PROGRAMME

WEDNESDAY 11 AUGUST 1999

15:00-16:00 Registration

16:00-17:00 *Annual General Meeting* (Lecture Theatre 2-27 in the Education/Law Building)

AGENDA
1. Welcome
2. Register of attendance, confirmation of voting delegates and quorum, and apologies
3. Minutes of the 2nd Annual General Meeting held on 26 August 1998 and of the Council Meeting of 25 March 1999
   3.1 Adoption   3.2 Matters arising
4. Update on Membership
5. Executive Report
6. Financial Report and Budget
   6.1 Membership Fees Proposal:
   The Executive proposes that the NADEOSA membership fees should be increased so that as soon as possible NADEOSA will be a self-sustaining association that does not rely on external funding. It therefore further proposes that
   - for each member organisation with more than 50 000 distance education learners the annual NADEOSA membership fee should be R1 500;
   - for each member organisation with between 10 000 and 50 000 distance education learners the annual NADEOSA membership fee should be R1 000;
   - for each member organisation with fewer than 10 000 distance education learners the annual NADEOSA membership fee should be R750;
   - for each government body that is a member of NADEOSA the annual NADEOSA membership fee should be R1 500 with an extra R200 each for provincial departments; and
   - for the categories of membership that, according to the NADEOSA constitution, include 'Associations of individuals' and 'Professional bodies' 'which are involved or intend to be involved in the use of distance education methods' the annual membership fee for each organisation should be R220.
   An appeals procedure should be put in place by the incoming Executive to allow smaller organisations to request lower fees than those proposed above.

7. Election of Executive Committee for 1999-2000
   7.1 President   7.2 Vice President   7.3 Eight (8) other members of the Executive

8. General

9. Date, time, and place of next annual general meeting

17:30-18:30 Cocktail Party (Klubsaal Restaurant)

(A map of venues is on the back cover of the programme.)

PROGRAMME

THURSDAY MORNING 12 AUGUST 1999

08:00-09:00 Registration and morning tea/coffee (courtyard/foyer Lecture Theatre 2-27)

09:00-09:15 Welcome by NADEOSA President (Lecture Theatre 2-27)
09:15-10:00 *Opening Keynote Address: Raj Dhanarajan*
10:00-10:15 Discussion

10:15-10:30 Refreshments (courtyard/foyer outside Lecture Theatre 2-27)

10:30-11:15 *Keynote Address: Shona Butterfield: Defining quality in Distance Education: the importance of context*
11:15-11:30 Discussion

11:30-12:30 Parallel Sessions 1, 2, and 3

PARALLEL SESSION 1
SUB-THEME POLICY and PRACTICE
LECTURE THEATRE 2-27
Chairperson: Tony Mays, PROMAT
11:30-11:50 Fiona Bulman, University of Natal: Taking the copyright debate into Distance Education
11:50-12.10 Eve Horwitz Gray, Juta Higher Education Publishing: Copyright – Taking the debate into Distance Education: a publisher's perspective
12:10-12:30 Discussion

PARALLEL SESSION 2
SUB-THEME COLLABORATION and COMPETITION
LECTURE THEATRE GSB
Chairperson: Bev Goldman, Allenby
11:30-11:50 Audrey Wyngaard: Quality education by means of a combination of distance education, co-operative education and community colleges
11:50-12:00 Discussion
12:00-12:20 JF van Koller, and A Goodwin-Davey, Professional Development of Distance Education Practitioners Consortium: Breaking the barriers: a case study of inter-institutional curriculum development
12:20-12:30 Discussion

12:30-13:30 LUNCH (Klubsaal Restaurant)

(Abstracts of papers and CVs of presenters of papers involved in the parallel sessions may be found in alphabetical order of the presenters from page 6 onwards. A map of venues is on the back cover.)

PROGRAMME

THURSDAY AFTERNOON 12 AUGUST 1999

13:30-15:00 PARALLEL SESSIONS 4, 5 and 6

PARALLEL SESSION 4
SUB-THEME COURSEWARE DESIGN
LECTURE THEATRE 2-27
Chairperson: Wendy Coetzee, Vista University
13:30-13:50 Isaac Lusunzi, University of Botswana: Building instructional activities in distance education self-instructional materials
13:50-14:00 Discussion
14:00-14:20 Anne-Marie Bergh & Gerrit Kamper, University of South Africa: Action research in promoting quality in text development: a case study from UNISA
14:20-14:30 Discussion
14:30-14:50 Liz Greyling, Rand Afrikaans University: How to determine the instructional quality of online courses: a case study
14:50-15:00 Discussion

PARALLEL SESSION 5
SUB-THEME DEVELOPMENT and TECHNOLOGY
LECTURE THEATRE Postgraduate Centre Lecture Theatre T07
Chairperson: Zola Vakalisa, UNISA
13:30-13:50 Eunice Ivala, University of Natal: The Internet and Distance Education
13:50-14:00 Discussion
14:00-14:20 Paul West, Technikon SA: An update on the TELISA project
14:20-14:30 Discussion
14:30-14:50 Sello Sekgwelea, Technikon SA: TSA ready to face the new millenium through digital videoconferencing (DVC) as a flexible learning tool
14:50-15:00 Discussion

PARALLEL SESSION 6
SUB-THEME HIGHER EDUCATION & FURTHER EDUCATION
LECTURE THEATRE EB 125
Chairperson: Jane Murray, SACTE
13:30-13:50 Carol Bertram, University of Natal: Delivering a quality B Ed – reflecting on the UN/SACTE experience
13:50-14:00 Discussion
14:00-14:20 TR Mavundla, TS Zwane, and FG Netswera, Technikon SA: Excellence in flexible learning through self-assessment
14:20-14:30 Discussion
14:30-14:50 Dayalan Govender and Jean Grundling, Technikon SA: Continuing professional learning as a means of creating a learning culture in a distance learning environment
14:50-15:00 Discussion

15:00-15:15 Refreshments (courtyard/foyer outside Lecture Theatre 2-27)

(Abstracts of the papers and CVs of the presenters of the papers involved in the parallel sessions may be found in alphabetical order of the presenters from page 6 onwards. A map of venues is on the back cover.)

