Technology Enabled Learning: Dual-Mode Institutions Workshop

Day 1: Wednesday April 11, 2018

COMMONWEALTH *of* LEARNING

Kirk Perris, PhD Advisor – Education

RETRIDOL/NOUN|Abuja|April 11-12, 2018

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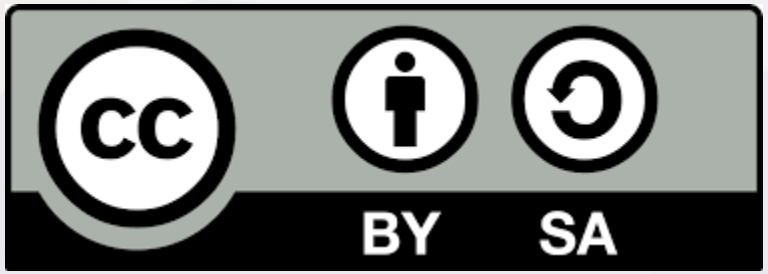

Morning Session Part I

Agenda for Day 1

- Facilitator Introductions; Overview of Commonwealth of Learning (COL)
- Ice-breaker: Participant Introductions
- Overview of the two-day workshop:
  - TEL
  - Blended Learning
  - OER
  - MOODLE
  - Building a Network
  - Pre-assessment Activity
- Review Survey
- Technology-Enabled Learning – Introduction and Overview
- Technology-Enabled Learning – COL Strategy

Introductions

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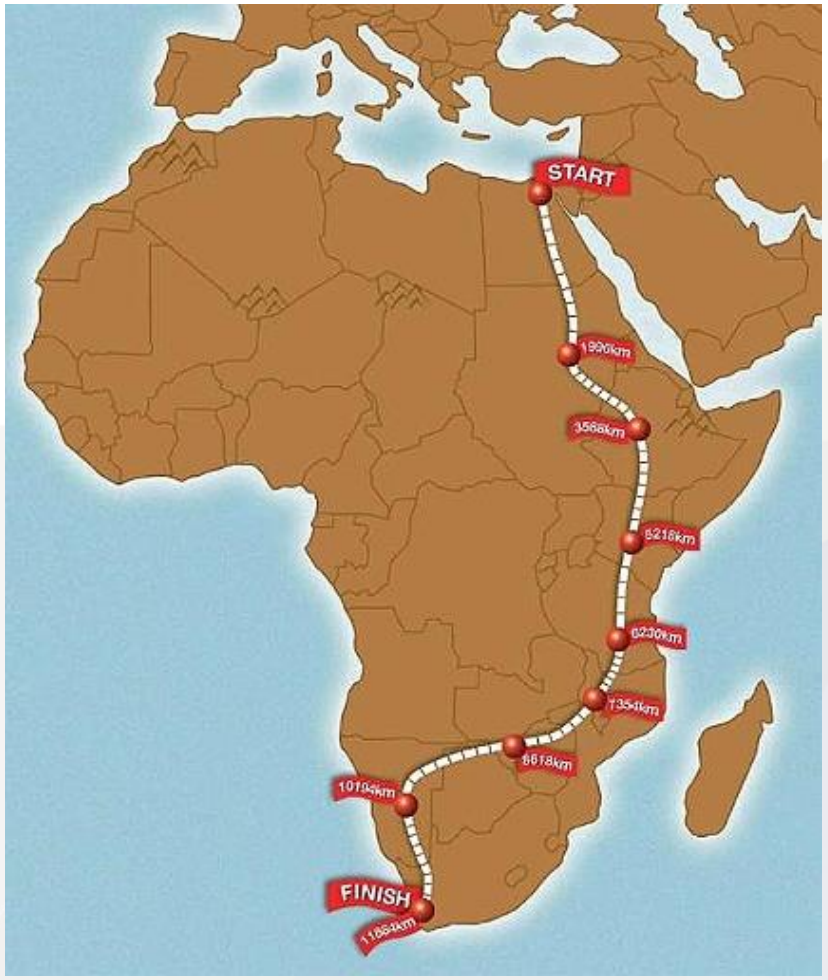
Facilitator Introduction

- Kirk Perris, Advisor: Education
  - Regional Centres: Botswana, Fiji, Malta, Nigeria
  - Beijing Normal University – Research Centre for Distance Education
  - African Virtual University, Open University of Hong Kong, Commonwealth of Learning
  - University of Toronto: Doctoral work on Open University of China, Indira Gandhi National Open University

