The Commonwealth of Learning

Report on the Training Consultancy to build Capacity of ODL
Practitioners in the area of Design, Development and Management of
Distance Education Study Materials in Lesotho

25 August to 5 September 2008
Maseru, Lesotho

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REPORT ON THE TRAINING CONSULTANCY: BUILD CAPACITY OF ODL PRACTITIONERS IN THE DESIGN AND THE DEVELOPMENT OF SELF-INSTRUCTIONAL MATERIALS IN MASERU, LESOTHO

INTRODUCTION

This report details the outcome of the "*Build capacity of ODL Practitioners in the area of Design, Development and the Management of Study Materials – Lesotho*" workshop undertaken by the Commonwealth of Learning (COL) from 25 August to 5 September 2005 in Maseru, Lesotho. The purpose of this training was to provide training to ODL practitioners in (i) the design and development of self-instructional materials, and (ii) the use of the ODL Template for course development.

This report contains information on the following:

14. Aims of the consultancy;
15. Responsibilities of Consultant;
16. Institutions invited to workshop;
17. Training Programme;
18. Workshop methods;
19. Topics covered in the workshop;
20. Achievements of the workshop;
21. Challenges of the ODL Template; and
22. Evaluation of the workshop.

The report concludes with recommendations and a reference list which indicates the resources used for the preparation of the training. The training programme, evaluation tool and the list of participants are appended for further reference.

1.   AIMS OF THE CONSULTANCY

The aims of the consultancy was to strengthen the capacity of writers, editors and student advisors in Maseru, Lesotho to develop and administer distance education (DE) courses and to guide new colleagues in DE practice.

The consultancy addressed three activities:

(i)   philosophy and management of DE,
(ii)   design and development of self-instructional materials (including instructional design), and the
(iii)   use of the ODL Template.

2.   RESPONSIBILITIES OF CONSULTANT

The Consultant was responsible for:

2.1   drawing up a training plan for writers and editors;

2.2   training participants in the Philosophy and Management of Open and Distance Learning;

2.3   training participants in the design and development of self-instructional print materials;

2.4   training participants how to use the ODL Template for instructional design;

2.5   training writers and editors on how to produce effective study materials for distance learners;

2.6   reporting on the observations, findings and recommendations of the workshop; and

2.7   consulting with the Deputy Director – Continuing Education Unit from time to time on matters relating to the training of writers and editors; and

2.8   submitting to COL a report outlining recommendations and lessons learnt.

3. INSTITUTIONS INVITED TO THE WORKSHOP

The workshop was arranged and administered by the Lesotho Distance Training Centre (LDTC). Staff from the following institutions attended the workshop:

(a) Lesotho College of Education (LCE);
(b) Lesotho Distance Training Centre (LDTC);
(c) Lerotholi Polytechnic;
(d) Institute for Extramural Studies (IEMS);
(e) Lesotho Court (Judiciary);

It must be noted that both part-time and full-time staff from LDTC attended the training. It was noted that most participants at this workshop were mainly educators (lecturers, teachers, distance education practitioners), with the exception of a female magistrate from the Lesotho Judiciary and a media practitioner from the University of Lesotho.

The magistrate joined the workshop as she felt there is a need for a course which aims to sensitize court clerks and police officers employed at the court on HIV-Aids issues, especially when dealing with clients and suspects who are HIV-positive.

A complete list of the participants has been appended as Appendix A.

4. TRAINING PROGRAMME

The training took place over two weeks from 25 August to 5 September 2008. The first two days focused on the Philosophy and Management of DE after which the design and development of self-instructional materials were discussed during the remaining three days of the first week.

The first week mainly involved the imparting of knowledge of the philosophy of DE. Participants shared their personal and work experiences of DE. Some participants could identify with DE, because they themselves were DE students. Three participants were experienced textbook writers and they found it worthwhile to compare the two experiences – writing textbooks and writing for DE.

Because of the diverse nature of the group, the contributions made during discussions were varied and useful. The variety of ideas served to enrich discussions on DE. Experienced writers were willing to share their knowledge and experiences and the new writers did not leave a stone unturned in questioning the seasoned writers. Both groups were quite open-minded and willing to learn from each other.

