience per country.

Table 14: Years of experience in materials development

	Namibia	Botswana	India	Lesotho	T&T	Seychelles	Total	%
Years of experience								
0 to 2	15	3	4	3	2	0	27	30%
3 to 5	5	0	2	5	2	2	16	18%
6 to 10	2	3	6	3	1	2	17	19%
11 to 15	0	2	6	0	0	4	12	13%
16 to 20	0	1	1	1	1	1	5	6%
20+	0	0	1	0	1	2	4	4%
No response	0	0	3	1	3	1	8	9%
Total	22	9	23	13	10	12	89	100%

It is very clear from the report that in all the six countries, participating groups are highly heterogeneous in terms of their experience in teaching and in developing self-instructional materials. This suggests that a differentiated support strategy is necessary. Country Management Committees need to work with such a diversity of participants in very strategic ways so as to enable sufficient and relevant support to be given to the weaker participants whilst at the same time they capitalize on the expertise of the experienced ones. Possibly setting up and facilitating some kind of partnering or buddy system may help to enhance support needed. This could be arranged both within and across country teams.

From the analysis of the materials development assessment tasks, the following positive aspects were evident:

- Outcomes/objectives overall were stated clearly and generally we found congruence between the objectives and the teaching-learning activities contained in the examples of writing that were submitted.
- In general it was found that participants were able to sequence information well
- In the participants' critiques of the extract of material provided, they were keenly aware of the technical aspects of the instructional design.

Generally the following are the pedagogical areas requiring attention:

- The teaching voice, i.e. conducting a dialogue with students to provide a sense of context and linkage between aspects of learning as well as serving to motivate students.
- Whereas it was found that overall the participants were able to sequence content appropriately, very little evidence was presented of ability of "scaffolding". By this we mean ability to remind students of the necessary

prior knowledge and to systematically support and build new subject knowledge.

- In the main, participants gave little attention to encouraging students to reflect on and consolidate what they have learnt.

Furthermore, perhaps because of time constraints in certain instances, most participants did not provide the required either assignment or assessment tasks. This is a very important aspect of materials development. From the limited evidence provided we wish to highlight that the following may be problematic:

- Mismatch between stated target group and the level of the assessment task
- The emphasis on rote learning rather than higher order skills such as synthesis, analysis and evaluation

Finally, in developing an entire course attention needs to be given in ensuring that the learning pathway is clearly set out.

In conclusion, it is our view that one of the best ways of enhancing capacity in materials development is to provide high-level detailed feedback on drafts of materials. This feedback should include consideration of a range of pedagogical issues in addition to the more detailed technical instructional design issues with which participants are generally more familiar. This includes whether:

- There are clearly laid down aims and learning outcomes for this learning unit/topic.
- The content and teaching approach supports students in achieving the learning outcomes and there is an explicit learning approach/cycle.
- Materials have learner-friendly introductions, linking and summarizing passages that motivate students and that provide coherence of materials – the ‘teaching voice’ is made explicit in the materials.
- Materials have content that is presented in logical/sequential form and there are building blocks to the acquisition of key concepts that are well scaffolded.
- The content of the material is accurate, up-to-date, and relevant to aims and outcomes.
- Materials exhibit congruence between stated outcomes, learning activities and assessment tasks.
- The language level is appropriate for the targeted students.
- Students’ context is taken into consideration.
- Materials promote active learning approaches.

Quality of training workshops

As the table below shows, satisfaction with the quality of the workshops and of the facilitators was generally high, with over 79% of participants agreeing or strongly agreeing with a number of positive statements. One matter of concern to 30% of participants was that the time for the workshop was too short.

Table 15: Overall satisfaction with training workshops

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Agree or Strongly Agree
The workshop was well organized	2	8	6	43	25	81%
The workshop objectives were clearly stated.	1	6	8	40	30	82%
The venue/accommodation was good	0	0	3	51	30	96%
The facilitators were knowledgeable and helpful	0	3	1	30	52	95%
The training methodologies were conducive to learning	0	6	5	39	36	87%
The workshop was practical and hands-on	2	4	3	34	43	90%
The course materials are useful	0	1	8	41	34	89%
The workshop time was sufficient to cover the content	2	9	14	35	22	70%
The workshop met its stated objectives	2	5	11	46	21	79%

However a number of important issues were highlighted in the feedback received: the first raised by participants from several countries has to do with time constraints. Participants expressed concern that since they have to meet their normal workload at their workplaces, they may not have enough time to devote to project activities. This is likely to delay progress and affect the quality of their work. It appears necessary that dedicated time needs to be allocated within the participants' current job descriptions for materials development.

The second issue common across countries is the need for participants to have access to reliable computer and internet facilities. This is particularly so for those participants who do not have access to such facilities at work and at home. Arrangements need to be made on a country by country basis, as well as on the basis of the needs of individual participants to ensure that the necessary facilities are provided regularly enough. In cases, it may be necessary to consider the option of hiring laptops for participants.

Thirdly, the report shows a number of cases where participants opted for additional training support in various key areas of materials development. Generally, these areas include computer skills, more use of Basecamp, integrating mixed media like videos and animation in the materials, and formatting styles. Sustained support is

needed for participants to acquire skills in these areas and to consolidate the skills they acquired through the initial workshop training.

Lastly, acknowledging that materials development writing is by its very nature an iterative process, it will be necessary to focus time and skills on editing processes if the materials developed are to be used formally across institutions and possibly across various countries. This is particularly so given that most participants use English as a second language.

Appendices

Appendix A: Skills Assessment Reports

Appendix A1: Namibia skills assessment

Country name: Namibia

Number of participants: 25

Institutions represented: Various secondary schools
NAMCOL
National Institute for Educational Development (NIED)
Augustimeun
Concordia College

Introduction

At the beginning of the assessment instrument, clear instructions were provided on how the respondents were to go about the tasks, including important information they were required to supply; the font to be used, the file name for the task, where responses were to be sent, and the mode of sending them. All but one participant adhered to the instructions and supplied all the required information

All the tasks were done in MSWord.

Assessment Task One

In Task One participants were required to critique an extract from an open learning and teaching resource dealing with HIV and AIDS that had been developed for students enrolled in an initial teacher training programme. Participants were required to identify both weaknesses and strengths of the resource, and to support their opinions by using examples.

The majority of the participants gave both weaknesses and strengths of the resource extract. Only one participant did not provide any response to Task One at all. This participant also attempted to respond to assessment Task Two in the COL template instead of using the latter only as a guide as per instructions provided. Two participants gave only one weakness each and one participant gave only one strength. One participant gave strengths only without giving any weaknesses. Another participant completely misunderstood the instructions and responded to the questions in the learning resource, instead of critiquing the resource.

Nearly all the participants who gave both weaknesses and strengths of the extract only focused on *technical design* issues. Common strengths participants identified were that the language used is clear and easy to understand, the resource has an introduction and unit outcomes, and that there is use of icons in the learning and teaching resource. The common weaknesses identified were that the resource did not have illustrative pictures that help enhance understating and that there was no summary at the end of the unit.

Very few participants raised points relating to pedagogical issues such as:

- Appropriate scaffolding
- Learning cycles

- Contextual relevance
- Target group
- Study skills inserts
- The underlying pedagogical approach of learning style

In addition, two participants stated that the materials did not specify the level of the target group. This is incorrect as it is clearly stated at the beginning that the material was developed for students enrolled in initial teacher training.

The task required participants to illustrate their opinions by use of examples, and only four of the participants used any examples to illustrate their points of view.

One participant commented that conversational language was used in the resource, an important aspect of distance learning and teaching materials.

Assessment Task Two

In Task Two, participants were required to design and develop one topic in a unit of a teaching and learning resource suitable for self study in an open school learning context. Participants were given a COL instructional design template which was to provide them with a framework to use in the designing of the learning and teaching resource. This instructional design template had the following components that participants were supposed to follow: unit title, introduction, unit outcomes, terminology, topic heading, unit summary, assignment, and assessment.

Specific instructions were also given for participants to select a teaching subject in which they had specialisation, to refer to the COL template only for guidance for structuring the materials, and to develop a resource that is approximately three typed pages long. At the beginning of their task, participants were required to indicate their subject specialisation and the target group for which the resource was being developed. Participants were advised to spend 1 hour and 15 minutes on this task.