Experience in Africa: Personal and Professional



OERu

UNESCO

AFRICAN VIRTUAL UNIVERSITY
UNIVERSITÉ VIRTUELLE AFRICAINE

C·O·L

Go to COL Slides

Participant Introductions

- Individual Introductions. Please take 2 min to share the following with your group:
  - Your name
  - Your Institution
  - A brief introduction about your Institution and status with Online and/or Blended Learning

Overview of the Workshop

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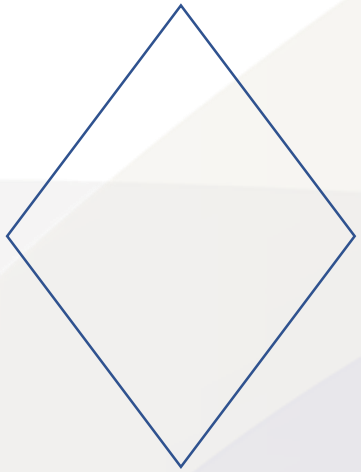
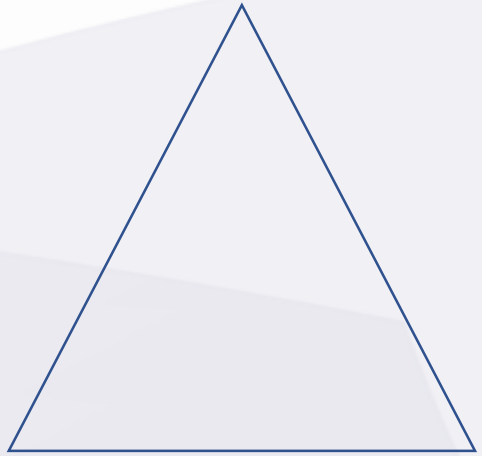
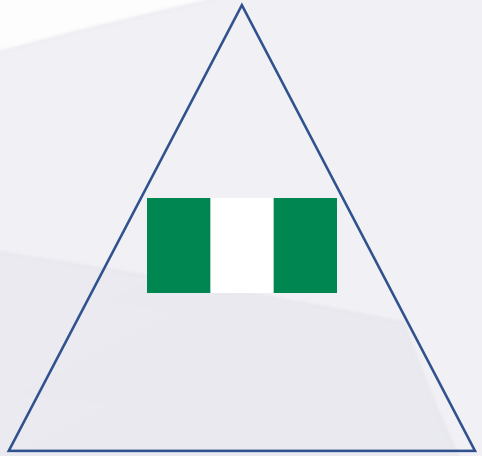
Why TEL? Why in Nigeria?



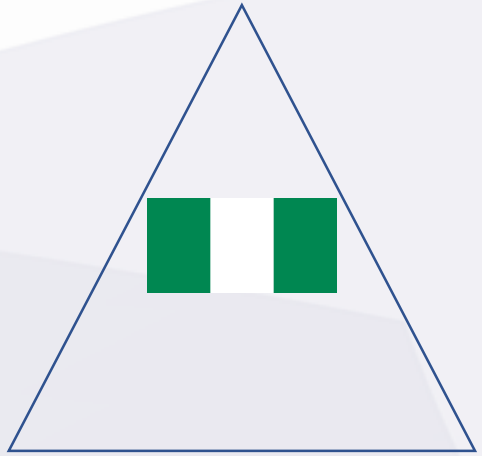


Why TEL? Why in Nigeria?



Why TEL? Why in Nigeria?

Avg age: 42.2

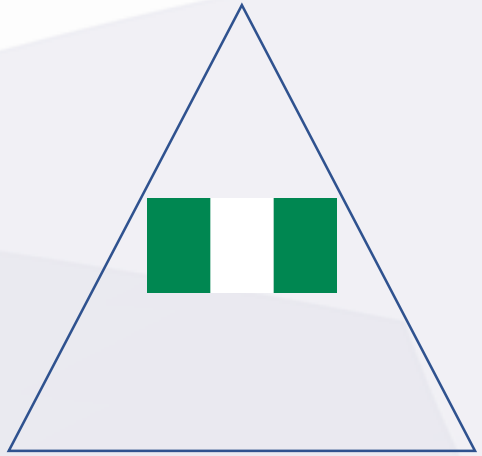


Avg age: 18.4

Why TEL? Why in Nigeria?