The second week dealt with the use of the ODL Template. The nature of the training during this week was very practical. Participants were requested to prepare a unit for their courses on the ODL Template.

5. WORKSHOP METHODS

The first week of the workshop took the form of lectures, discussions and presentations from groups and individual participants. Practical activities during the first week included the development of course specifications for their courses. Participants were encouraged to share their course specs with other participants during plenary sessions.

The second week was very practical. After participants were taken through the ODL Template, they were now required to apply their knowledge, gained

during the first week of the workshop, to prepare a unit for each of their courses on the ODL Template.

6. TOPICS COVERED IN THE WORKSHOP

The following topics constituted the main inputs in fulfilling the objectives of the workshop:

(i)   Philosophy of Distance Education
(ii)   Characteristics and needs of distance learners
(iii)   Course Development for distance education:
-     development of course specifications;
-     process of course development;
-     instructional design;
-     instructional methods;
-     use of the most appropriate media in the design of DE course materials;
-     copyright***
(iv)   Course Production:
-     how to make self-instructional materials interactive;
-     Presentation: style, format, language, illustrations;
-     Principles of editing;
(v)   Evaluating of a DE course; and
(vi)   Use of the ODL Template.

***The session on copyright was facilitated by Ms Francis Fereirra, education specialist from the Commonwealth of Learning. For a more detailed outline of the training programme, see Appendix B.

7. ACHIEVEMENTS OF THE WORKSHOP

The workshop realized achievements in some areas.

  Course Specifications

As said earlier in this report, some of the participants were experienced textbook writers and developers of self-instructional materials, while some have never undergone any intensive training in writing. It is, therefore a major achievement that participants produced fifteen course specifications which they would use during the second week of the workshop as a basis to develop a unit for each of their courses. The following course specifications were produced:

(i)   COSC Development Studies
(ii)   JC Geography
(iii)   JC English
(iv)   COSC Commerce
(v)   Life Skills Education
(vi)   Chemistry
(vii)   Learner Support Manual for distance learners
(viii) Bridging course for un- and under qualified teachers
(ix)   Technical Drawing
(x)   Basic Numeracy skills for herd boys in Lesotho
(xi)   Mathematics
(xii)   Micro-Economics
(xiii) Television Production and Multimedia Application
(xiv)   Course to sensitize court clerks and police officers employed by the court on HIV-Aids issues

Units Written

Armed with the knowledge of the different elements of a unit and how to produce interactive materials, participants undertook to prepare a unit for each of the above courses on the ODL Template during the second week of the workshop.

Participants agreed that the template is easy to use, user-friendly and convenient, but that it did pose some challenges. These challenges are discussed separately (see no. 8). Despite these challenges, units for the following courses were produced by participants:

(i)   Weathering (JC Geography)
(ii)   Verbs (JC English)
(iii)   Insurance (COSC Commerce)
(iv)   Coping with Stress (Life Skills Education)
(v)   The Particulate Nature of Matter (Chemistry)
(vi)   Enrolment Procedure (Learner Support Manual for distance learners)
(vii)   Fundamentals of Mathematics (Bridging course for un- and under qualified teachers)
(viii) Assertiveness (Life Skills)
(ix)   Plane Geometry (Technical Drawing)
(x)   Transformations (Mathematics)
(xi)   Chemistry**
(xii)   Demand and Supply (Micro-Economics)
(xiii) Genre Analysis (Television Production and Multimedia Application)
(xiv)   Course to sensitize court clerks and police officers employed by the court on HIV-Aids issues.***

**The Chemistry unit could not be accessed due to the incompatibility of Microsoft Vista with the template. For more information on the challenges of the template, see the section *Challenges of the ODL Template.*

***The participant for this course could not complete her unit, due to family commitments.

Although some units were only half-completed, participants were eager to share these with participants who have completed their units. Units were discussed during plenary sessions and inputs on how to improve on units were well-received by participants. They all agreed that this particular session was very useful as it combined all the aspects discussed during the two weeks – distance education, interactive writing, and the template. Attached please find some of these units.