A good number of the participants (5 out of 25) did not provide basic information like the subject in which the materials were being developed, the target group and the topic as per task instructions.

Only 15 of the 25 participants strictly adhered to the structure provided in the template. It appears from the responses that a good number of the participants did not finish their tasks. About 44% of them did not give assessment task and 6 out of 25 did not give an assignment for the short resource they developed, as per guidelines provided. This made it impossible to test conclusively for understanding of congruence between assessment task and learning outcomes. Most of those who provided assignment and assessment tasks matched their tasks reasonably well with the levels of the stated target groups, and the learning outcomes. Only two participants had assignment tasks that were far below the appropriate levels of the target groups.

Three participants did not give summaries for their work, although they followed the guidelines provided in the template. The rest of the participants gave very

meaningful summaries of their resources. This showed their understanding of the pedagogical importance of consolidating whatever is learnt.

One participant did not explain the terminology used in the materials. This is in spite of the fact that the materials developed were in *Ethics in Life and Business*, a field that is full of unfamiliar terminology.

Only five participants used font size 11 as instructed. Of the rest, six used font 12 and 14 used a mixture of fonts. In some cases sub-headings were not distinct enough because they were not bold and resembled the rest of the text.

Overall comment

Overall, the majority of the participants reflected a sound understanding of self-instructional materials development. Although language usage was generally satisfactory, most tasks reflected quite a number of language errors. For purposes of public use and distribution, a thorough editing process of materials produced, would be necessary.

The country consultant's report reflects that participants took at least one hour longer than planned to complete this task, and this made it necessary to adjust the workshop schedule. This he attributes to the participant's poor keyboard skills.

Task One

Very few participants raised points relating to pedagogical issues like appropriate scaffolding; underpinning learning cycles; match between content and target group; study inserts; or commented on the possible underlying pedagogical approach. Only one participant commented that "conversational language" was used in the resource, an important aspect of self-instructional materials.

Task Two

In Task Two, despite the COL instructional design template having been provided as a guide for structuring the unit of writing required and clear instructions being provided regarding the task, five participants (about 20% of the group) did not adhere to these guidelines. They failed to provide basic information like the *subject content* of the resource that was developed, the *target group* for whom the resource was being developed and the *topic or focus* of the unit of writing. Absence of information on target group made it difficult to test for match between content and the grade level.

A significant number of participants, 11 of the 25 (about 44%) did not develop *assessment* tasks and 6 participants (24%) did not develop *assignment* tasks. It is not clear whether this was due to possible time constraints or not. The absence of assessment tasks made it impossible to test for an understanding of *congruence between learning outcomes, learning activities and assessment tasks*.

Generally, of those who gave the assessment and assignment tasks, the tasks included some of the higher order skills like describing, explaining, distinguishing, and classifying.

Appendix A2: Botswana skills assessment

Country name: Botswana

Number of participants: 11

Institutions represented: BOCODOL Curriculum Development and Evaluation
Moeding College
Two Secondary schools

Introduction

The assessment instrument consisted of two tasks- critiquing an extract from a learning guide on HIV and AIDS prepared for students enrolled in initial teacher training, and developing a short learning and teaching resource for an identified target group in a subject of one's own choice. Clear instructions were provided at the beginning of the assessment instrument on how the respondents were to go about the tasks. These instructions included important information participants were required to supply; the font to be used, the file name for the task, where responses were to be sent, and the mode of sending them. Most participants adhered to these instructions:

Assessment Task One

All the 11 participants gave strengths and weaknesses of the extract of the resource in their critiques. Two other participants only gave one weakness each, although they gave several strengths of the resource. Most of the participants commented on design issues like the presence of an introduction that raises students' interest to read the resource, clearly stated outcomes, use of icons, and presentation of content in chunks. Two out of the 11 participants gave points on the promotion of active learning through activities, the provision of feedback to activity exercises, and the lack of illustrative diagrams to explain concepts. Three participants felt that the resource should have a glossary of terms at the beginning, for the benefit of those students who have little background knowledge about HIV and AIDS. One participant commented that the resource should have a self-assessment exercise at the end for students to check their progress. Another important point raised by two participants is that the resource should give additional sources of information like books for students to do further reading on the issues dealt with in the resource. Also important was the point raised by one participant on the use of dialogic language in the resource.

Like participants from Lesotho, the Seychelles and Namibia, some participants were critical of the measurability of the stated outcomes. They prefer outcomes that are stated in measurable terms, like learning objectives. This is an aspect that may need to be dealt with during the ongoing training as participants develop their learning materials. This point is significant as COL may want participants to conform to a particular COL house style in stating learning outcomes. The extent to which learning outcomes of a unit matches objectives of a lesson may need to be articulated more clearly as participants develop their materials.

Generally, participants did not use examples in explaining their point of views in their critiques.

Assessment Task Two

In Task Two, participants were required to design and develop one topic in a unit of a teaching and learning resource suitable for self study in an open schooling context. Participants were provided with a COL instructional design template which was to provide them with a framework to use in the designing of the learning and teaching resource. Specific instructions were given for participants to select a teaching subject in which they had specialisation, to refer to the COL template only for guidance for structuring the materials, and to develop a resource that is approximately three typed pages long. At the beginning of their task, participants were required to indicate their subject specialisation and the target group for which the resource was being developed. Participants were advised to spend 1hour and 15 minutes on this task.

Not all participants provided the basic information called for at the beginning of this task. Nine of the 11 participants provided the subject, eight of the 11 provided the target group, and all 11 participants provided the topic on which the resource was being developed. For the three participants who did not provide the relevant target groups, it was not possible to assess their ability to match the assignment and the assessment tasks to the target groups.

All participants followed the guidelines provided in the template, with one important exception: six participants did not develop an assessment task and four did not develop an assignment task. This made it impossible to establish whether or not they could develop tasks that were appropriate for the content of the resource; and that were pitched at the right level of the target groups. Of those participants who did provide assignment and assessment tasks, three participants gave tasks that were too simple for the target groups. For example, one participant who developed a learning resource on types of food gave Grade 12 students an assignment that required them to name 3 examples of food that had starch. This falls far short of the requirements of a Grade 12 class, as it does not test any high level skills like analysis or evaluative skills. Another participant, when asked to state learning outcomes for a unit, stated lesson activities. Hence she ended up with 10 learning outcomes for a very short unit. This is one key element in materials development which may need to be given particular attention in the training and development process.

The language used was also appropriate for the levels for which the materials were developed.

Overall comment

All 11 participants completed the two materials development assessment tasks.

Task One: The participants provided both weaknesses and strengths in their critiques of the given resource.

Generally, most of the comments were around *technical*, rather than *instructional* design issues. Two or three participants commented on the promotion of active

learning through learner activities, the importance of the provision of feedback to activity exercises, and the lack of illustrative diagrams to explain concepts.

Task Two: The absence of assignments and assessment tasks in a good proportion of cases, made it impossible to test for an understanding of *congruence between learning outcomes, learning activities and assessment tasks*. It also made it impossible to assess whether these particular participants were able to design assessment tasks and set assignments that were appropriate to the level of the target group.

In three of the instances where the assessment and assignment tasks were completed, these were at an *inappropriately low* level resulting in the tasks being too simple for the target group.

It is worth noting that although the level of language proficiency for the participants is reasonable, *there will be need for rigorous editing of the materials if they are to be published as open education resources*. Correct and accessible use of language is a critical aspect of self-instructional materials development as it directly impacts on how well ideas are communicated in the materials.

However, overall, all participants showed great potential for developing self-instructional materials, although it is clear that they may need differing levels of support in the process.

The country consultant reported that some participants took longer than may have been expected to do these skills assessment tasks. She observed that this was, at least in part, due to the fact that some participants lacked the necessary computer skills and seemed unfamiliar with MS Office.

This observation needs to be taken seriously when considering further training for this group.