PROGRAMME

THURSDAY AFTERNOON (CONTINUED) 12 AUGUST

15:15- 16:45 PARALLEL SESSIONS 7, 8 and 9

PARALLEL SESSION 7
SUB-THEME COURSEWARE DESIGN
LECTURE THEATRE 2-27
Chairperson: Brian Kenworthy, University of South Australia
15:15-15:35 Thomas Campher, Mmino: From 'public domain' to 'delivery excellence' – implications of
          OBET and the NQF on courseware development and design
15:35-15:45 Discussion
15:45-16:05 Kimani Kabonoki, University of Botswana: Building quality in media materials for distance
          learning
16:05-16:15 Discussion
16:15-16:35 Cas Olivier, Department of Labour: Aligning outcomes-based learning with distance education
16:35-16:45 Discussion

PARALLEL SESSION 8
SUB-THEME DEVELOPMENT and TECHNOLOGY
LECTURE THEATRE T07
Chairperson: Trudi van Wyk, Department of Education
15:15-15:35 Anne Strauss, International Colleges Group: VirtualBookTM
15:35-15:45 Discussion
15:45-16:05 Mailane Mofana-Semoko, Ministry of Education, Lesotho: Skills training at a distance – how
          can the Lesotho Distance Teaching Centre offer skills training to returned miners living in
          rural areas?
16:05-16:15 Discussion
16:15-16:35 Wayne Mackintosh, University of South Africa: 'The future ain't what it used to be':
           transforming distance education for the emerging knowledge society
16:35-16:45 Discussion

PARALLEL SESSION 9
SUB-THEME QUALITY ASSURANCE and SAQA
LECTURE THEATRE Economics and Management Building 1-25
Chairperson: Jenny Glennie, SAIDE
15:15-15:35 Tessa Welch, South African Institute for Distance Education: Evaluating the quality of
          assessment in teacher development programmes: criteria, methods, and findings from recent
          research
15:35-15:45 Discussion
15:45-16:05 Mick Andrew, Association of Distance Education Colleges: Quality assurance and private
          distance education colleges
16:05-16:15 Discussion
16:15-16:35 Paul Beneke and Ben Heystek, Vista University: Is there a future for our past? A proposed
          new, SAQA focussed History curriculum
16:35-16:45 Discussion

*(Abstracts of the papers and CVs of the presenters of the papers involved in the parallel
sessions may be found in alphabetical order of presenters from page 6 onwards. A map of
venues is on the back cover.)*

PROGRAMME

FRIDAY 13 AUGUST 1999

09:00-09:45 *Keynote Address: Samuel Isaacs, Executive Officer, SAQA*
          (LectureTheatre 2-27)
 09:45-10:00 Discussion

10:00-10:15 Refreshments (courtyard/foyer outside Lecture Theatre 2-27)

10:15-11:15 PARALLEL SESSIONS 10 and 11

PARALLEL SESSION 10
SUB-THEME LEARNER SUPPORT and FINANCIAL IMPLICATIONS
LECTURE THEATRE 2-27
Chairperson: Tony Mays, PROMAT
10:15-10:35 Jawaya Small, University of Cape Town: Lessons learnt from a distance education
          postgraduate
10:35-10:45 Discussion
10:45-11:05 Jan de Coning, Charlene Downing, and Ann Muller, International Business Facilitation
          Network and Technikon SA: Promoting institutional excellence in learner support
11:05-11:15 Discussion

PARALLEL SESSION 11
SUB-THEME COURSEWARE DESIGN & DEVELOPMENT and TECHNOLOGY
LECTURE THEATRE T07
Chairperson: Frans Ramusi, Rand Afrikaans University
10:15-10:35 D Bagwandeen, O Bojuwoye, TV Lebeta, LE Letsie, and STP Matobako, University of the
          North, Qwaqwa Campus: Assuring quality through study materials in distance education in
          South Africa
10:35-10:45 Discussion
10:45-11.05 Marlena Kruger, Technikon SA: A learning approach for human development in distance
          education
11:05-11:15 Discussion

11:15-12:15 Plenary Discussion and Summary of Outcomes (Lecture Theatre 2-27)

12:15-12:30 Closure

12:30 LUNCH (Klubsaal Restaurant)

14:00 Meeting of the NADEOSA 1998-1999 and 1999-2000 Executive Committees
      (Room G08)

*(Abstracts of the papers and CVs of the presenters of papers involved in the parallel
sessions may be found in alphabetical order of presenters from page 6 onwards. A map of
venues may be found on the back cover.)*

ABSTRACTS OF PAPERS AND CVS OF PRESENTERS

Quality Assurance and the Private Distance Education Colleges

M G Andrew

Association of Distance Education Colleges (ADEC)

The private education and training sector is a large sector, and the distance education part is also large. In 1965 the private distance education colleges prepared a private bill, which was put before parliament and became law. The purpose of the Correspondence Colleges Act of 1965 was to regulate private distance education, to provide quality assurance, and to safeguard the interests of distance learners. Before NADEOSA was formed, private distance education colleges took the lead in promoting collaboration and in advocating distance learning. They welcomed the formation of NADEOSA, participated during its formation, and have played an active role in its activities. Similarly they welcomed SAQA and the NQF and wish to play their role in quality assurance, especially in assisting with the quality assurance of private institutions. Unfortunately, as in the apartheid era, the education authorities do not recognise the role that private distance education colleges have played and can play in quality assurance. There are signs that in Further Education and Training, however, more participation by the private sector may be accepted.