8. CHALLENGES OF THE ODL TEMPLATE

It must be emphasized that the ODL Template is a gift to distance education writers, especially new writers, because it is easy, convenient and user-friendly. Apart from the advantages of the template, Frohlich (2008) identified several challenges that the ODL Template poses. Amongst those challenges, I would like to highlight those which participants at the Lesotho workshop experienced:

(i)   incompatibility of the template with certain types of software, eg Microsoft Vista, Mathstype;
(ii)   basic knowledge of Microsoft Word.

One participant struggled to get going, because of challenge no. (i). She had to bring another laptop with compatible software from her office to enable her to finalize her unit in good time. Not everyone is familiar with Microsoft Word, and explaining the functions took some time, but eventually all felt confident enough to prepare their units on the template.

9. EVALUATION OF THE WORKSHOP

Of the 27 participants who attended the workshop, 23 completed the evaluation sheet. The following is an overview of the evaluation data. A copy of the evaluation tool is appended as Appendix C.

Section A requested the name of the institution where participants are employed:

- LDTC = 14
- LCE = 3

- IEMS = 1
- Lerotholi Polytechnic = 1

Full-time teachers, employed as part-time writers at LDTC, are subject teachers at the following schools:

- Thabeng High School = 1
- Itekeng High School = 1
- St James Anglican High School = 1
- Masianokeng High school = 1

Section B of the evaluation sheet listed the topics covered under Philosophy of Distance Education. The grading of the topics was categorized as: Excellent, Good, Satisfactory and Poor.

The results were:

- **Excellent**: *What is ODL?; Why do we need ODL?; Various forms of ODL; ODL learners: Who are they?; Different media in ODL*

- **Good:** *Perceptions about ODL*

- **Satisfactory**

- **Poor**

Section C focused on the design and development of self-instructional materials. The grading was the same as Section A. The results were:

- **Excellent:** *Differences between textbooks and self-instructional materials; Features of self-instructional materials; learner profile; Aims/Objectives; sequencing of content; Making materials gender-sensitive; Access Devices; ITQs; Use of illustrations in self-instructional materials, Readability of materials*

- **Good:** *Different forms of Instruction*

- **Satisfactory**

- **Poor**

Section D was composed of one open-ended question and two close-ended questions about the ODL Template.

All participants indicated that they understand the ODL Template. Participants were encouraged to always refer to the ODL Template Manual, should they experience any problems with the template.

Following are a few comments from participants on the ODL Template:

Very important for new writers. Ensure that content appears in a logical fashion.

Saves time

Very useful and it will enhance the quality of learning materials.

It's very helpful and makes the work of the writer easy, ensure that work is organized in a logical manner.

Since this is my first time (as a writer), I find the template very useful.

The template is perfect, especially the icons. No need to look for Art Graphics.

It saves time and is user-friendly. It is very easy to use and designed in such a way that it complement many features of self-instructional materials.

Ensure consistency

Brilliant idea! It will reduces time and work that LDTC would have spent on layout and development of materials.

The open-ended question was followed by two questions. Grading of Q(ii) was categorized as: A lot, A fair amount, Something, Nothing at all. Grading for Q(iii) was categorized as: Yes and No.

Results for Q(ii) _Over the whole course you have learnt_ were:
:
- **A lot:** majority (22 participants)
- **A fair amount:** 1 participant
- **Something:** 0
- **Nothing at all:** 0

Results for Q(iii) _I will be able to apply what I've learnt_ were overwhelmingly **yes**.

Section E required participants to grade whether the training and participation in discussions were useful. The following categories were used: Very Useful, Somewhat Useful and Not Really.

- **Very Useful**
- **Somewhat Useful**

- **Not Really**

Responses to this question were overwhelmingly *very useful.*

The final section, **Section F**, allowed for suggestions regarding the training. Most felt it was useful to have this kind of training. The following is a list of suggestions/comments regarding the usefulness of the training:

Very useful to have this kind of training every year as a refresher course (for existing writers) and an introduction for new writers.

Useful and interesting. Duration should be a month and not two weeks.

Training was helpful. Has equipped me with the relevant skills.