Avg age: 42.2

Over 55: 33%



Avg age: 18.4

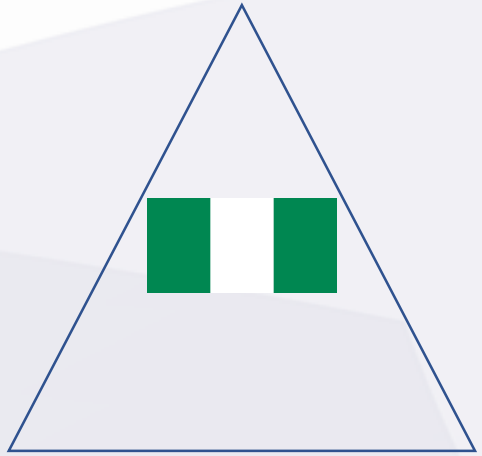
Over 55: 7%

Why TEL? Why in Nigeria?

Avg age: 42.2

Over 55: 33%

Under 15: 15%



Avg age: 18.4

Over 55: 7%

Under 15: 43%

Ref: www.cia.gov

Why TEL? Why in Nigeria?

- Literacy rates:
- Secondary school enrolment:
- Economic development:
- Demand for higher learning:

Why TEL? Why in Nigeria?

- Literacy rates: ↑
- Secondary school enrolment: ↑
- Economic development: ↑
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=

Why TEL? Why in Nigeria?

- Literacy rates: ↑
- Secondary school enrolment: ↑
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- Demand for higher learning: ↑

=

- 43% of 190,000,000
- ~ ½ = 40,000,000
- ~ 153 universities
- 267,000 pupils/university

Why TEL? Why in Nigeria?

- Literacy rates: ↑
- Secondary school enrolment: ↑
- Economic development: ↑
- Demand for higher learning: ↑

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- 43% of 190,000,000
- ~ 40,000,000
- ~153 universities
- 267,000 pupils/university

NUC – University Expansion

Number of Nigerian universities may double as NUC considers 200 new private university applications

August 2, 2017 Azeezat Adedigba

National University Commission, NUC

Should regulatory authorities in Nigeria approve all the applications they received, the number of universities in the West African country would more than double.

The National Universities Commission, NUC, said it is currently processing over 200 applications for new private universities in the country.

Currently, the total number of universities in the country, with over 150 million population, is 153.

The Executive Secretary of the Commission, Abubakar Rasheed, announced the applications during a meeting with federal universities' bursars in Abuja on Tuesday.

Mr. Rasheed said "the university system is growing" and private universities including federal and state universities can no longer cope with the large numbers of yearly applications for admission.

"Nigeria has 153 universities, 40 are federal universities, 45 are state owned universities and 68 are private universities presently in the country," he said.

Ref: https://www.premiumtimesng.com/news/headlines/238940-number-nigerian-universities-may-double-nuc-considers-200-new-private-university-applications.html

NUC – University Expansion

- Demand will still outpace supply through the conventional system
- The potential and peril of private provision
- The challenges of building new institutions

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TEL Workshop: Objectives

This is a “train the trainers workshop”

Objectives:

- demonstrate knowledge, understanding, and implementation of TEL procedures in online and blended learning as evidenced in the workshop activities
- apply principles from other participants’ institutional context into your own activities during the workshop
- possess knowledge in TEL that will be applied to your own institutional context towards

    i) the development of courses;

    ii) delivery of courses; and

    iii) sharing of courses.

TEL Workshop: Goals

Goals:

- instill confidence in participants to become trainers and advocates of TEL in online and blended learning that will be disseminated among colleagues in your home institution
- apply knowledge from the workshop, and accompanying materials, that will be utilized in the development of quality online or blended learning courses
- create the foundation of a network among participants that will be strengthened and that can be monitored and evaluated by RETRIDOL ultimately leading towards sustainable partnerships

Overview of Major Topics Covered

- **TEL Survey**
- **TEL – Part I: Overview**
- **TEL – Part II: COL Strategy**

Day 1
Wednesday

- **Blended Learning: Introduction and Fit**
- **OER: Introduction and Application**
- **OER: In Africa and Finding OER**
- **MOODLE: Introduction and Application**
- **Building a Sustainable Network**

Day 2
Thursday

“The next best thing to knowing something is knowing where to find it”