MICK ANDREW

Mick Andrew was for twenty years Director of Studies of the Damelin Education Group. In 1996 he formed QACE Communication and Education Services CC. He
- *is the President of the Association of Distance Education Colleges (ADEC);*
- *is the Vice Chairperson of the Alliance of Private Providers of Education, Training, and Development (APPETD);*
- *was the Founding Chairperson and is now the Secretary of the Open Learning Association (OLASA);*
- *is the outgoing Secretary of NADEOSA and has been on the Executive since its formation;*
- *is a member of NSB04 (Language and Communication Services).*

He has an MA in English Literature and a BCom and is a Fellow of the Institute of Administration and Commerce and of the South African Institute of Management.

Assuring Quality through Study Material in Distance Education

D Bagwandeen , O Bojuwoye, M T V Lebeta, L E Letsie and
S T P Matobako

University of the North (Qwa-Qwa Campus)

This paper moves from the premise that Education is universally construed as the strategy for the wholesome development of the greatest ability of individuals with unique and private hopes and dreams. When these are fulfilled they can be translated into edification of the individual and the enhancement of the nation. Furthermore this paper recognizes that Education is the livelihood of any community, and therefore it is the cornerstone of social, political, cultural, economic, technological and individual development.

In trying to achieve the above espoused vision the paper sensitizes the issues around the modes of delivery of distance Education. The paper focuses on study material for the learners. It is argued that the key area that impacts on quality of studies in Distance Education is the preparatory stage. The paper will therefore interrogate critically issues around this stage: the statement of purposes in view of critical outcomes as articulated in National Qualification Framework (NQF) criteria for choosing course writers; different models of study guides such as: ground up or integrated; wrap-around or extra-textual; and research or independent. It is hoped that this paper will contribute significantly towards realizing factors and implications for implementing quality in Distance Education in South Africa.

Is there a future for our past? A proposed new, SAQA focussed History curriculum.

Mr Paul Beneke   Department of Institutional Development, Vista University and **Dr Ben Heystek** Department of History, Vista University

This paper addresses the formal removal of History as a subject from the school curriculum. It will argue the continued existence of History as an orientation in life, as the totality of the human experience and as change over time. Within a global era of change and a post modernist refutation of absolute fact, the paper will offer a new History curriculum, and will indicate how this construct meets the SAQA demands, how a reorientation makes it much more interdisciplinary and how it can dovetail with most of the twelve fields and the higher education levels. Ultimately the presenters will also demonstrate how the study of History in this revised form will contribute to the preparation for future employment.

PAUL BENEKE

Paul Beneke obtained his Bachelor's degree and postgraduate qualifications from the University of Pretoria. Half of his career was devoted to staff development in the private sector. He joined Vista University in 1987 and has been closely involved at institutional level with policy changes in higher education, and in the implementation thereof in his institution, as Chief Professional Officer in the Department of Institutional Development. He has served on the executive committees of both OLASA and NADEOSA since their founding. He has been a supervisor for a MPhil student, has published various articles and has delivered conference papers locally, nationally and internationally, the latest at the Commonwealth of Learning Forum in Brunei.

BEN HEYSTEK

Dr Ben Heystek holds a BA (Ed) and MA (History) from RAU and a PhD (History) from Vista University. After teaching History and Geography at Marais Viljoen High School, he lectured at the East Rand College of Education for two years before joining the East Rand Campus of Vista University in 1990, where he holds the position of Senior Lecturer. With extensive experience in Adult Education at St Anthony AEC, as external examiner and as supervisor of several post-graduate candidates, he has co-authored a book on History Didactics and has published several articles in his field. Dr Heystek is also actively involved in community work, serving in several community organisations and committees of city council.   He has also presented several conference papers, and last year presented a paper at an international conference in Venice, Italy.

Action Research in Promoting Quality in Text Development: A Case Study from UNISA

Anne Marie Bergh and Gerrit Kamper

Faculty of Education, University of South Africa

In the early nineties study material of the University of South Africa (Unisa) came under fire from external evaluators (Swift 1993; SAIDE 1995:61-62). These evaluations comprised only a sample of study material and a group of Unisa lecturers in the Faculty of Education responded by embarking on a more comprehensive team research project, also with a view to assisting academic staff to improve existing written texts.

The aim of this paper is to report on the development of this research project from its inception in 1993 until today. As the project was originally conceptualised before new national education policies came into being, the researchers involved had to reflect on their own assumptions around 'text' and problematise and question the purpose and focus of the project continually. The original conceptualisation, reminding of a technicist, linear, factory-model process was gradually transformed into a non-linear, web-like model, shifting the aim of staff development for 'writing better texts' to staff development for quality promotion, embedded in a more holistic quality assurance framework. This also enabled the project to expand further through the identification of other unexplored areas of importance.

To date a qualitative pilot study with ten BEd students has been completed (Lemmer et al 1995; Bergh et al 1996). A learner questionnaire was administered to all BEd students in 1997 (Schulze et al 1999) and at the beginning of 1998 an open-ended 'instrument' for evaluating texts was tested by independent evaluators and by course teams for self-evaluation purposes. The paper will describe some of the highlights in the research process and will reflect on the implications of the experience and research findings for promoting quality in distance education course design and text development.

ANNE MARIE BERGH

Anne-Marie Bergh is a senior lecturer at Unisa, teaching comparative and international education, and didactics. Her other research interests include educational policy, educational transformation and development, higher and teacher education, early childhood development, curriculum development, language in education, examinations and assessment, and health education.

GERRIT KAMPER

Gerrit Kamper taught German at secondary school level for almost 11 years before joining the HSRC in 1984 and UNISA in 1992 as educational researcher. His fields of interest are language teaching, community education (including ABET), open and distance learning and research methodology. He holds an MA (German) from PU for CHE, a MEd (Education Management) from RAU and a DEd (Education Management) from UNISA.