Learnt a lot. What is the possibility of a follow-up session to check on our progress?

Learnt a lot. Discussion on units was very useful

More training of this nature every year.

Enjoyed the training. Gained a lot of skills and will even use these ideas and skills in my classroom.

Some felt that the time should have been longer. Here are some comments/suggestions:

Should be done in phases to enable participants to finish a whole module, instead of a unit.

Duration of workshop should be longer to allow materials to be pre-tested.

More time to complete a whole module, instead of a unit.

Some useful suggestions from participants include the following:

I would like to have training on how to adapt the template to our individual needs. Apart from the ideas in the manual, can one have a section in the manual that explain other adaptations of the template.

I understand how to use the template, but my limited understanding of computers restricted me to quickly grasp the template. It is important that one should be computer-literate to fully understand the template.

This participant was assured that knowledge of Microsoft Word was sufficient in understanding the template.

From the above data it is clear that participants have gained from the training. It is now their responsibility to apply the knowledge and skills they have gained during the two-week training.

10.   LESSONS LEARNT FROM WORKSHOP

What are the lessons learnt from this workshop? Valuable lessons emanated from this workshop for both participants and facilitator:

(i)   The saying "Where there is a common goal, there is commitment to see that goal through." rings very true for this workshop. Different institutions – LDTC, LCE, Lerotholi Polytechnic, IEMS and the Lesotho Courts – realized from the beginning their purpose at this workshop, i.e training in the development and design of DE materials. Because of this shared goal, participants worked as a team, despite the differences in experiences, employment backgrounds, etc.

(ii)   Although the end-of-workshop evaluation has revealed that participants have gained from this workshop, the opposite is also true, i.e. that the facilitator has gained much from this experience in the sense that it enabled the facilitator to revisit her own ideas about materials development and DE. In fact, this was a win-win situation for both facilitator and participants.

(ii)   One or two participants initially struggled to grasp the functions of the template. This was perhaps due to a poor working knowledge of Microsoft Word. Despite this constraint, they tried to complete their units and, in fact, could manage to submit half-completed units for the discussion session. This whole exercise, i.e. working on units and submitted it for discussion, really served to make participants more confident about their newly-gained skill. If participants could network with each other once back in their offices, it will improve their practical skills as well as making them more confident in practicing their skills.

(iii)   Although the focus was much on the development of print-based materials, participants were encouraged to think in future beyond the print medium and to try out other media that will facilitate the learning of content of technical/practical subjects. They were ensured that the same principles of instructional design apply to various media.

(iv)   It would be negligent not to say something about the workshop, travel and accommodation arrangements for this workshop. Arrangements for the workshop were handled in a very efficient manner. It was wonderful to walk in the first morning and found that everyone was prepared for Day 1. No major interruptions occurred and most of the participants were present during the two weeks, except in cases where valid excuses were submitted for the absence of such participants, eg death in the family and traveling to Johannesburg for a conference.

(v)   Travel and accommodation arrangements were in place and Ms Walker, programme assistant at COL, should be commended for arranging for flight tickets that were delivered in good time and for arranging accommodation at Lesotho Sun. The hotel has much needed facilities, eg printing. She also ensured that the ODL Training manuals were delivered well in advance to Maseru. The venue of the workshop was excellent, all the much needed equipment was available on the premises. All these ensured that the workshop ran smoothly.

(vi)   Peer-review of materials remains the one effective way of identifying strengths/shortcomings in DE materials. But this type of exercise also requires sufficient time to enable writers to work through the units of their peers and even learn from this exercise. As said earlier, time was not sufficient for this exercise and this was, therefore, replaced with a discussion session facilitated by the facilitator.   Peer-review was also hindered by the fact that a few participants could not complete their units in good time, due to poor working knowledge of Microsoft Word. This has, however, not stopped the review of the units, as participants were encouraged to submit units even if these were half-completed.

11.   RECOMMENDATIONS

Following are some recommendations:

(i)   Participants to come together as often as possible to discuss their progress regarding the writing of their courses identified at the workshop.

(ii)   Participants should stay in contact with each other to share their experiences regarding the use of the ODL Template in the development of courses.