Appendix A3: India skills assessment

Country name: India

Number of participants: 22

Institutions represented: Rajdhani College
National Institute of Open Schooling
Guru Gobin Singh Indraprastha University
Various Open Schools
National Informatics Centre – Department of Information Technology
Other institutions
Retired professor

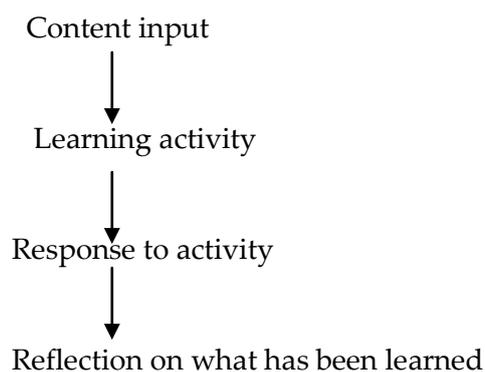
Introduction

The assessment instrument for the Indian participants consisted of two tasks- critiquing an extract from a learning guide on HIV and AIDS prepared for students enrolled in initial teacher training, and developing a short learning and teaching resource for an identified target group in a subject of one's choice. Instructions were provided at the beginning of the assessment instrument on how the respondents were to go about the tasks. Participants were also required to provide information on their full name, name of institution at which they were currently employed and country in which it is located, their current position within the institution, and their subject specialisation. Most participants adhered to these instructions but one participant did not provide information on any of the aspects reflected in the table above. The only way we could identify the name was through the file name.

Assessment Task One

In critiquing the extract of the resource provided, 18 of the participants gave both weaknesses and strengths of the resource. It was interesting to note that three of the participants gave weaknesses only and do not seem to have been able to identify any strengths in spite of the fact that the resource had so many of them. One participant did not respond to Task One at all. Of the 18 participants who gave both weaknesses and strengths, a good proportion only cited a few points (For instance, one gave only one weakness and two strengths as his critique. Of the three whose responses were limited to weaknesses only, one gave only four bullet points).

Generally, the level of the critiques was very low as most of the participants identified only technical design aspects of the resource without seeing much of the pedagogic aspects. This is not to suggest that the design aspects that participants identified were not important; the point is rather that there are pedagogical principles that are fundamental to developing self-instructional materials which were not commented upon. Critical amongst these aspects is the need for materials to have a clear learning cycle that consists of the following stages:



For participants to identify this structure, they needed to go beyond the details of the resource and see it holistically, where all the different parts of it are interconnected. Participants fell short on this aspect.

Assessment Task Two

In Task Two, participants were required to design and develop a learning and teaching resource suitable for self study in an open school learning context. Participants were provided with a COL instructional design template which was to provide them with a framework to use in the designing of the learning and teaching resource. Participants were specifically instructed to only refer to the design template for structure, but some of them ended up working in the structure itself and this tended to distort their work. They were also instructed to select a teaching subject in which they had specialisation, and to develop a resource that is approximately three typed pages long. At the beginning of their task, participants were required to indicate their subject specialisation and the target group for which the resource was being developed. Participants were advised to spend 1hour and 15 minutes on this task.

This group of participants was distinctly different from participants from other countries. For some reason, there were a lot of anomalies in the way they responded to Task Two. Some of the notable anomalies are documented below:

Of the 22 participants, one participant did not provide any response to Task Two at all. It is possible that this particular respondent might not have sent through his/her response to the task.

About four of the participants did not give any content in their resource. They either provided only an introduction and a few definitions of terms and some form of an assignment and an assessment task. In one instance where the participant developed a resource on Probability, an admittedly difficult mathematical area, the participant provided no input on the content or any learning activities. Only a short assignment question which was also vaguely phrased was provided at the end. There was no assessment provided. The entire resource was less than half a page long.

Quite a good number of the participants did not stick to the structure provided in the template. Only 13 participants followed the structure on the template. Most of them provided content that was not well organized and that had no learning activities, as suggested by the template. Some did not have a section on terminology, in spite the

fact that they were developing materials in areas like Management and Trigonometry and Trigonometric Ratios and Functions.

There was no proper sequencing of content in order to enable students to build their understanding of concepts. The material on Trigonometry cited above did not even have an introduction. In what was supposed to be an introduction, the participant started by posing questions like: What is Trigonometry? Why do we study triangles? What is involved in triangles from a Mathematical point of view?

Most of the resources developed were too skeletal to be meaningful as teaching and learning resources.

Only 12 out of the 22 participants provided some assessment task at the end of their resource. Seventeen provided an assignment task.

The following table shows the number of participants who adhered to instructions pertaining to the provision of certain information in their resource:

Instruction	Number of participants adhering to instruction
Providing information on subject	21
Providing information on target group	16
Providing information on topic	21
Following the structure provided in the template	13

In the 10 cases where assignments were *not* provided, it was not possible to assess the ability of such participants in designing assignment tasks that were congruent with the relevant target groups and with the content dealt with in the resource that was developed. For the rest of the participants who *did* provide the assignment, generally the tasks were challenging enough for the groups for which they were developed. However, very few tasks testing the higher level skills of students to analyse, synthesis and evaluate.

Overall comments

Task One: In critiquing the resource extract, the majority of participants, 18 of the 22, covered both weaknesses and strengths in their reviews. Generally, the level of the critiques was not of a high standard. Most of the participants only referred to the *technical design* aspects of the resource and made no comment on the *instructional design* aspects of the resource provided. Basic pedagogical aspects such as the value of *activities* or the use of reflexive devices were not referred to at all.

Task Two: In designing and developing a learning resource in their own subject area, a great deal of unevenness in the participant's abilities was reflected in the tasks submitted to SAIDE. Four of the participants did not give any content to their resource. One provided an introduction, but no learning content (subject matter).

Another couple provided a few definitions of terms and a poorly conceived assignment and assessment task, but no subject content.

About half the group seemed to struggle to provide well structured and sequenced content. The resources developed were too skeletal to be useful as self-instructional resources. There was also no attempt to design an assessment task as part of the unit of learning.

A couple of participants submitted poorly structured assignment and assessment tasks that were not at a level that is appropriate for the stated target group.

By contrast, the other half of the group successfully designed assessment tasks and assignments that were included in the unit of learning material that they developed. They appeared to be level-appropriate for the target groups for which they were developed and were congruent with the stated learning outcomes.

Overall, it appears that at least half of this group will need a great deal of support to develop quality self-instructional materials. In general, English language usage will also need to be addressed as it was noticeably weak.

Appendix A4: Lesotho skills assessment

Country name: Lesotho

Number of participants: 15

Institutions represented: Ministry of Education
Lesotho College of Education
Lesotho Distance Teaching Centre
National Curriculum Development Centre
Various high schools

Introduction

A SAIDE staff member introduced and administered the assessment task during the training session held at the Maseru Sun Hotel on 3 February 2009. Although scheduled for 2 February, the assessment task was only administered on the 2nd day of the workshop (3 February) due to initial problems with accessing computers and internet connectivity. Despite the arrangement that the task would be administered at 08h30, most of the participants arrived late and the assessment only got underway at 09h00.

Although all the trainees had basic computer skills, most of them were very slow on the keyboard. All 15 participants could not finish the two tasks within the stipulated 2 hours. An additional hour was allowed in order to enable them to finish the assessment tasks. Even with this extension of time, approximately half of the participants still did not finish the assessment tasks.

At the beginning of the assessment instrument, clear instructions were provided on how the respondents were to go about the tasks, including important information they were required to supply; the font to be used, the file name for the task, where responses were to be sent, and the mode of sending them. All but one participant adhered to the instructions and supplied the required information (first name and surname, country, institution, position, and subject specialisation.) All the tasks were done in MSWord.

Assessment Task One

In Task One participants were required to critique an extract from an open learning and teaching resource dealing with HIV and AIDS that had been developed for students enrolled in an initial teacher training programme. Participants were required to identify both weaknesses and strengths of the resource, and to support their opinions by using examples.

Five of the 15 participants only cited weaknesses without identifying any strengths. One participant gave strengths but did not give any weaknesses. The majority of the participants were able to comment on the general design issues like the introduction, the learning outcomes, use of icons for various activities, and provision of answers to some of the tasks. They were also critical about the measurability of unit outcomes.

Approximately five of the 15 participants were able to discuss pedagogical issues as well, over and above the design issues. Such pedagogical issues included promoting active learning through activities, reflecting on content input and activities in the text, sequencing of content, and consolidating what is learnt by providing a summary at the end of the resource. Only two of the participants illustrated their points using examples; the rest did not make use of any examples to substantiate their critique.