_____

The Quest for Implementing Quality in Distance Education (Higher Education and Further Education)

Carol Bertram

School of Education, University of Natal, Pietermaritzburg

Teacher education presents a massive challenge presently, with a need to both 'upgrade' un/underqualified teachers and to offer professional development which will equip teachers to deal with the changes in the South African education system. The distance B.Ed offered by the University of Natal and the South African College of Teacher Education aims to develop teachers' critical skills, their ability to see schools and education in new ways, their ability to become independent learners and their ability to apply concepts in different contexts. The focus is developing the foundational and reflexive competencies of teachers. The paper explores the challenges of delivering a quality distance B.Ed programme. It looks less at external quality monitoring, which tends to be conservative, and more at assuring quality through internal, reflective practice (Webbstock, 1998). The paper draws on data from student evaluations and tutor evaluations. It explores some of the interesting themes which emerge, such as study time available to fulltime teachers, travelling distances to contact sessions, students' struggles to shift from an information-laden course to one which requires conceptual understanding, the challenge of delivering a course to students at very different levels of competence, and the challenge to independent, print-based learning which faces students who have undeveloped reading skills.

CAROL BERTRAM

Carol Bertram is a lecturer at the School of Education at the University of Natal, Pietermaritzburg. She has taught on the B.Ed programme for three years and writes distance education materials. This year she co-ordinated one of the modules offered on the distance B.Ed programme and her paper is a reflection on this experience. Her interests are in materials development, quality assurance, evaluation and teacher and school development. She completed a Masters degree this year on Whole School Development in South Africa.

Taking the Copyright Debate into Distance Education

Fiona Bulman

University of Natal, Pietermaritzburg

This is not a traditional conference paper but rather an attempt to capture something of, and begin to find, a position in relation to the current debate around copyright. New regulations governing the copyright act were proposed earlier this year that caused a strong response from the Higher Education institutions. NADEOSA was asked to respond from the distance education perspective and this paper builds on an attempt made to develop that response. The matter is not yet resolved and the submissions to the Department of Trade and Industry which might shed some light on it have not yet been posted on the web. This paper attempts to begin to locate our organisation in relation to these debates.

FIONA BULMAN

Fiona Bulman has been working at the University of Natal for the past fifteen years based on the Pietermaritzburg campus. Originally a tutor in a language-for-academic-purposes programme

she later coordinated two faculty education development programmes. She is currently the coordinator of the University of Natal Open Learning Network and has the task of supporting departments and facilitating more flexible delivery modes at the University.

From 'public domain' to 'delivery excellence' **Implications of OBET and the NQF on courseware development and design.**

Thomas Campher

MMINO

- Background

  - Principles of the NQF and its implications on OBET and learner support material
  - The paradigm shifts within OBET – how does this affect Distance Education.

- Interpretation of unit standards and whole qualification – as registered on the NQF:

  - From "unit standards" to "facilitation of the learning process"
  - From "performance criteria" to "interactive activities"
  - From "assessment criteria" to "self assessment"

- Facilitation of learning:

  - Contact classes vs Distance Education vs RPL (Outcomes are the same, regardless of method of delivery and quality assurance will focus on the outcomes – but how can we facilitate and assure the achievement of outcomes via distance education?)
  - The focus shifts from outcomes to the process of learning, relevant exposure and the role of support material and other learner support mechanisms relevant to the South African situation.

THOMAS CAMPHER

T J Campher was Deputy Director at the Department of Education, responsible for vocational education. He represented the Department in a working group of the National Training Board (NTB) in preparatory work regarding an integrated approach to education and training. Mr Campher was involved in the preliminary discussions regarding the NQF and the workings of SAQA. He was also a co-worker on the workgroup that wrote "Ways of seeing the National Qualifications Framework" (HSRC 1995).

Currently Mr Campher is part of a company called MMINO, that focuses on capacity building and courseware development in terms of outcomes based education and training. Its clients include institutions like Vista University, the University of Pretoria, several Technical Colleges, Technikon Pretoria, RAU College as well as private institutions such as the Acumen Holdings Group, Boston City Campus Group, Kagiso Leadership School, International Centre of Management Development (ICMD), Institute for People Management (IPM) and the Centre for Logistics Excellence (CLE).

Promoting Institutional Excellence in Learner Support

Jan de Coning   **Ms Charlene Downing**   **Dr Ann Müller**
Managing Director IBFN*   Project Manager: CIER*   Deputy Director
                                     Technikon SA   CIER,
                                                       Technikon SA

*IBFN –International Business Facilitation Network
*CIER – Centre for Institutional Excellence and Research

The provision of excellent learner support is a high priority strategic initiative of Technikon SA. As a flexible learning institution, the major mode of delivery is by means of distance. As such, excellence in the provision of learner support is an imperative to achieve one of the institutional goals related to increased throughput of learners.

Technikon SA is a founding member of the South African Excellence Foundation and is currently the only higher education institution in South Africa that is fully implementing the SAEM model in the interests of continuous improvement and excellence to maximise the business efficiency of the institution. It is within this strategic framework that the promotion of institutional excellence in learner support is conducted.

A project was put in place to maximise the business efficiency and effectiveness of decentralised learner support. This occurs at the level of regionally based offices in all nine provinces of the country, and is in effect the actual interface with the vast majority of TSA learners.

This paper will address the methodology utilised, the results obtained for all nine provinces of South Africa, and the methods employed to sustain the initiative and track continuous improvement. Mr de Coning will present the methodology employed in formulating business plans that are aligned with corporate level organisational objectives and the financial targets set for each region. Dr Müller will present the methodology employed in concretising activity-based measures at the individual performance level and the results obtained per region. Ms Downing will present the closed loop communication management process of sustaining the excellence initiative and tracking continuous improvement.

