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Open and distance learning staff development : an impact evaluation of a southern African collaborative programme.

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APPENDIX 1: ORGANISATIONS QUESTIONNAIRE

CERTIFICATE FOR DISTANCE EDUCATION PRACTITIONERS

Organisation Questionnaire

A. GENERAL

1. Name of the Organisation: ……

2. Country *(tick the correct box)*:

Botswana	Lesotho	Namibia	South Africa	Swaziland

3. When was your organisation established? ……

4. Your job title: ……

5. How long have you worked in this position? *(tick the correct box)*

Less than 1 year	1 – 2 years	2 – 3 years	Over 5 years

6. If less than two years at above organisation, have you worked in any other distance education organisation? *(tick the correct box)*

Yes		No	

If yes please give the name of the organisation:

……

7. During which year/s has your organisation enrolled staff members on the UNISA CDEP Course? *(tick the correct box/boxes)*

Less than 1 year	1 – 2 years	2 – 3 years	Over 5 years

8. How many staff members in total have been enrolled? ……

Please answer the questions below, Sections B, C and E as fully as you can.

B. REASONS FOR PARTICIPATION BY YOUR ORGANISATION

9. Why did your organisation decide to enrol staff on the CDEP course? Please give reasons.

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10. In what way has the course addressed the reasons mentioned above?

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11. In what way has it not met these reasons?

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C. RELEVANCE TO NEEDS OF THE ORGANISATION

12. In what ways has the CDEP course been relevant to the needs of your organisation. Please explain in some detail.

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13. In what ways was it not relevant? Please explain.

D. ANY OTHER COMMENTS

14. From your organisation's experience, what are the major strengths in the CDEP in all its aspects: eg delivery, content, outcomes, administration, support for learners and tutors, etc?

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15. From your organisation's experience, what are its major weaknesses?

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16. In your organisation's view, how can the course be improved?

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17. If you have any other comments at all about the course please write them there:

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APPENDIX 2: TUTORS QUESTIONNAIRE

CERTIFICATE FOR DISTANCE EDUCATION PRACTITIONERS

Tutor Questionnaire

E. GENERAL

1. Name of the Organisation where you are currently employed:

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2. Country *(tick the correct box)*:

Botswana	Lesotho	Namibia	South Africa	Swaziland

3. Your job title: ……

4. How long have you worked in this position? *(tick the correct box)*

Less than 1 year	1 – 2 years	2 – 3 years	Over 5 years

5. If less than two years at above organisation, have you worked in any other distance education organisation? *(tick the correct box)*

Yes		No	

   If yes please give the name of the organisation:

   ……

6. During which year/s has your organisation enrolled staff members on the UNISA CDEP Course? *(tick the correct box/boxes)*

Less than 1 year	1 – 2 years	2 – 3 years	Over 5 years

Please answer the questions below, Sections B, C and E as fully as you can.

F. REASONS FOR PARTICIPATION AS A TUTOR

7. Why did you decide to become a tutor of CDEP course?

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8. From your experience of tutoring the CDEP how have your reasons for becoming a tutor been met?

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9. In what way have these reasons not been met?

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G. STRENGTHS AND WEAKNESSES OF THE CDEP

10. From your experience, what are the major strengths of CDEP in any/all aspects: delivery, content, administration, support for learners and tutors?

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11. From your experience, what are its major weaknesses?

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12. In your view, how can the course be improved?

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H. ANY OTHER COMMENTS

13. If you have any other comments at all about the course please write them there:

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APPENDIX 3: STUDENT QUESTIONNAIRE

CERTIFICATE FOR DISTANCE EDUCATION PRACTITIONERS

Students Questionnaire

A. GENERAL

1. Organisation name: ……

2. Country *(tick the correct box)*:

Botswana	Lesotho	Namibia	South Africa	Swaziland

3. Your job title: ……

4. How long have you worked for your current organisation? *(tick the correct box)*

Less than 1 year	1 – 2 years	2 – 3 years	Over 5 years

5 In what years were you registered for the UNISA CDEP Course? *(tick the correct box/ boxes)*

Less than 1 year	1 – 2 years	2 – 3 years	Over 5 years

Please answer the questions below, Sections B, C and E as fully as you can.