Two of the participants provided only three bullets for their critiques, and a total of one page for responses to both tasks for the entire 3 hours. Both of these respondents were teachers from high schools. One may therefore assume that they had not had much experience in materials development.

Generally, there was preoccupation with the details of the resource at the expense of viewing the resource holistically and engaging with larger issues such as whether the purpose had been achieved, whether the learning activities were appropriate, with the assessment tasks matched the intention etc.

Assessment Task Two

In Task Two, participants were required to design and develop one topic in a unit of a learning and teaching resource suitable for self study in an open school learning context. Participants were provided with a COL instructional design template which was to provide them with a framework to use in the designing of the learning and teaching resource. Specific instructions were given for participants to select a teaching subject in which they had specialisation, to refer to the COL template only for guidance for structuring the materials, and to develop a resource that is approximately three typed pages long. At the beginning of their task, participants were required to indicate their subject specialisation and the target group for which the resource was being developed. Participants were advised to spend 1 hour and 15 minutes on this task.

All participants provided information on subject, target group and topic as requested. Only one trainee did not provide the target group for which the materials were being developed. This made it impossible to match the assignment, assessment task as well as the language level used to the relevant target group.

The instructional design suggested had the following components that participants were supposed to follow: unit title, introduction, unit outcomes, terminology, topic heading, unit summary, assignment, and assessment. All but two of the participants followed the template. Quite a good number though did not finish their work; hence some of the aspects of the template like *assignment* and *assessment* were not covered. About 50% of the participants did not provide assignment and the assessment tasks as required in the guidelines provided. This made it impossible to compare the tasks to the content as well as to the stated outcomes of objectives.

It was noted that some of the assignments given were far below the level of the specified target groups. For example, in one instance Grade 12 students were required to simply distinguish common nouns from proper nouns from a list of eight nouns provided. In another case, Grade 9 students were required to identify and write a verb from each of the 10 short sentences given.

One of the important skills the assessment instrument sought to assess is the congruence between the level of the assignment and the assessment tasks and the content provided. It also sought to assess the match between the level of the assignment and assessment tasks and the target group. Where both the assignment and the assessment were not given, it was not possible to establish such congruence.

Generally, the responses show that the participants had good command of language. The language used in developing the learning resources was also appropriate for the relevant target groups. In some instances, though very few, there was presence of a teaching voice, with comments like: *How are we doing so far? Try it as many times as you can so that you are sure of the readings you get being used after an activity.*

Some of the participants used font 12 instead of 11; others used normal Arial font instead of New Roman, and there was lack of uniformity in terms of spacing. In some instances sub-headings were not distinct enough because they were not bold and resembled the rest of the text.

Overall comment

On the whole, 13 of the 15 of the participants showed appreciation of ODL materials development. The major constraint appears to be lack of sufficient computer proficiency which affected the speed at which they worked as well as the graphics of their work. *This is an aspect of the training that will clearly require attention so as not to hamper project progress.*

Task One

Most of the points raised by participants focused on aspects such as, the presence of an introduction, inclusion of learning outcomes, use of icons for various activities and provision of answers to some of the tasks. The majority of the participants were particular about the need to state learning outcomes that start with an action verb and that are measurable.

About five other group members (a third of the group) were however, able to identify pedagogical issues, over and above the design issues. Such pedagogical issues included promoting active learning through well structured activities, reflecting on content input and activities in the text, sequencing of content, and consolidating what is learnt by providing a summary.

A general shortcoming in the critiques given by most of the participants is that there was preoccupation with the minute details of how the resource was presented, at the expense of viewing it more holistically.

Task Two

As only about half of the participants provided outcomes/objectives, content input and assessment task, it was not possible to test conclusively for understanding of congruence in the three aspects of instructional design

Nine of the 15 participants who provided assessment tasks and assignment focused on factual recall questions. There were very few examples of higher order assessment tasks that would require analysis, synthesis and evaluation of information.

A worrying trend was displayed regarding the level at which the material was pitched. It seemed generally to be below the stated level.

Some examples of the 'teaching voice' were in evidence. *This is an aspect of self instructional resource design that ought to be encouraged.*

Although language usage was generally satisfactory, it is clear that the authors of these tasks are second language English speakers. For purposes of publication or documentation as OER, a thorough editing process will be necessary.

Appendix A5: Trinidad & Tobago skills assessment

Country name: Trinidad & Tobago

Number of participants: 12

Institutions represented: University of Trinidad and Tobago

High Schools

Colleges

Introduction

As was the case with all the other five countries, participants were required to respond to two tasks; critiquing an extract from a learning guide on HIV and AIDS prepared for students enrolled in initial teacher training, and developing a short learning and teaching resource for an identified target group in a subject of one's choice. Participants were provided with clear guidelines on how to respond to the task at the beginning of the assessment instrument. They were also required to provide information on their full name, name of institution at which they were currently employed and country in which it is located, their current position within the institution, and their subject specialisation. Most participants adhered to these instructions:

Assessment Task One

All 12 participants provided weaknesses and strengths in their critiques of the extract of the resource provided. Their responses showed a reasonably good understanding of what self-instructional materials should contain if they are to be of maximum benefit to students. The amount and quality of work given in terms of the overall response to Task One was commensurate with the 40 minutes that was allocated for this task.

Generally, the level of the critiques was quite high, with most of the points raised being around the pedagogical aspects of the learning resource. Most of the participants commented on the appropriateness of the language used in the resource. They also commented on the importance of learning outcomes in the unit, although some raised concern regarding the wording of these outcomes. For example, there was the comment that key (action) words like comprehend, define, contrast and describe should have been used in stating the learning outcomes. This point was raised by most participants from Lesotho as well.

Some of the important points commonly raised by participants were on the interactive nature of the material, the need for more scaffolding for the benefit of students weak in science, and the need for defining key terminologies used in the resource.

None of the participants however commented on the idea of a learning cycle, although they commented that there was proper sequencing of ideas. During the course of developing the materials, there may be need for more theoretical grounding in their materials development work.

Assessment Task Two

As mentioned above, Task Two required participants to design and develop a learning and teaching resource suitable for self study in an open school learning context. Participants were also instructed to select a teaching subject in which they had specialisation, and to develop a resource that is approximately three typed pages long. They were provided with a COL instructional design template which was to provide them with a framework to use in the designing of the learning and teaching resource. According to the instructions, the COL template was only to be referred to for guidelines on structure. All the participants were able to follow this instruction, and did not work in the structure itself - as some of the participants from other countries did.

At the beginning of their task, participants were required to indicate their subject specialisation and the target group for which the resource was being developed. Participants were advised to spend 1 hour and 15 minutes on this task. All the participants, except one, provided information on the subject specialisation, and eight gave the target group for which materials were developed.

All the participants also managed to follow the structure provided in the template. They developed resources that were meaningful in terms of self-instruction. (Only one participant developed a resource that was not a self-instructional resource; it was based on the idea of teacher presence. The resource had teacher demonstration as the starting point in the learning process, and students would have to observe this demonstration carefully and then do the learning exercise based on the demonstration.)

All the participants provided learning outcomes for their learning resources. The content was generally correctly matched to the grade levels given at the beginning, and they all made an attempt to promote active learning through in-built activities. Some moved a step further and provided feedback to the activities in the materials. This is an important aspect of self-instructional materials – provision of both motivation and guidance during learning. All participants showed evidence of awareness for consolidation of what is learnt. This was a very positive aspect of participants' work.

All participants provided an assignment task in their resource, and all but two provided an assessment task as well. Generally, the assessment and assignments tasks were relevant to the content of the resources developed as well as to the outcomes stated at the beginning of the resource. (One participant gave an assessment task that was too general to be meaningful. The resource was on Technical Drawing and the assessment task simply required students to draw three figures, without specifying the exact figures to be drawn or the skills called for in the task. It was not possible to determine whether this task was relevant or adequate for a Form 4 class.) One participant did not specify the level for which the resource was developed, making it impossible to assess the appropriateness of the assignment and assessment tasks to the target group.