Samuel Johnson

1709-1784

Let’s take a short break

Morning Session Part II

Survey Results

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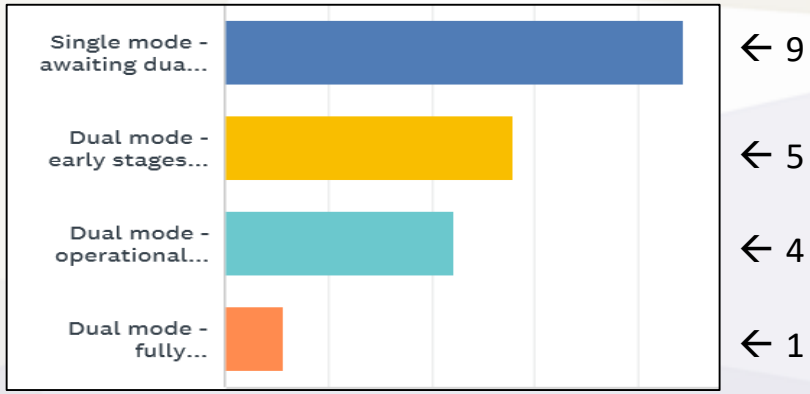
Survey Results

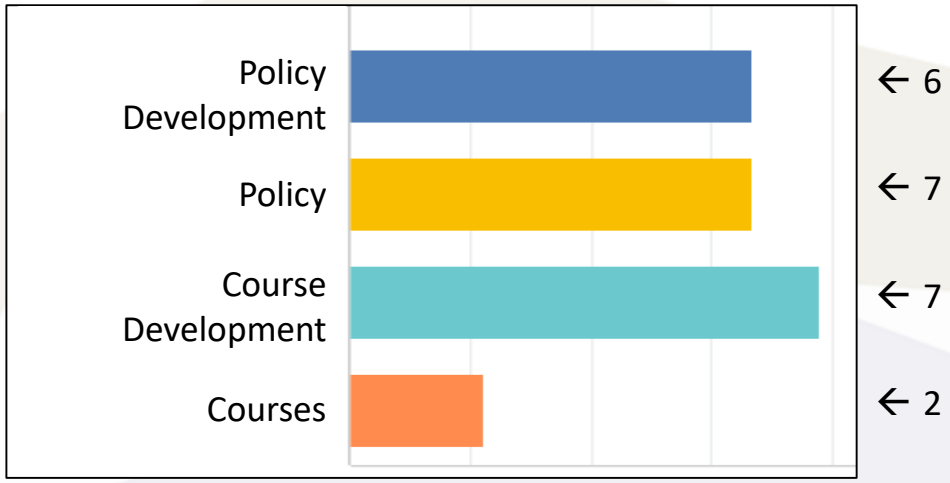
- 19 submissions
- Q3. Institutional Type:



- Q4. NUC's role: Policy – guidelines or development

Survey Results

- Q5. Institutional Status/Stage with TEL:

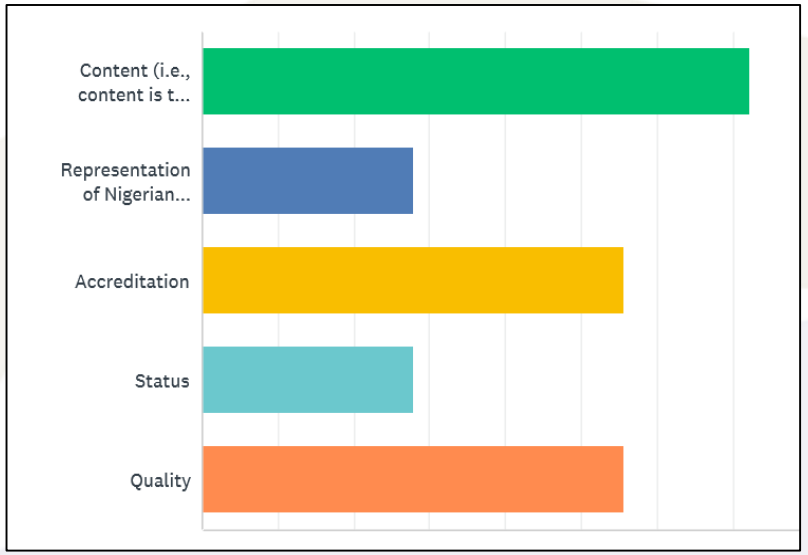


- Q6. Proportion of courses offered in ODL mode by type:

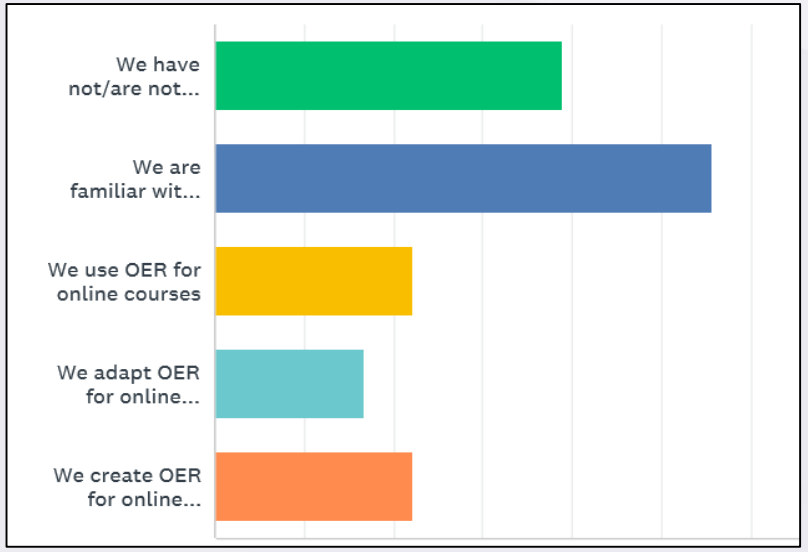
	0%	1% - 25%	26% - 50%	51% - 75%	76% - 100%
Online	9	3	2	2	1
Blended	6	5	4	1	1
Print-based	5	1	3	2	4

Survey Results

- Q7. Course Equivalency:

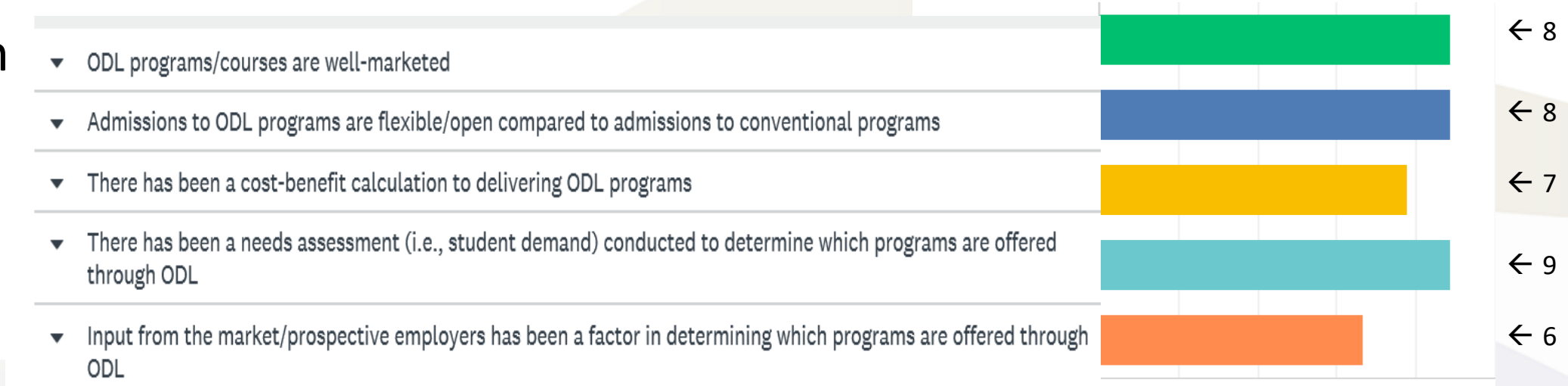


- Q8. Using OER:



Survey Results

- Q9. Position toward ODL:



Survey Results

Q11. What are your primary goals from this workshop on technology-enabled learning?

- Best approaches to develop quality courses for dual-mode institutions
- Develop capacity in the use of OER
- Develop better understanding of TEL
- Have knowledge and ability to disseminate knowledge to constituents at my Institution

Survey Results

Q10. Barriers to TEL at your Institution?

- Negative perceptions of ODL credential
- Up-start costs to implementation/lack of capacity
- Power and Internet connectivity
- Resistance to change/lack of skill/vision to implementation

Post-Survey Activity

- **Please discuss at-table barriers you identified in the survey**
- **Please also share at-table solutions your Institution may have found, or is exploring so the aforementioned barriers**

Lunch Break
See you at 1pm

Afternoon Session Part I

Go to TEL Slides

Let's take a break

Afternoon Session Part II

Go to COL TEL Slides

Wrap-up & Preview for Day 2

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Today's Summary: Wednesday April 11, 2018

- The demographic dividend and why TEL is central to higher education development in Nigeria, West African Sub-region, and the larger continent
- Survey Review – Reflecting on Challenges and Opportunities
- TEL – Overview and COL Strategy

Tomorrow's Preview: Thursday April 12, 2018

- OER – Introduction, Examples, and Application
- Blended Learning: Definitions and Identifying Fit for your Institution
- MOODLE – Basic Overview
- Building our Network

Thank You and See You Thursday

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