JAN DE CONING

Jan de Coning is the founder and director of International Business Facilitation Network. He studied at the Rand Afrikaans University, the University of Pretoria and the University of the Witwatersrand. He holds a BA Hons degree and has certificates in Management Finance, Strategy, and Information Systems. He has twenty-two years' experience in Organisation Development and Strategy Consulting. For the past fifteen years he held executive positions in a merchant bank and a management-consulting firm
.
DR ANN MÜLLER

Dr Müller completed her undergraduate studies at the University of Port Elizabeth and completed her postgraduate studies at RAU. Her entire adult career has been spent at higher education institutions. Currently she is the Deputy Director at the Centre for Institutional Excellence and Research.

CHARLENE DOWNING

She achieved M.Cur (cum laude) at the University of Stellenbosch in 1998. Title: Die belewenis van die studentverpleegkundige gedurende Psigatriese Verpleegkunde. Currently she is Project Manager: Institutional Excellence.

Continuing Professional Learning as a Means of Creating a Learning Culture in a Distance Learning Environment

Dayalan Govender and Jean Grundling

Lecturers in Management Leadership: Policing at Technikon SA

As we move into the new millennium/the 21st century, many countries are becoming increasingly aware of the mounting external pressures of global competitiveness and of the internal demands of their people for peace, prosperity and a better quality of life. Demands are made for more effective and efficient systems of education and training/training and development to meet the overlapping needs of governments, of industry and commerce and of individuals. Resources are limited while the learner/worker profile is becoming more complex and the quality requirements more exacting. Much more has to be done far better with much less. A complete re-think as to how, when, and where learning takes place is required if we are to meet the current social and economic challenges. The needs of governments, educational institutions, employers, communities and the individual learner/worker need to be taken into account (Moore, 1997:1-2).

Since the early 1990's there has been evidence of a paradigm shift from a focus on teaching and training to ongoing and innovative learning via delivery and learner-centred environments in higher education institutions (Baron & Hanisch, s.a.9). Baron and Hannisch (s.a.:13) further argue that andragogy, flexible learning and learning organisations are interrelated, and as a flexible distance learning institution TSA has a responsibility towards all stakeholders to establish a learning culture in South Africa and we see continuing professional learning as the *vehicle* to achieve this.

In this paper we will look into various aspects of learning and development at Technikon SA (TSA) and will propose a strategic plan for continuing professional learning.

Copyright – taking the debate into distance education: a publisher's perspective.

Eve Horwitz Gray

Juta Higher Education Publishing

The debate between DALRO, PASA and the higher education institutions about a possible change to the Regulations for Fair Dealing in the Copyright Act has generated a lot of heat, as have negotiations with DALRO around the introduction of blanket licenses for institutional photocopying. The higher education institutions and particularly those involved in distance education are concerned about the fact that many students lack the means to purchase books and are not able to access sufficient library resources for study purposes. They therefore plead for high limits to fair dealing provisions in the Copyright Regulations. This paper argues that there are constructive ways in which the publishing industry, authors, academics and librarians

can approach these problems of tertiary information provision by working in partnership with one another. A major factor in the perceived high cost of locally published books is, in fact, the high level of photocopying in South African higher education, and the shortened print runs that result. We have a publishing industry that could provide the necessary resources for much of the higher education system at a lower cost than photocopying, if the various players were to combine forces to tackle together the provision of modularised, flexible learning resources in the new higher education system. At the same time, new developments in information provision, particularly in the electronic domain, are radically changing the nature of academic information provision, and are challenging the traditional roles of author, publisher, librarian and education provider. We need to find imaginative new ways of working within this environment to position South African higher education and South African academic information delivery for the needs of students in the new millennium.

EVE GRAY

Eve Gray took her undergraduate and Honours degrees in English and French at Rhodes University. For the next eighteen years, she lived in Europe, working as a teacher and lecturer in England and Luxembourg, and then as a translator and editor in Brussels. Returning to South Africa in 1982, she took her Masters Degree in English Literature at Wits University, where she subsequently lectured in the Department of English. In 1989, she was made Director of Wits University Press. Since 1995, she has worked at Juta Publishing in Cape Town, where she currently manages the Higher Education publishing list and is Publishing Director of UCT Press.

_____

How to determine the instructional quality of online courses: A case study

Liz (ESG) Greyling

Bureau for University Education, Rand Afrikaans University

In answer to the powerful argument of why South African higher education institutions should continue to pay the high costs of traditional instructional methods when new technologies can make education available in better and less costly ways, the Rand Afrikaans University (RAU), like many other South African universities, has introduced a number of online courses on undergraduate as well as postgraduate levels. These courses are offered in addition to reduced contact and distance courses in all faculties. The primary task of the Bureau for University Education (BUE) is teaching development. That being the case, the BUE is involved in assessing the teaching and learning in all study programmes and courses offered by the university. Since the introduction of online courses, the BUE was therefore also faced with assessing such courses to determine if they were instructionally sound and if they met institutional, faculty, departmental, lecturers' and students' needs. Online courses offered at RAU include: Information Management (postgraduate diploma course); Information Technology; Educational Science; Communication Techniques; Afrikaans Prose; and Electrotechnics (Engineering). This paper deals specifically with a case study on the assessment outcomes of Electrotechnics 2A. It aims to highlight the assessment procedure and specific trends that emerged from the assessment.

LIZ (ESG) GREYLING

Dr Greyling is a Senior Researcher at the Bureau for University Education, RAU and is currently responsible for the assessment of Web-based, reduced contact and distance courses; teaching-learning development and editing. She lectures Hons and M-students in Applied Linguistics. She

holds a BA (Languages) and Senior Teaching Diploma from the University of Stellenbosch, and a BA (Linguistics Hons), B.Ed (Education Hons), M.Ed (Educational Management) and D.Ed (Tertiary and Adult Education) from RAU. Special fields of interest: Developing and assessing study material for technology-based distance education.

The Internet and Distance Education

Eunice Ivala

University of Natal Durban

Few technologies have generated as much interest, paranoia, and hype as the Internet. Its significance has been recognised by most major companies and institutions around the world. Analysts suggest that it may lay to waste global giants that do not adapt to it and allow new companies to spring from nothing to take their place (Chadwick 1998).