(iii)   Assistance needs to be provided, especially to those who do not have any background knowledge of Microsoft Word, even if it means visiting them in their offices or homes to assist them. Failure to assist may

contribute to such writers being demoralized and may result in incomplete courses.

(iv)   Cognizant of the fact that print is the main medium in most distance education institutions, it is recommended that other media be explored as part of the course development process.

(v)   Participants should keep abreast of current developments in ODL.

(vi)   Participants should use the ODL Template Course Manual as a working document and suggest ways on how to adapt the template to their needs.

(vii) If there is a need, someone needs to assists in the adaptation of the template to ensure that it meet institutional needs. This person should preferably have knowledge on how to design/adapt the ODL Template.

(viii) Institutions that adopt the template should ensure that staff who will work with the template has a basic understanding of Microsoft Word.

12.   CONCLUSION

This workshop would not have been possible without the commitment of Ms Francis Fereirra, education specialist and Ms Carol Walker, programme assistant at COL, Mr VS Seutloali, director: Logistics and Ms Jane Malefane, deputy-director: logistics at LDTC. Ms Walker was a wonderful link between the facilitator and Ms Fereirra. She was always available in case of any enquiries the facilitator may have had regarding the workshop.

The support given by LDTC to the workshop was outstanding. In particular, the photocopying and technical assistance provided by the secretary to the Director and technical staff were of great help. Ms Jane Malefane should be commended for the very efficient administration and running of the workshop over the two weeks.

ODL calls for commitment and dedication from ODL practitioners in a greater degree than even in the conventional education stream. Lesotho seems to be set on embracing ODL and hopefully participants will share their experiences within their different institutions. It is hoped that participants will apply the knowledge and skills gained from this workshop to produce quality distance education materials for Lesotho.

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Annexure A

BUILDING CAPACITY OF ODL PRACTITIONERS IN THE DESIGN, DEVELOPMENT AND MANAGEMENT OF STUDY MATERIALS – LESOTHO 25TH AUGUST – 05 SEPTEMBER, 2008 LIST OF PARTICIPANTS

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Annexure B

BUILDING CAPACITY OF ODL PRACTITIONERS IN THE DESIGN, DEVELOPMENT AND MANAGEMENT OF STUDY MATERIALS – LESOTHO
25 AUGUST – 5 SEPTEMBER 2008

Monday, 25 August 2008

9h00 – 9h30   Welcome and Introduction

9h30 – 10h00   Workshop Objectives
- Why are we here?

10h00 – 10h30   **TEA and REFRESHMENTS**

10h30 – 11h30   What is ODL?
- What is open learning?
- What is distance learning?

11h30 – 12h00   Various forms of ODL

12h00-13h00   Why do we need ODL?
- What is the Namibian experience?
- Explore the Lesotho experience
- General aims of ODL

13h00- 14h00   **LUNCH**

14h00 – 14h30   How do ODL compare with traditional education

14h30 – 15h15   ODL learners and their learning

15h15 – 15h30   **TEA and REFRESHMENTS**

15h30 – 16h30   Negative Perceptions about ODL
- Relate the Namibian experience
- Explore the Lesotho experience

16h00 – 17H00   What ODL is not

Tuesday, 26 August 2008

| 8h30 – 8h45 | Administrative issues |

8h30 – 8h45   Administrative issues

8h45 – 9h30   What are the basic systems of ODL?

9h30 – 9h45   Institutional frameworks - 3 basic options

9h45 – 10h00   What is the mission of ODL? **(inform participants to remove this session)**

10h00 – 10h30   TEA   and REFRESHMENTS

10h30 – 11h00   What is necessary to run an efficient ODL system?
- How to start and ODL system

11h00 – 12h00   Different media in ODL
- Criteria for choosing media

12h00 – 13h00   Managment of Open and Distance Learning

13h00 – 14h00   LUNCH

14h00 – 15h00   Special problems in managing ODL

15h00 – 15h15   TEA and REFRESHMENTS

15H15 – 16H00   Evaluating of ODL

16h00 – 16h30   Pros and Cons of ODL

16h30 – 17h00   Does ODL work?