B. REASONS FOR PARTICIPATION

6. Why did you register for this course? Please give reasons:

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7. In what way has the course covered the reasons for your registration?

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8. In what way have these reasons not been met?

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I. STRENGTHS AND WEAKNESSES OF THE CDEP

J. From your experience, what are the major strengths of CDEP in any/all aspects: delivery, content, administration, support for learners and tutors?

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K. From your experience, what are its major weaknesses?

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L. In your view, how can the course be improved?

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M. ANY OTHER COMMENTS

N. If you have any other comments at all about the course please write them here:

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APPENDIX 4: COVERING LETTER



1999/09/24

Dear CDEP Learner

You are one of the past or current learners enrolled on the Certificate for Distance Education Practitioners (CDEP) through the sponsorship from the Distance Education Association of Southern Africa (DEASA), Commonwealth of Learning and your organization.

DEASA, at its regional meeting held in Swaziland on 23 – 25 October 1998, discussed a proposal to evaluate the CDEP and recommended that this evaluation be included in the plans for the immediate future. Such an evaluation is now being done.

The evaluation is important for improving the quality of CDEP as an open and distance learning (ODL) staff development course and also for documenting and publicizing our southern African ODL experience. UNISA and SACHED, as the providers, have facilitated the speedy implementation of the DEASA 1998 Recommendation by developing an evaluation strategy and preparing questionnaires for the first phase of the implementation of the evaluation. Details of the evaluation strategy are in the enclosed proposal*.

We, therefore, request you, as one of the current or past learners of the CDEP, to complete the enclosed questionnaire and return it before 7 October 1999, to:

The Head
Institute for Continuing Education
UNISA
0003
South Africa

Your feedback is very important and we request that you complete the questionnaire fully, giving as much detail as you can.

A report of the first stage of the evaluation will be written and presented to the March 2003 DEASA Regional Meeting for discussion and finalization of the next stages of the evaluation. You will receive a copy of this report together with a letter explaining the decisions of the DEASA 2000 Meeting.

The next phases of the evaluation include a) non-participant observation of current and past learners and tutors in their work, tutoring and/learning context and b) in-depth interviews with selected informants from the groups of CDEP participants, that is member organizations, learners and tutors.

Finally we request that you assist us in this important work by **completing** and **returning** the questionnaire. The experience of you as a learner is vital to this evaluation.

Yours sincerely

MRS EP NONYONGO
HEAD: INSTITUTE FOR CONTINUING EDUCATION



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APPENDIX 5: CDEP INTERVIEW SCHEDULE

QUESTIONS FOR KEY INFORMANT: MR KIPLING

1. Your organisation was the second largest user of the CDEP between 1997 and 2000, why?

2. Why were there no students registered in 2000?

3. The feedback from DEASA organizations, tutor and students about the CDEP as an orientation course for ODL staff is very positive, but actual enrolment figures are not high.

3.1 Why do you think organizations were not enrolling more staff members on the course?
3.2 Why did the staff themselves not enroll from their own resources?
3.3 What strategies could have been used to improve enrolments?

4. Some of the CES students dropped out from the course at different stages of their studies.

4.1 Were you aware of this and what stage did you become aware of this?
4.2 What are the reasons for non-completion of the course, especially because at least one of the students from CES completed and passed all the five tutor-marked assignments, but did not sit the exams?

5. As the employer representative (Director of your Centre) and CDEP tutor did you in your country do anything about students drop-out and if yes what did you do?

6. There was a progressive decline in CDEP throughput rates from 27,7% in 1997 to 40% 2000, what could be the reasons for this?