Companies in industries like computing, television, publishing and retailing have been quick to see the potential threats and opportunities from this network. Many are pouring in tens or even thousands of pounds developing web sites, with little return of that investment within sight. Others may be less sure of the Internet's potential, but still feel that it is too important not to have a presence there. Distance education has been around in one form or another since the 1830's, but if distance education ever had a "boom" era, we are in it now, and have been in it for remarkable advances in the delivery of technologies available to us. One of these, of course, is the Internet. This paper will attempt to explore where distance education fits into the picture, with particular reference to internet connectivity and use in developing countries, what the internet can offer for distance education learners, constraints which hinder internet use for distance education and solutions to these constraints.

EUNICE IVALA
Eunice Ivala is involved with the Graduate Programme in Cultural and Media Studies, Faculty of Human Sciences, at University of Natal, Durban. She is a Kenyan and is at present doing her PhD on 'Capabilities of television in Distance Education: A Case Study of the Liberty Life Learning Channel'. She obtained her Master of Education degree at the University of Natal on 'Identification of misconceptions held by teachers and students with respect to concepts of Mendelian genetics and assessment of teaching methods to overcome such misconceptions'.'

A learning Approach for Human Development in Distance Education

Marlena Kruger

Centre for Courseware Design and Development, Technikon of Southern Africa, Roodepoort

This paper provides an overview of the methodology that was followed and describes the learning approach for learners' development as whole persons in distance education. The uniqueness of this approach lies in its success in introducing the whole-brain learning programme which consists of background information and selected whole-brain learning activities for learners in distance education. The main themes and categories of the learners' experiences are discussed and feedback is given on the questionnaire. On the basis of this, a whole-brain learning approach for distance education learners is generated. Several assumptions and recommendations are made for implementing this approach in distance education. The programme currently comprises a manual and/or video and possibly a CD-ROM for individuals and/or trainers. The researcher concludes that institutions and individuals who are willing to implement this programme should reap the benefits by developing their human potential and thereby developing as whole persons.

MARLENA KRUGER

Marlena Kruger has been an instructional designer at the Centre for Courseware Design and Development at Technikon SA since its establishment in 1995. She recently received her D Ed degree from the Rand Afrikaans University on the theme of this presentation: A learning approach for human development in distance education. She would like to develop and implement products further to support this approach in Southern Africa and the rest of Africa.

Building Quality in Media materials for Distance Learning

Kimani Kabonoki

Centre for Continuing Education, Distance Education Unit, University of Botswana, Gaborone

The paper identifies some landmarks in building quality into audio/video materials. The first landmark in quality is the generation of content by subject specialists and is further enhanced by working in groups. Secondly, quality is not divorced from the realities and characteristics of the distance learner. A material that does not meet the needs of the learner cannot be said to have quality. Quality in content must be complemented by quality in production. This aspect examines the role of the production staff and the infrastructure in which production must operate.

KIMANI KABONOKI

Kabonoki is in charge of the production of video and audio learning materials for the distance education unit at the Centre for Continuing Education at the University of Botswana. He is also in charge of production of general audio-video programmes that address current issues affecting the general public in Botswana. Previously he worked on the production of audio distance learning materials for the University of Nairobi, Kenya while a producer of educational audio-video educational materials at the National Research and Curriculum Development Centre of the Ministry of Education in Kenya.

Building Instructional Activities in Distance Education Self-Instructional Materials

I S Lusunzi

Distance Education Unit, University of Botswana, Gaborone, Botswana

Tuition through distance education involves the learner receiving instruction at a distance, often in the form of printed self-instructional materials. Therefore, there is need to create and sustain academic interactive dialogue between the instructional material and the student on the one hand and between the student and the tutor, on the other. There is need to build feedback and student assessment mechanisms into the repertoire.

The scenario related above presents challenges for distance education instructional designers and authors. They need to write self-instructional materials that encourage students' ability to participate actively in the learning process. These challenges are further magnified when such materials are imported from a country with a different cultural and socio-economic disposition.

The use of instructional activities is one strategy that may be employed to effect successful learning at a distance. Instructional activities encourage learning by doing and can be successfully used to teach in all learning domains; namely, acquisition of knowledge, intellectual skills, motor skills and change of attitude and behaviour, with appropriate modifications. Therefore, the use of instructional activities to promote learning and student self development and actualisation should be viewed as an essential student support in the development of self-instructional materials.

This paper explores the rationale and role of instructional activities in designing distance education materials. In addition, the importance of instructional activities in students' assessment, remediation and quality control in distance education teaching are highlighted. Suggestions are also made on how effective instructional activities may be developed to assist distance education students, particularly in situations where printed self-instructional materials are predominantly used

Isaac Lusunzi

Dr Lusunzi is a coordinator of science subjects in the Distance Education Unit of the Centre for Continuing Education at the University of Botswana. He is currently a research associate of the Food Technology Research Service, a member of the Faculty Board of the Faculty of Engineering and Technology at the University of Botswana and a member of the Botswana National Committee for Technical and Vocational Training by Distance mode of teaching. Dr Lusunzi was previously a research chemist at the Universities of Stellenbosch (South Africa) and Western Sydney (Australia).

Skills Training at a Distance: How can the Lesotho Distance Teaching Centre offer Skills training to returned miners living in rural areas?

Mailane Mofana-Semoko

The purpose of this research project was to find out how the Lesotho Distance Teaching Centre (LTDC) could offer skills training to returned miners in rural areas by means of distance teaching methods.

The information was collected through in-depth interviews with members of the Lesotho Literacy Network and through group discussions with the Basic Education Unit staff of the LDTC and the participants of the seminar on 'Literacy for Development' organised by the LDTC.

This research project was guided by a review of relevant literature, which indicated the methods used in different institutions in both developing and developed countries, in offering vocational and practical subjects through the mode of distance teaching.