Wednesday, 27 August 2008

DESIGN AND DEVELOPMENT OF SELF-INSTRUCTIONAL MATERIALS PLANNING STAGE

8h30 – 8h45   Administrative issues

8H45 – 9H15   Course Development in developing countries

9h15 – 10h00   What is Instructional Design?
- What does an Instructional Designer do?
- Different forms of instruction

10h00 – 10h30   **TEA   and REFRESHMENTS**

10h30 – 11h00   What production options are there?
-    Do you want to adapt an existing course?
-    Do you want to use existing materials?
-    Do you want to develop a course from scratch?

11h00 – 12h00   Developing a Programme/Course Specification

12h00 – 13h00   Costing your programme/course

13h00 – 14h00   **LUNCH**

                    DEVELOPMENT STAGE

14h00 – 15h00   Developing a Production Schedule

15h00 – 15h15   **TEA and REFRESHMENTS**

15H15 – 16H00   Different approaches to course writing – Which one will suit my organization best?

16h00 – 17h00   Working in course teams
-    Roles and responsibilities of course teams

Thursday, 28 August 2008   **PREPARING TO WRITE SELF-INSTRUCTIONAL MATERIALS**

8h30 – 8h45   Administrative issues

8h45 – 9h15   Differences between textbooks and self-instructional materials

9h15 – 10h00   Distinctive features of self-instructional materials

10h00 – 10h30   **TEA   and REFRESHMENTS**

10h30 – 11h00	Knowing your audience – implications for course design
11h00 – 12h00	Why do we need course aims?
	- Difference between aims and objectives
	- Writing aims for your course
12h00 – 13h00	Importance of learning objectives
	- Writing of learning objectives
13h00 – 14h00	**LUNCH**
14h00 – 15h00	Sequencing of content
	- choosing content
	- the importance of sequencing of content
15h00 – 15h15	**TEA and REFRESHMENTS**
15H15 – 16H15	Develop activities and feedback
16h15 – 17h00	Making materials gender-sensitive

Friday, 29 August 2008

8h30 – 8h45	Administrative issues
8h45 – 10h00	Access devices
10h00 – 10h30	**TEA and REFRESHMENTS**
10h30 – 11h00	In-Text-Questions
11h00 – 11h30	Use examples, think graphics, flow-charts, diagrams
11h30 – 12h30	Make your unit readable
12h30 – 13h00	Developing checklists
	- instructional designer
	- writers
13h00 – 14h00	**LUNCH**

14h00 – 15h00	Editing process
	- What is your role as an editor of distance education materials?
	- Editing process

15h00 – 15h15	**TEA and REFRESHMENTS**

15H15 – 16H00	Editorial concerns and Copyright

16h00 – 17h00	Developing a checklists
	- content/language editors

Monday, 1 September 2008
PRODUCTION OF SELF-INSTRUCTIONAL MATERIALS

8h30 – 8h45	Administrative issues

8h45 – 10h00	Format of drafts and templates

10h00 – 10h30	**TEA and REFRESHMENTS**

10h30 – 11h30	Production procedures

11h00 – 12h00	Evaluating your materials
	- Proofreading
	- Peer-review
	- Developmental testing
	- Piloting

12h00 – 13h00	Quality Assurance of course materials

13h00 – 14h00	**LUNCH**

14h00 – 15h00	ODL Template
	- saving the template
	- Getting to know the ODL Course Manual toolbar

15h00 – 15h15	**TEA and REFRESHMENTS**

15H15 – 16H15	ODL Template
	- Template Automation

16h15 – 17h00	Design Specifications

Tuesday, 2 September 2008

8h30 – 8h45	Administrative issues
8h45 – 10h00	Before you start working on the template
10h00 – 10h30	**TEA and REFRESHMENTS**
10h30 – 11h30	Using the ODL Course Manual Template
11h30 – 13h00	Completing the introductory pages on the template
13h00 – 14h00	**LUNCH**
14h00 – 15h00	ODL Template - Unit structure - Writing the unit content
15h00 – 15h15	**TEA and REFRESHMENTS**
15H15 – 16H15	Writing the unit content
16h15 – 17h00	Writing the unit content