There was general mismatch between the level of the tasks and the target groups. Most of the tasks were too simple for the target groups for which they were

designed. For instance, just listing four types of challenges farmers face is not challenging enough for Form 4 students; nor is merely ticking whether a statement is correct or not appropriate for the same level of students. Assignment and assessment tasks need to be challenging enough in order to get students to engage with key concepts on a topic, and promote deep learning. There is need for motivating students to further explore particular issues, and mechanisms needed to be built into the materials for this to happen.

Generally, this group of participants displayed a very good level of language proficiency in their work, although there are few grammatical errors here and there in some of the work.

Overall comments

This group of participants shows great potential in terms of developing self-instructional materials for this project. This is demonstrated by the way they structure and sequence their materials, as well as by the 'teaching voice' they employed in their short resources.

Task One

All 12 participants commented on and provided examples of both the strengths and weaknesses in their critique of the resource extract provided. Their critique showed a good basic understanding of what self-instructional materials should contain if they are to maximise learning.

Generally, the level of the critique provided by this group of participants was good. Many raised points pertaining to the pedagogical aspects of the learning resource: the interactive nature of the resource; the need for more scaffolding to better support students who are weak in science; and the need for defining key terminologies used in the resource.

Task Two

In the majority of cases the resources developed were well structured and followed the template provided. The content was generally good, with learner activities inserted at appropriate places, and in some instances feedback provided on the activities. It is worth noting that, unlike participants from other countries, all but one participant was able to finish Task Two.

The assignment and assessment tasks that were integrated into the unit of learning were congruent with the stated outcomes and subject content of the resources developed.

The main weakness with a number of the resources developed for this task was the mismatch between the *level* of the learning and assessment activities included in the resource and the stated target group.

Most of these tasks were too simple for the intended target groups. *This mismatch between the level of the target group and the type of learning activities and assessment tasks designed is an area that could usefully be addressed in future training.*

Overall, this group displayed very a sound level of language proficiency.

Appendix A6: Seychelles skills assessment

Country name: Seychelles

Number of participants: 12

Institutions represented: Ministry of Education
National Institute of Education
Various high schools

Introduction

The assessment instrument consisted of two tasks- critiquing an extract from a learning guide on HIV and AIDS prepared for students enrolled in initial teacher training, and developing a short learning and teaching resource for an identified target group in a subject of one's choice. Clear instructions were provided at the beginning of the assessment instrument on how the respondents were to go about the tasks. These instructions included important information participants were required to supply; the font to be used, the file name for the task, where responses were to be sent, and the mode of sending them. Most participants adhered to these instructions:

Assessment Task One

Unlike participants from other countries, all the participants but one from Seychelles gave *both* strengths and weaknesses in their critique. (The one participant worked on the assessment instrument document and inserted comments directly on it without explicitly indicating whether the comments were strengths or weaknesses.)

The comments given by most participants were generally around technical design issues, and not on pedagogical aspects of the materials, like scaffolding learning and on the promotion of active learning. Comments on design issues were mainly on time allocation for study, use of icons for various activities, stating of learning outcomes for the unit, and the informative nature of the content provided. One of the participants also commented that the true/false questions in activity 1.2 should have been followed up by a question requiring students to explain their answer.

Generally, participants' critiques were very short, with most being two or three bullets for strengths and weaknesses. Participants did not explain their opinions explicitly. They also did not make use of examples to illustrate their points.

The overall weakness that was noted in the responses, just like in those from participants from other countries, is that there was too much focus on the details of aspects of the resource at the expense of viewing the resource from a holistic point of view, in order to see the bigger picture. By so doing, participants did not give any comments relating to the appropriateness of the level of the tasks/questions in the activities to the target group. They also did not comment on the learning pathway that is constructed in the resource – content input, learner activity and consolidation (or reflection) of what is learnt.

Assessment Task Two

In Task Two, participants were required to design and develop a learning and teaching resource suitable for self study in an open school learning context. Participants were provided with a COL instructional design template which was to provide them with a framework to use in the designing of the learning and teaching resource. Specific instructions were given for participants to select a teaching subject in which they had specialisation, to refer to the COL template only for guidance for structuring the materials, and to develop a resource that is approximately three typed pages long. At the beginning of their task, participants were required to indicate their subject specialisation and the target group for which the resource was being developed. Participants were advised to spend 1 hour and 15 minutes on this task.

Ten of the 12 participants provided information on the teaching subject in which they were developing the resource. Eleven provided information on the topic and the target group for which the materials were being developed. The instructional design provided had the following components that participants were supposed to follow: unit title, introduction, unit outcomes, terminology, topic heading, unit summary, assignment, and assessment. All the participants followed the structure of the COL template provided, although half of them did not provide a section on terminology. (One participant gave ten outcomes for the short resource he/she developed. The same participant also confused the summary of a learning resource with outcomes; in the summary section he/she stated learning outcomes instead of consolidating what is learnt.)

All the participants managed to finish this task, and provided both the assessment and the assignment tasks. Generally, the levels of these tasks matched very well the target groups; although some of them had too few questions. Only one participant gave an assignment that was too low for the target group. This particular task did not match the stated outcomes as it was too narrow in scope. For the rest of the participants, however, there was reasonable congruence between the assignment and assessment tasks, the content provided, and the learning outcomes stated at the beginning of the resource.

Although there are some errors here and there in some of the work, most of the participants seem to have a satisfactory level of written language. For purposes of materials that are availed on a public platform, there may still be need for editing the resources they are going to develop.

Overall comments

Most of the participants show that they have sound knowledge of developing self-study materials. For instance, at the end of the resource, one participant wrote: *Congratulations on completing this unit. Start using your decision making skills for difficult situations today!!!!* The statement shows awareness on the part of the participant of the importance of motivating students and of encouraging application of what is learnt to life situations.

Unlike other groups, most of the participants finished both assessment tasks, and gave good assignment and assessment exercises. Some of the participants however,

copied some content, including activity questions and diagrams from the internet. Whilst this may be appropriate if the content is relevant and appropriate for a learning resource, it is always important that this be acknowledged. It is possible that participants had more than two hours in which to complete the two assessment tasks, since they had time to search for information on internet.

Task One

Whilst most participants could identify weaknesses and strengths in the structure of the extract provided, they did not identify pedagogical aspects like:

- Appropriate scaffolding
- Contextual relevance
- The presence or lack of a “teaching voice”
- The underlying pedagogical approach of learning style

Task Two

It was noted that unlike participants from other countries like Lesotho and Namibia, most of the participants managed to finish Task Two. They also provided more content than their afore-mentioned counterparts.

Most of the participants provided assessment and assignment tasks that focused on high level skills. This is exemplified by assignment tasks that had such words as: why, how, and what. There were also a number of tasks that required students to analyse situations and to apply what was learnt to a given situation.

Appendix B: Workshop evaluation reports

Appendix B1: Namibia Workshop Evaluation

Teachers participating in the training workshop were requested to complete a questionnaire evaluating the success of the training sessions. The training took place over a two week period in February. The results are presented below.

A total number of 22 respondents answered the questionnaire.

Years of Experience

- Years of teaching experience ranged from 8 to 33, with an average of 16.36 years (Mean=16.36, S.D. = 6.55).
- Years of materials development experience ranged from 0 to 10 with an average of 1.77 (Mean=1.77, S.D. = 2.59)

Table 16: Namibia - Years of Experience

	Teaching	Materials Development
0 to 5 years experience	0	20
6 to 10 years experience	3	2
11 to 15 years experience	10	0
16 to 20 years experience	4	0
Over 20 years experience	5	0
Total	22	22

Satisfaction

Teachers were satisfied with the training that they received. This is illustrated in the table below, which shows the number of respondents that agreed or disagreed with a set of statement about the training. As can be seen, most respondents agreed or strongly agreed with each of the statements.

Table 17: Namibia - Satisfaction with Training Workshop

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
8. The workshop was well organized		1		8	13
9. The workshop objectives were clearly stated.			1	13	8
10. The venue/accommodation was good			1	13	8
11. The facilitators were knowledgeable and helpful				4	18
12. The training methodologies were conducive to learning			1	10	11

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
13. The workshop was practical and hands-on				7	15
14. The course materials are useful			2	10	10
15. The workshop time was sufficient to cover the content			3	8	11
16. The workshop met its stated objectives				13	8

Expectations

Teachers' expectations of the training that they received were met. This is illustrated in the table below, which shows the number of respondents that stated that their expectations were met during the training.