The LDTC's case study is used to show its experiences in skills training, through the production materials on topics of a practical nature, radio programmes and training of assistance fund groups, in management skills and book-keeping.

This research project identified a number of strategies and approaches for the provision of skills training at a distance. These include: the establishment of study or learning centres where skilled personnel could help with practical aspect of training; strengthening the networking system, through which skilled personnel could be shared; the establishment of a coordinating committee at a policy making level through which other government departments could become actively involved; producing appropriate and relevant printed materials and radio programmes, and materials to be graded over time; developing a strong monitoring system, reviving the LDTC's assistance fund programme for income generating activities; promoting the establishment of a participatory rural press; and ensuring that existing facilities are utilized more cost effectively and that the training of facilitators is coordinated.

MAILANE MOFANA-SEMOKO

Mailane Mofana-Semoko works in the non-formal education office of the Ministry of Education in Lesotho. He has an M Ed in adult education which he completed at the University of the Witwatersrand in 1998. He gained his present position after being an Inspector of Education for 5 years and he is now responsible for coordinating the Non Formal Education activities in Lesotho and for the development of a policy for non-formal education in Lesotho.

Excellence in flexible learning through self-assessment

T R Mavundla, T S Zwane and F G Netswera

Researchers at Technikon SA

In its pursuit for excellence, Technikon SA has commissioned the Institutional Review Panel (IRP) to conduct an institutional review of the technikon based on identified terms of reference. Such terms of reference focus on aligning Technikon SA to meet the demands of its huge and diverse market without compromising quality. Changing legislation, government policy requirements, technology advancement as well as the ever-changing needs of the technikon's customers have added impetus to such an initiative. Technikon SA is therefore currently engaged in a self-assessment exercise that will enable it to benchmark the quality of its services and products in the interest of its customers. The South African Excellence Model (SAEM) has been adopted as a framework for conducting these self-assessment initiatives. To this end, two research studies have been completed as part of this brief and are the postgraduate research supervision and the corporate stakeholder surveys.

From the findings it is apparent that Technikon SA is moving in the right direction but it cannot afford to be complacent. Huge challenges still abound and call for vigorous action from dedicated management and staff.

"*The future ain't what it used to be": Transforming distance education for the emerging knowledge society.*

Wayne G Mackintosh

Bureau for University Teaching, UNISA
It can be argued that the evolution of higher education practice is the result of the development of society. Because distance education (DE) is based on the industrialisation of society, it is the most modern form of educational delivery. As we enter the 21st century, open distance learning (ODL) is facing a new revolution. This revolution is rooted in the challenges of the emerging knowledge society.

The icon of strategic management, Peter Drucker, has argued that large universities will become relics in thirty years. Distance education, utilising the advantages of mass-standardisation, have developed into large organisations that capitalise on the benefits of economies of scale. If Drucker's predications hold true, DE universities risk extinction by virtue of their size and the challenges of the emerging knowledge society.

This paper will examine the evolution of distance education and open distance learning as we approach the new millennium. The emerging knowledge society is changing the traditional university role of knowledge production to a new role of knowledge reconfiguration. Considerably higher levels of massification can be expected in higher education, particularly in developing countries. Knowledge society members will demand higher levels of individualisation and customisation. However, to be sustainable, similar economies must be achieved, when compared to conventional standardised mass production. This constitutes the transformational context for university DE.

The paper will argue three pivotal foundations for transformation of ODL:

- institutional capacity to adapt;
- mass-customisation; and
- information technology for sustainable DE learning.

In conclusion, the paper will interrogate the notions of the emerging knowledge society as they relate to overcoming the legacy of poor student support in South Africa's ODL university provision. In doing so, the paper will provide a speculative look at information technology for sustainable student support in Southern Africa.

Aligning outcomes-based learning with distance education

Casper du Toit Olivier

Department of Labour

The outcomes-based learning model demystifies the ambiguities regarding outcomes-based learning. The model he developed outlines the paradigm shift towards outcomes-based learning and has been used to develop and provide managerial, administrative, economic, technical and train-the trainer-training. In this presentation Dr Olivier applies his outcomes-based model to distance education.

CAS OLIVIER

Dr Olivier is a Chief Training Adviser with the Department of Labour. He is the author and co-author of a number of articles, learning guides, reports and books on education and training. The title of his recent book is: How to educate and train outcomes-based education.

Technikon SA is ready to face the new millennium through digital videoconferencing (DVC) as a supplementary delivery tool

Sello Sekgwelea

Technikon SA, Florida

DVC still belongs to a family of cutting-edge technologies known as future technologies. TSA introduced DVC at the beginning of 1998 as a pilot project with the purpose of providing a communication tool for the staff based at Head Office (Florida) with the "FOUR" regional offices (Bloemfontein, Cape Town, Nelspruit, and Pietermaritzburg).

Initially, based on its size, the DVC system was to be used for meetings and interviews; however, with a little imagination on the part of the facilitators and users, it is interesting to note that it is now also being put to good use for group seminars and contact sessions by both administrators and academics.

In this paper, among other things, the writer highlights the steps to be followed in introducing an unkown technology such as DVC to staff in DE. At the same time, the writer elaborates upon research results of the questionnaire administered to staff exposed to DVC; undoubtedly, findings established here are vital indicators for the future planning use of DVC at Technikon SA.

Sello Sekgwelea

Sello Sekgwelea is manager of audiovisual productions and DVC (ITC Directorate) at Technikon SA. He has an MSc Ed (Instructional Technology), which he obtained from Northern Illinois University in the United States of America. He obtained his BA (Ed) and BEd from the University of North-West in South Africa. He is deeply concerned with integrating appropriate technologies in DE with the purpose of achieving flexible learning.