7. The CDEP was coordinated by two different people during the four year period of this study; that is by the first Coordinator of the programme in 1997 and the current Coordinator from 1998 to date. Do you think that this could have a bearing on the throughput rates and if yes in what way?

8. Any other comments?

APPENDIX 6: SUMMARY OF FIELD VISIT NOTES

Visit: Familiarisation
Dates: 6 – 16 April 1999
Participants: CDEP Learners (4)
Venue: Botswana

Job content: The 4 learners work in the administration section of their organization, specifically in the records and dispatch sections.

The records they deal with are both students and tutors records which are gleaned from the enrolment or appointment forms respectively. The info is put on cards and cover the usual biographical data, education background, subjects and exam dates.

The despatch section is responsible for storing materials, issuing, recording transaction on records and dispatch of materials to students and tutors.

Problems:

1. Work

a) Records section: i)Manual records system is time consuming; when records are required at short notice all staff in section are involved and other duties get neglected. ii) non-availability of transport often delays the sending of worksheets to tutors. iii) office is too small to accommodate all five staff in records section. iv) on-the-job training is inadequate.

b) Despatch: Staff shortage and heavy workload which leaves little time for filing study materials properly. ii) delays in the production of study materials inconvenience students. iii) carrying heavy packages is difficult for some of the female despatch staff. iv) there is no systematic job orientation and staff have had to learn the job the hard way through trial and error.

2. Studies

Both groups complained about:

- Limited tutorial time, two hours per module and expressed gratitude for the tutors additional support outside the scheduled tutorial time.
- Delays in the return of tutor-marked assignments.
- Two felt that one year was too short to complete the CDEP because by the end of the working day, they were often too tired to study.
- It was not always possible to speak to the coordinator of the CDEP telephonically. She phoned rang for a long time and then went into voice mail.

Other comments

Both groups said the CDEP materials were very well written. Once they had grasped the content it clearer to them why their organization was doing things the way it did, that is it was following distance education principles. However, the CDEP needed to include more information related to their specific jobs.
The CDEP should be at least a one and half years course with at least fortnightly tutorials.

Own comment
Must check the issue of duration of the programme and tutorial frequency with Lesotho learners. South African learners with higher qualifications than the Botswana learners have not complained about the duration of the programme and number of tutorials

Need to check assignment turn around time as well.

Learners' recommendation about the problems experienced in their job will be included in the organisation's report.

APPENDIX 7: FIRST LEVEL QUESTIONNAIRE ANALYSIS

QUESTIONNAIRE: NO 6: REASONS FOR JOINING CDEP

Details	Organisational Breakdown
6.1 To improve knowledge of distance education Had no formal training in distance education, working as Assistant Learning Centre Coordinator. Wanted to do the course to learn some of the theory of distance education. To better my understanding of distance education. To have a common understanding of distance education with my colleagues who already have this knowledge. As Admin Officer in the Tutorial Programme, I did not have enough knowledge and insight of the activities at the Learning Centre, so I had to register for this course to accumulate this in my job. I registered for the course in order to know much about distance education being a distance education practitioner. Possible knowledge applicable to my work I registered for this course because I was dealing with adult distance learning and I thought I could gain some experience about distance learners hence it was my first time to deal with them. I wanted to acquire systematic grounding on DE since my background is not necessarily on this.	UNISA, 6.1; CES 6.3; LDTC 6.4 UNISA, 6.2 LDTC 6.8 UNISA 6.9 UNISA 6.12
6.1 continued I wanted to acquire knowledge about distance education. Training for expatriate officers is not possible on government sponsorship. I felt I was able to sponsor myself and learn at a distance. I wanted to get a solid theoretical grounding of distance education aspects as well as to learn what other practitioners (at a practical level) are doing in the different areas of learner support, ie in terms of challenges they face and how they deal with them. I also wanted to use the course as a stepping stone to do further studies and research in Distance Education and Learner Support. To gain insight into distance learning. To learn about adult and distance education, to improve my skills of teaching at a distance to improve my writing skills. Directly involved in distance education i.e. Unisa part-time tutor. The course is related to my work therefore our Director requested us to register. I also did it for myself to enrich my knowledge about distance education. Because it is in line with my work in order to improve with what I am doing currently. Currently as an area coordinator I am involved with distance education learners who are registered with NAMCOL. As a result I am optimistic that the course will be of much importance to me. In order to improve my knowledge in DE. It was a quest for exposure, understanding and introduction to the mode which is steadily taking over. To know	IDE 6.14 BOCODOL 6.15 UNISA 6.21 NAMCOL 6.22 UNISA 6.26 EDC 6.30 UNISA 6.31 CES 6.32 NAMCOL 6.33 NAMCOL 6.34 NP 6.35