Table 18: Namibia - Expectations

	Did you expect the following from the workshop?		Were these expectations met?	
	Yes	No	Yes	No
17. Computer literacy	16	5	21	0
18. To learn about Basecamp	19	3	22	
19. To learn about open education resources	21	0	21	1
20. To learn about creative common licences	13	8	19	1
21. To learn to develop a course blueprint	19	3	21	0
22. To learn and use the instructional design template	17	4	20	0
23. To learn about creating and editing media resources	20	2	21	0

Respondents were requested to explain the expectations that were not met:

- One respondent wanted to learn more about graphics and graphs;
- One respondent wanted support to use more features of the software
- One respondent wanted to partly develop interactive activities that can be accessed offline.

Anticipated Challenges

Participants were requested to indicate what their greatest challenges would be. The responses are provided below:

Area	Anticipated Challenge
In the project as a whole	Development of interactive resource materials that meet the objectives Sufficient time to complete work within given target dates – balancing with other work obligations
In designing and developing materials	Collection and use of various sources of materials Integration of interactive materials Creation of interactive materials such as graphics, video recordings, own diagrams etc. Issues surrounding copyright materials
In collaboration using the platform	Use of the template as a guideline to meet the objectives. Use of all functions in Basecamp Access to internet (not always possible to go to Namcol for internet)

Training and Support

Participants were requested to indicate what the types of additional support they would require. The responses are provided below:

Area	Additional Support Requested
Computer Literacy	Diagrams Graphics Animations Flash More practice Designing interactive multimedia Using Excel Using Power Point to develop interactive media learning resources Inserting media files into text documents Using webcam/digital cameras
Basecamp	Exchanging information Uploading the template on Basecamp from Word
Working collaboratively to produce OERS	Exchanging information Support needed to keep to the schedule as indicated in the course blue print. Regular meeting to discuss weekly progress and help solve problems
Creating and editing media resources for inclusion in materials	More practice, including editing video clips, music clips etc. Audio editing Equipment
Using the instructional design template	To be given examples Adjusting text according to the settings in the template Adapting resources Layout/formatting

Designing and developing course materials	To be given examples To develop content that is suitable online Advanced software to design diagrams Assistance with internet connectivity Copyright issues
Other	Java Script Materials for Wikibooks or Wikipedia

General Comments

Participants were requested to provide any further additional comments about the training workshop. The responses are provided below:

Area	Comment
Reflections	<p>"I enjoyed the training and learnt a lot of skills"</p> <p>"The facilitator was helpful and friendly"</p> <p>"Consultant was really easy-going and this made learning an enjoyable experience"</p> <p>"Thanks for the wonderful training, we have developed knowledge and skills we will use"</p>
Further Training	<p>Further practical training workshop is necessary to cover more needed skills to produce the material and to reinforce the acquired skills</p> <p>Continue to provide practical, hands-on training on how to integrate multimedia into content</p>

Appendix B2: Botswana Workshop Evaluation

Teachers participating in the training workshop were requested to complete a questionnaire evaluating the success of the training sessions. The training took place over a two week period in February. The results are presented below.

A total number of 9 respondents answered the questionnaire.

Years of Experience

- Years of teaching experience ranged from 1 to 26, with an average of 12 years (Mean=12.00 S.D. =6.59).
- Years of materials development experience ranged from 0 to 16 with an average of 7.89 (Mean=7.89, S.D. = 6.17)

Table 19: Botswana - Years of Experience

	Teaching	Materials Development
0 to 5 years experience	1	3
6 to 10 years experience	3	3
11 to 15 years experience	4	2
16 to 20 years experience	0	1
Over 20 years experience	1	0
Total	9	9

Satisfaction

Teachers were satisfied with the training that they received. This is illustrated in the table below, which shows the number of respondents that agreed or disagreed with a set of statement about the training. As can be seen, most respondents agreed or strongly agreed with each of the statements.

Table 20: Botswana - Satisfaction with Training Workshop

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
8. The workshop was well organized				8	1
9. The workshop objectives were clearly stated.			1	4	4
10. The venue/accommodation was good				7	1
11. The facilitators were knowledgeable and helpful				3	6
12. The training methodologies were conducive to learning				6	3

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
13. The workshop was practical and hands-on				5	4
14. The course materials are useful				6	3
15. The workshop time was sufficient to cover the content			4	3	2
16. The workshop met its stated objectives		1	1	6	1

Expectations

Teachers' expectations of the training that they received were met. This is illustrated in the table below, which shows the number of respondents that stated that their expectations were met during the training.

Table 21: Botswana - Expectations

	Did you expect the following from the workshop?		Were these expectations met?	
	Yes	No	Yes	No
17. Computer literacy	5	1	5	0
18. To learn about Basecamp	5	3	5	
19. To learn about open education resources	9	0	8	0
20. To learn about creative common licences	5	3	5	1
21. To learn to develop a course blueprint	7	2	6	0
22. To learn and use the instructional design template	7	2	3	3
23. To learn about creating and editing media resources	8	1	3	4

Some respondents indicated that their expectations to learn and use the instructional design template and to learn about creating and editing media resources were not sufficiently met.

The template that we were supposed to use ... was confusing for some of us. I felt it needs to be revised to fit distance learning material.

We did not get practice on the ID template; it was giving us problems and is not conformed to the way BOCODOL normally does things.

We did not cover how to write content such that there is uniformity in the way we will be presenting the information for students.

Anticipated Challenges

Participants were requested to indicate what their greatest challenges would be. The responses are provided below:

Area	Anticipated Challenge
In the project as a whole	Finding time to acquire resources and develop materials and still complete normal workload ICT skills may be inadequate Uncertainty of background of the students
In designing and developing materials	Finding and choosing interactive media Editing media resources to suit students Use of the instructional design template (differs from BOCODL template) Refining some of the objectives in the blueprint so that they suit students. Choosing types (and level) of activities for DE
In collaboration using the platform	Not always easy to access Internet/not readily available/low bandwidth

Training and Support

Participants were requested to indicate what the types of additional support they would require. The responses are provided below:

Area	Additional Support Requested
Computer Literacy	Hands-on experience of various applications Graphics MS Word, Excel and Power Point Formatting styles Finding and downloading learner materials from internet Inserting, working with, and editing, pictures, charts and other media
Basecamp	Working in Basecamp – more practice required
Working collaboratively to produce OERS	Periodic review meetings for the teams, as well as online meetings
Creating and editing media resources for inclusion in materials	
Using the instructional design template	Working on the template Pasting media without interfering with the formatting of the template Structural differences between BOCODOL template and CoL template
Designing and developing course materials	Knowing how to structure content for DE students
Other	Assistance with internet connectivity Searching for OERS

General Comments

Participants were requested to provide any further additional comments about the training workshop. The responses are provided below:

Area	Comment
Reflections	<p>“The workshop has been ... a socially and professionally self-fulfilling exercise. The workshop has set up strong networking teams whose sustenance is guaranteed by the time factor as well as the Basecamp facility. I extend my sincere gratitude to the key resource person, Alison Mead Richardson, who has worked tirelessly to ensure that she produces a tangible product out of the training workshop. I believe that the training we have received in will enable us to take the education system in this country to some desirable levels.”</p> <p>“I can only say the facilitator(s) were so well informed that they turned the otherwise daunting exercise into an exciting one.</p>
Further Training	<p>“Try to spend more time creating and developing media resources”</p> <p>“In future I suggest more time be allocated fir the hands-on session of almost all aspects of the workshop. We were mostly shown things but would have benefitted from practicing them.”</p>

Appendix B3: India Workshop Evaluation

Teachers participating in the training workshop were requested to complete a questionnaire evaluating the success of the training sessions. The training took place over a two week period in February. The results are presented below.

A total number of 23 respondents answered the questionnaire.