Wednesday, 3 September 2008

8h30 – 8h45	Administrative issues
8h45 – 10h00	ODL Template - Understanding Styles
10h00 – 10h30	**TEA and REFRESHMENTS**
10h30 – 13h00	ODL Template - Choosing styles
13h00 – 14h00	**LUNCH**
14h00 – 15h00	ODL Template - margin icons
15h00 – 15h15	**TEA and REFRESHMENTS**
15H15 – 17h00	ODL Template - Illustrations

Thursday, 4 September 2008

8h30 – 8h45	Administrative issues
8h45 – 10h00	ODL Template - Table graphics
10h00 – 10h30	**TEA and REFRESHMENTS**
10h30 – 11h30	ODL Template - Checklist graphics
11h30 – 13h00	ODL Template - Textbox graphics
13h00 – 14h00	**LUNCH**
14h00 – 15h00	ODL Template – Textbox graphics
15h00 – 15h15	**TEA and REFRESHMENTS**
15H15 – 16H00	Writing space graphics
16h00 – 17h00	Headings and Character Styles

Friday, 5 September 2008

8h30 – 8h45	Administrative issues
8h45 – 10h00	Headings and Character Styles
10h00 – 10h30	**TEA and REFRESHMENTS**
10h30 – 12h00	Customizing the template
12h00 – 13h00	Evaluating the workshop
13h00 – 14h00	**LUNCH**

Annexure C

TRAINING WORKSHOP IN THE DESIGN AND DEVELOPMENT
OF DE LEARNING MATERIALS – MASERU, LESOTHO
ASSESSMENT FORM

The purpose of this evaluation tool is to assess how participants have experienced the above training intervention. The information solicited from participants will be used to inform any future interventions.

- This form is to be completed by participants have attended the above workshop.
- Information provided will be regarded as confidential.

Write your answers in the spaces below, and where required, use an X to indicate your choice.

A. Name of your institution …………………………………………………

B. **Philosophy of Distance Education** Sections B and C focus on the presentation of the topics of this workshop. Make a cross [X] in the cell that best describes your assessment of the presentation of each of the following topics:				
Topic	**Excellent**	**Good**	**Satisfactory**	**Poor**
1. What is open and distance learning?				
2. Various forms of ODL				
3. Why do we need ODL?				
4. ODL learners: Who are they?				
5. Different media in ODL				
6. Perceptions about ODL				
If you have any comments on the above, please enter it here.				
C. Design and Development of self-instructional materials Make a cross in the cell that best describes your assessment of the presentation of each of the following:				
Topic	**Excellent**	**Good**	**Satisfactory**	**Poor**
1. Different forms of instruction				
2. Differences between textbooks and self-instructional materials				
3. Features of self-instructional materials				
4. Knowing your audience (learner profile)				

5. Aims and Objectives				
6. How to sequence your content				
7. Making materials gender-sensitive				
8. Access devices				
9. In-text-questions				
10. Use of illustrations in self- instructional materials				
11. Readability of materials (use of conversational style)				
If you have any comments on the above, please enter it here.				

D. The ODL Template
Indicate your answer with a cross or a tick.

(i)   I understand how to use the ODL template for future courses.

[Yes]   [No]

Add any additional comments you may have about the ODL Template in the space below.

……………………………………………………………………………………………

……………………………………………………………………………………………

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……………………………………………………………………………………………

(ii)   Over the whole course of the workshop I have learnt
       [a lot]   [a fair amount]   [something]   [nothing at all]

(iii)   In will be able to apply what I've learnt.
       [yes]   [no]   [not really]

E. Training and Participation in Discussions
(i)   The discussions during the workshop were
        very useful   [   ]
        somewhat useful   [   ]
        not really   [   ]

(ii)   How useful was the training in meeting your expectations?
Very useful   [   ]
Useful   [   ]
No opinion   [   ]
Not Useful   [   ]

F.   What other suggestions/comments do you have regarding the training?

…………………………………………………………………………………

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Thank you for taking the time for completing this assessment tool.