more about distance education and to understand the role of distance education practitioners from a wider perspective. As I was already working in a distance learning organisation, I gathered that knowing about distance education and what it entails will benefit my work. I teach part-time distance education students at Namibian College of Open Learning, University of Namibia and Basic Education Teacher's Diploma and thus needed such a course. As s distance education practitioner the course looked lucrative and an answer to most of my requirements (things that I need to know). I registered because I am involved in tutoring teacher taking a BEd by distance. the programme is offered by the university of Namibia. As a tutor I need to know how to deal with adult learners. I am directly involved with students since my department deals with learner support hence I wanted to gain enough knowledge about DE.	UNISA 6.36 LDTC 6.39 NAMCOL 6.40 LDTC 6.41 CES 6.43 UNISA 6.44
6.2 To improve my capacity, performance, skills And improve my performance of supporting distance learners through the University of Namibia, where I am presently employed.. To equip me with skills to help me in my job as a distance education practitioner. Practice what one is preaching. To improve my capacity to deal with out of school learners. Help me to be a good and better mentor. I have registered for this course because I am temporarily employed as a UNISA tutor. My temporary work is to help or facilitate tutorial classes for UNISA students. It was an additional qualification to help me perform my duties better in our Unit. I wanted to have skills on the job that I'm doing. I also wanted to be promoted after the course. I wanted to be fully equipped with the knowledge and skills of dealing with distance learners accordingly and thus perform better than before. I wanted promotion. I wanted to see if I can make it through distance. I wanted to know more about distance education because where I work I am dealing with records (students). I had never done any training on the new job I am doing. I needed new skills to be able to do the job efficiently with understanding. The facilitators of the College felt I needed to familiarise myself with the new job. I welcomed this eagerly. Some years back, we tried to introduce adult education, but it failed. I heard of this course and I knew it will help me in running the classes. Academic advancement and professionalism. To improve my out put as a lecturer in a distance education programme. To enhance my performance as a tutor. I was also looking at the possibility of turning professional (Distance Educator).	CES 6.3 LDTC 6.5 LDTC 6.6 UNISA 6.7 UNISA 6.19 CCE 6.20 BOCODOL 6.23 BOCODOL 6.24 BOCODOL 6.25 EDC 6.27 EDC 6.28 UNISA 6.29 DEMS 6.42 CES 6.45 CES 6.46
6.3 Personal enrichment Personal enrichment	UNISA 6.7

6.5 Advertisements	
Description of the course sounds interesting. E-mail from the Institute: offers course to 10 staff members.	UNISA 6.9
The promotion brochure promised an interesting course for people already in distance and open learning programmes	UNISA 6.16
6.6 Relevance to work	
The course curriculum was closely related to my current work. I thought it would help me understand my work better theoretically (NB said course was boring and irrelevant). Related to my work, not very often a course in this field. Because I was an adult school teacher and never received the necessary and proper training for that. I'm also a distance learner and teacher.	SACTE 6.10 ABEEP 6.11 CES 6.13 UNISA 5.37