Years of Experience

- Years of teaching experience ranged from 2 to 38, with an average of 16.14 years (Mean=16.14 S.D. = 9.63).
- Years of materials development experience ranged from 1 to 30 with an average of 9.45 (Mean=9.45, S.D. = 6.93)

Table 22: India - Years of Experience

	Teaching	Materials Development
0 to 5 years experience	2	6
6 to 10 years experience	5	6
11 to 15 years experience	5	6
16 to 20 years experience	4	1
Over 20 years experience	6	1
Unspecified	1	3
Total	23	23

Satisfaction

Teachers were satisfied with the training that they received. This is illustrated in the table below, which shows the number of respondents that agreed or disagreed with a set of statement about the training.

Table 23: India - Satisfaction with Training Workshop

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
8. The workshop was well organized	2	2	3	12	3
9. The workshop objectives were clearly stated.	1	6	3	9	3
10. The venue/accommodation was good			1	15	6
11. The facilitators were knowledgeable and helpful		3	1	13	5
12. The training methodologies were conducive to learning		6	4	10	2

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
13. The workshop was practical and hands-on	2	4	3	10	3
14. The course materials are useful		1	6	10	3
15. The workshop time was sufficient to cover the content		6	5	9	2
16. The workshop met its stated objectives	2	3	8	9	0

There were mixed results for satisfaction with training. Respondents disagreed with, or were unsure of, the extent to which there was sufficient time to cover all the content and whether the workshop stated, and then met, its objectives.

Expectations

Teachers' expectations of the training that they received were met. This is illustrated in the table below, which shows the number of respondents that stated that their expectations were met during the training.

Table 24: India - Expectations

	Did you expect the following from the workshop?		Were these expectations met?	
	Yes	No	Yes	No
17. Computer literacy	17	5	4	16
18. To learn about Basecamp	19	3	21	
19. To learn about open education resources	20	1	18	3
20. To learn about creative common licences	19	2	12	4
21. To learn to develop a course blueprint	21	1	20	2
22. To learn and use the instructional design template	19	3	18	3
23. To learn about creating and editing media resources	20	2	4	18

Respondents stated that most of their expectations were met, except for computer literacy and learning about creating and editing media resources.

Respond they had received little training on multi-media and required more training in these areas:

- Animations and graphics
- Photo editing, video editing, and drawing figures

- Linkages with other programmes/web pages

Anticipated Challenge

Participants were requested to indicate what their greatest challenges would be. The responses are provided below:

Area	Anticipated Challenge
In the project as a whole	Develop course materials suited to the needs of learner globally Downloading relevant documents from the internet To maintain a uniform standard/quality of work/output Accessibility to internet and availability of computers Time management, given work schedules
In designing and developing materials	To develop course materials adapting a constructivist approach Integrating multimedia and creating interactive questions To create/link with development outcomes
In collaboration using the platform	Interacting with each other and focusing on integrated ideas To ensure that everyone remains online on a regular basis

Training and Support

Participants were requested to indicate what the types of additional support they would require. The responses are provided below:

Area	Additional Support Requested
Computer Literacy	Microsoft MS Word, Excel, and Power Point Hyperlinks Multimedia skills Inserting, working with, and editing, pictures, charts and other media Working with online course material
Basecamp	Team leader direction to complete the template Guidance from time to time - technical support, feedback etc. Real-time online interaction with members of other countries
Working collaboratively to produce OERS	Gaining knowledge of other countries, e.g. curriculum Using track changes in Word Periodic meetings of subject teams to review/collaborate
Creating and editing media resources for inclusion in materials	Inserting, working with, and editing, pictures, charts and other media
Using the instructional design template	Formatting
Designing and developing course materials	Comments and suggestions on content, as it is developed Developing Skills-based questions using constructivist approach Copyright issues
Other	Assistance with internet connectivity/financial support for computer or laptop with relevant software Support to have some face-to-face meetings to finalise draft before submitting to Basecamp

General Comments

Participants were requested to provide any further additional comments about the training workshop. The responses are provided below:

Area	Comment
Reflections	<p>“It is an excellent experience for me”</p> <p>“Overall, it was a good learning experience”</p> <p>“It is a very good/excellent project to work in. New ideas. Thoughts can be easily included in the OER course material”</p> <p>“Workshop focused only on the approach, not much on process. Not good”</p> <p>“Could have been more structured and more systematic”</p>
Further Training	<p>More time, and more activity based</p> <p>“We could have worked on templates and learnt how to link with each other and other practical issues which we will encounter at home”</p>

Appendix B4: Lesotho Workshop Evaluation

Teachers participating in the training workshop were requested to complete a questionnaire evaluating the success of the training sessions. The training took place over a two week period in February. The results are presented below.

A total number of 13 respondents answered the questionnaire.

Years of Experience

- Years of teaching experience ranged from 8 to 30, with an average of 16.85 years (Mean=16.85 S.D. = 6.69).
- Years of materials development experience ranged from 0 to 19 with an average of 5.33 (Mean=5.33, S.D. = 4.86)

Table 25: Lesotho - Years of Experience

	Teaching	Materials Development
0 to 5 years experience	0	8
6 to 10 years experience	3	3
11 to 15 years experience	3	0
16 to 20 years experience	3	1
Over 20 years experience	4	0
Unspecified	0	1
Total	13	13

Satisfaction

Teachers were satisfied with the training that they received. This is illustrated in the table below, which shows the number of respondents that agreed or disagreed with a set of statement about the training. As can be seen, most respondents agreed or strongly agreed with each of the statements, except for the organization of the workshop.

Table 26: Lesotho - Satisfaction with Training Workshop

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
9. The workshop was well organized		4	3	3	2
10. The workshop objectives were clearly stated.			3	4	6
11. The venue/accommodation was good			1	5	6
12. The facilitators were knowledgeable and helpful				4	9
13. The training				4	9

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
methodologies were conducive to learning					
14. The workshop was practical and hands-on				4	9
15. The course materials are useful				3	10
16. The workshop time was sufficient to cover the content			2	5	6
17. The workshop met its stated objectives				6	7

Expectations

Teachers' expectations of the training that they received were met. This is illustrated in the table below, which shows the number of respondents that stated that their expectations were met during the training.

Table 27: Lesotho - Expectations

	Did you expect the following from the workshop?		Were these expectations met?	
	Yes	No	Yes	No
18. Computer literacy	10	1	7	3
19. To learn about Basecamp	13	0	13	0
20. To learn about open education resources	13	0	13	0
21. To learn about creative common licences	10	3	10	0
22. To learn to develop a course blueprint	11	2	11	1
23. To learn and use the instructional design template	11	1	8	3
24. To learn about creating and editing media resources	10	3	10	1
25. To learn principles of instructional design for distance education	12	0	11	1

There is a manual that guides one on the template that should have been coupled with thorough clarifications with the trainer.

I thought we would be provided with laptops for the smooth running of the project.

Anticipated Challenges

Participants were requested to indicate what their greatest challenges would be. The responses are provided below:

Area	Anticipated Challenge
In the project as a whole	Lack of facilities - computer, internet To meet deadlines for submission and other objectives, whilst still having normal workload.
In designing and developing materials	To master the instructional design template Using the icons Using a computer to draw diagrams Developing high quality material that will be user friendly and understandable Incorporating media like videos and animation in the development of the material
In collaboration using the platform	Lack of internet connectivity

Training and Support

Participants were requested to indicate what the types of additional support they would require. The responses are provided below:

Area	Additional Support Requested
Computer Literacy	Need more practice Working with, and editing, pictures, charts and other media Downloading pictures and other media Graphs and other graphics, animation
Basecamp	Further training in using Basecamp
Working collaboratively to produce OERS	Periodic meetings of subject teams to review/collaborate
Creating and editing media resources for inclusion in materials	Need more practice Inserting, working with, and editing, pictures, charts and other media
Using the instructional design template	Need more practice
Designing and developing course materials	Content editors to verify the content Information on curriculum used by other countries
Other	Assistance with internet connectivity/financial support for computer or laptop with relevant software Require support from the Ministry and immediate supervisors

General Comments

Participants were requested to provide any further additional comments about the training workshop. The responses are provided below:

Area	Comment
Reflections	<p data-bbox="660 241 1283 277">"Generally speaking the workshop was very informative"</p> <p data-bbox="660 282 1315 315">"The training was good for capacitating the master teachers"</p>
Further Training	<p data-bbox="660 367 970 400">Held during school holidays</p> <p data-bbox="660 405 1342 468">"When we have finished the first unit, then we need training to reflect on what we have done"</p>

Appendix B5: Trinidad and Tobago

Teachers participating in the training workshop were requested to complete a questionnaire evaluating the success of the training sessions. The training took place over a two week period. The results are presented below.

A total number of 10 respondents answered the questionnaire.

Years of Experience

- Years of teaching experience ranged from 5 to 35, with an average of 19.38 years (Mean= 19.38 S.D. = 11.91).
- Years of materials development experience ranged from 0 to 31 with an average of 10.14 (Mean=10.14, S.D. = 11.48)

Table 28: Trinidad and Tobago - Years of Experience

	Teaching	Materials Development
0 to 5 years experience	2	4
6 to 10 years experience	1	1
11 to 15 years experience	0	0
16 to 20 years experience	2	1
Over 20 years experience	3	1
Unspecified	2	3
Total	10	10

Satisfaction

Teachers were satisfied with the training that they received. This is illustrated in the table below, which shows the number of respondents that agreed or disagreed with a set of statement about the training. As can be seen, most respondents agreed or strongly agreed with each of the statements.

Table 29: Trinidad and Tobago - Satisfaction with Training Workshop

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
8. The workshop was well organized		1		6	1
9. The workshop objectives were clearly stated.			1	5	2
10. The venue/accommodation was good				6	2
11. The facilitators were knowledgeable and helpful				3	5
12. The training methodologies were				5	3

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
conducive to learning					
13. The workshop was practical and hands-on				4	4
14. The course materials are useful				5	3
15. The workshop time was sufficient to cover the content	2	3		3	
16. The workshop met its stated objectives		1	2	4	1

Expectations

Teachers' expectations of the training that they received were met. This is illustrated in the table below, which shows the number of respondents that stated that their expectations were met during the training.

Table 30: Trinidad and Tobago - Expectations

	Did you expect the following from the workshop?		Were these expectations met?	
	Yes	No	Yes	No
17. Computer literacy	3	5	8	
18. To learn about Basecamp	7	1	8	
19. To learn about open education resources	6	2	8	
20. To learn about creative common licences	7	1	8	
21. To learn to develop a course blueprint	7	1	8	
22. To learn and use the instructional design template	7	1	8	
23. To learn about creating and editing media resources	7	1	8	

Anticipated Challenges

Participants were requested to indicate what their greatest challenges would be. The responses are provided below:

Area	Anticipated Challenge
In the project as a whole	Finding the time to develop the materials in the required timeframes Limited computer skills will slow down pace of work Coordination and collaboration with colleagues
In designing and developing	To have all lesson plans readily available with all the objectives

materials	stated in all topics Accessing other resources to add variety to activities to make content more interactive Using creativity to develop the materials
In collaboration using the platform	Connecting to the internet

Training and Support

Participants were requested to indicate what the types of additional support they would require. The responses are provided below:

Area	Additional Support Requested
Computer Literacy	Learning Microsoft Office Using multi-media software
Basecamp	Additional training in using Basecamp
Working collaboratively to produce OERS	<i>Many participants indicated need for face-to-face meetings as well as collaborating using Basecamp</i>
Creating and editing media resources for inclusion in materials	Additional support in using media Additional practice in working with photographs Technical assistance to insert media resources Assistance with multi-media devices Further training in the use of Photofilter and Picasa.
Using the instructional design template	
Designing and developing course materials	Accessing information/Access and use internet-based educational resources in developing course materials Samples of other designs with varied resources, and their use and application
Other	Support from the team Integrate into a professional learning community with which to network and share technical and educational resources

General Comments

Participants were requested to provide any further additional comments about the training workshop. The responses are provided below:

Area	Comment
Reflections	“Generally, I am satisfied with the delivery of their training workshop and its content. The facilitators were very knowledgeable and accommodating. I look forward to further training in Basecamp and as being part of a worldwide team.” “Well done, but heavy, heavy work”

Appendix B6: Seychelles Workshop Evaluation

Teachers participating in the training workshop were requested to complete a questionnaire evaluating the success of the training sessions. The training took place over a two week period in February. The results are presented below.

A total number of 12 respondents answered the questionnaire.

Years of Experience

- Years of teaching experience ranged from 5 to 40, with an average of 19.83 years (Mean=19.83 S.D. =11.17).
- Years of materials development experience ranged from 3 to 31 with an average of 13.27 (Mean=13.27, S.D. = 8.78)

Table 31: Seychelles - Years of Experience

	Teaching	Materials Development
0 to 5 years experience	1	2
6 to 10 years experience	1	2
11 to 15 years experience	4	4
16 to 20 years experience	1	1
Over 20 years experience	5	2
Unspecified	0	1
Total	12	12

Satisfaction

Teachers were satisfied with the training that they received. This is illustrated in the table below, which shows the number of respondents that agreed or disagreed with a set of statement about the training. As can be seen, most respondents agreed or strongly agreed with each of the statements.

Table 32: Seychelles - Satisfaction with Training Workshop

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
8. The workshop was well organized				6	5
9. The workshop objectives were clearly stated.				5	7
10. The venue/accommodation was good				5	7
11. The facilitators were knowledgeable and helpful				3	9
12. The training methodologies were				4	8

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
conducive to learning					
13. The workshop was practical and hands-on				4	8
14. The course materials are useful				7	5
15. The workshop time was sufficient to cover the content				7	1
16. The workshop met its stated objectives				8	4

Expectations

Teachers' expectations of the training that they received were met. This is illustrated in the table below, which shows the number of respondents that stated that their expectations were met during the training.

Table 33: Seychelles - Expectations

	Did you expect the following from the workshop?		Were these expectations met?	
	Yes	No	Yes	No
17. Computer literacy	8	3	11	0
18. To learn about Basecamp	11	1	12	0
19. To learn about open education resources	12	0	12	0
20. To learn about creative common licences	8	4	11	0
21. To learn to develop a course blueprint	11	1	12	0
22. To learn and use the instructional design template	10	2	11	1
23. To learn about creating and editing media resources	11	1	11	1

On the whole all expectations met except that practice is required to employ skills with ease

Time to use the design template by producing the first unit was very limited, as the exercise is a very time consuming one. For example, time was required to practice using and inserting multimedia while using the template. As the skill was not that well attained this further slowed down the development of the unit.

Use of the tools such as video recorders and voice recorders were totally new. More practice to help understand the basic use was required.

Anticipated Challenges

Participants were requested to indicate what their greatest challenges would be. The responses are provided below:

Area	Anticipated Challenge
In the project as a whole	Time to be allocated to the task is short, and then this also needs to be balanced with work demands Availability of computer, internet and appropriate bandwidth Availability of equipment such as video camera and digital camera and portable hard drive for large files.
In designing and developing materials	Time to develop interesting multimedia and their insertion into the template Common time for collaborative work
In collaboration using the platform	Time and facility to access base camp and other internet sites outside of working hours

Training and Support

Participants were requested to indicate what the types of additional support they would require. The responses are provided below:

Area	Additional Support Requested
Computer Literacy	Further training and practice Working with, and editing, pictures, charts and other media Microsoft office
Basecamp	Further training and practice
Working collaboratively to produce OERS	Periodic meetings of subject teams to review/collaborate
Creating and editing media resources for inclusion in materials	Further training and practice Software for creating the materials Inserting, working with, and editing, pictures, charts and other media
Using the instructional design template	Further training and practice
Designing and developing course materials	More training on pedagogical aspects of the design of multimedia materials
Other	Assistance with internet connectivity Video camera, digital camera, voice recorders, portable hard drives etc. Periodic country reports to ensure momentum is kept Time allocated to work on course materials

General Comments

Participants were requested to provide any further additional comments about the training workshop. The responses are provided below:

Area	Comment
Reflections	"Great facilitators, Thank you" "The workshop went very well. Even though the working 'day' was longer than usual, it was worth it and the time was well utilized" "It was a very informative training. I've been able to learn many new things and also building up on what I already know".
Further Training	At least some parts of the training to be done during school vacation Some members require more time to practice new skills "Participants to be provided with pen-drive in order to upload what we have worked on onto our own computers"