Lessons learnt from a Distance Education postgraduate

Jawaya Small

Child Health Unit, Department of Paediatrics and Child Health, University of Cape Town

District health development was identified as a key component of the National Health Plan for South Africa. Frequently health professionals charged with the responsibility of managing and delivering maternal and child health programmes in the district find that they have not been adequately prepared for their task in undergraduate vocational education and training programmes. The Masters programme in Maternal and Child Health MPhil (MCH) aims to meet the education and training needs of district health managers by providing educational experiences resulting in graduates who are able to plan, manage and deliver maternal and child health services at district level.

The MPhil (MCH) is a combined coursework and dissertation masters which was established at the Child Health Unit in the Department of Paediatrics and Child Health at the University of Cape Town in 1990. In 1997 funding was obtained from the Canadian International Development Agency (CIDA) to upgrade the existing programme, through the combined expertise of clinicians and educators at the Universities of Cape Town and British Columbia (Vancouver, Canada).

Advances in electronic networking meant that a distance education format could be used so that learners would not have to spend extended periods away from their work.

The pilot has proved to be illuminating and the MPhil (MCH) team, through this paper, would like to share the lessons learnt through this experience. This paper will focus on the following issues:
- Programme development within the framework of a partnership
- Team writing
- Electronic Communication as a learning-teaching strategy
- Electronic tutoring
- Financial Planning for postgraduate programmes

_____

VirtualBook abstract

Ann Strauss

International Colleges Group (ICG) will demonstrate its unique Virtual Book which was developed as an effective electronic interface that would facilitate sustained onscreen learning.

VirtualBook provides a multimedia-rich environment that enables interactive learning and testing and that interacts seamlessly with customised website support via the Internet or an Intranet. Features of VirtualBook include: search engine; familiar study aids such as bookmarks, highlighters, margin notes; easy navigation by hyperlink; progress charts; choice of printing functions; and clipboard function. Furthermore, VirtualBook works in conjunction with an application or simulator to provide step-by-step instruction to the student in the application. A seamless email connection is provided enabling the student to send queries to the course tutor simply at the touch of a button.

Virtual Book provides a cost-effective exciting delivery method for flexible learning.

Ann Strauss
Ann Strauss obtained an MSc (cum laude) in Molecular Physics from the University of Natal in 1985. She worked in materials research for 2 years at the CSIR. She has 10 years of teaching experience at secondary and undergraduate level. In 1994, in Cape Town, she started the first SA web-development company (ExiNet). In 1995 she was asked to join the management team at the International Colleges Group. She held the position of Marketing Director for two years and was also involved in the technology developments at ICG. She now heads up the ICG OnLine division, which focuses on the digital publishing and delivery of courses and training material.

The Quest for Implementing Quality in Distance Education

J F van Koller and A Goodwin-Davey

The purpose of this paper is to give a description of the Professional Development of Distance Education Practitioners Consortium.   This body, which consists of representatives of SACHED, SAIDE, UNISA, TSA and TECHNISA, was established for the purpose of developing joint curricula and courses for the professional development of distance education practitioners in South Africa. This presentation looks at aspects such as: the history of the Consortium, its achievements so far, its various sub-committees and their purposes and functions, and the position of the Consortium with regard to the NQF and OBET.

The main methodologies used to prepare this presentation are:
* Document review
* Individual contributions

Relevance of this presentation to the conference theme:
* The Consortium could be seen as a typical example of emerging collaborative partnership agreements which has become a requirement within the new SA education environment.
* The Consortium has already initiated strategies to implement the NQF/OBET approach within its courses and modules.

JOHAN VAN KOLLER

Dr Johan van Koller obtained a BA-HTD from the University of the Western Cape. He then went on to get his BEd and MEd from the Rand Afrikaans University. He has a DEd from UNISA. Dr van Koller is at present the Acting Director of Technikon Teaching at Technikon SA.   The directorate is responsible for professional staff development.

ALICE GOODWIN-DAVEY

Alice Goodwin-Davey has a background in languaging teaching, writing and research, plus 20 years' experience in junior secondary, secondary and tertiary classrooms, in the US, Panama, Botswana and now South Africa. Since 1994 she has worked at UNISA with student and staff development, skills across the curriculum, instructional design, interactive development of distance learning materials, and OBE and educational policy implementation.

Evaluating the quality of assessment in teacher development programmes: criteria, methods, and findings from recent research
Tessa Welch

South African Institute for Distance Education (SAIDE)

Evaluations are costly and time-consuming. One way to economize is to select one aspect of a programme to research in depth. From research done over the last eighteen months, it appears that if an evaluation of assessment of students is done thoroughly, it is a key to understanding the quality of the programme as a whole.

This paper brings together SAIDE research into the Wits Further Diploma (English Language Teaching) done as part of the President's Education Initiative, and the findings of the Educator Development and Support (EDS) project – Paul Musker and Associates - for the Joint Education Trust and Department of Education. (Of the twelve case studies in the EDS project, six were of distance education programmes.) The paper also presents a method for evaluating assessment design, support, quality assurance and student performance. This method has evolved from the previous pieces of research and is currently being applied to an evaluation of assessment in the Wits Flexi-BEd programme.

Criteria are drawn from three kinds of sources – departmental policy, SAQA, and international and South African literature on assessment.

The **research findings** consider the feasibility of the emerging deparmental policy on assessment for distance education programmes.

Methods of evaluation include document review, interviewing of students, and interviewing of course co-ordinators.

TESSA WELCH

Tessa Welch is the coordinator of quality assurance and course design at the South African Institute for Distance Education. In 1996, she worked with the Department of Education in the writing of the discussion document 'A Distance Education Quality Standards Framework for South Africa'. Her involvement in quality assurance has been continued by representing NADEOSA on the National Standards Body for Field 05. She has also conducted a number of evaluations, particularly of teacher development programmes, with a strong emphasis both on course materials, design and assessment.

The TELISA Initiative

Paul G West

Technikon SA

The Telisa Initiative was established by the Centre for Lifelong Learning of Technikon SA in co-operation with the World Bank and other key stakeholders. The initiative rests on three pillars, namely the establishment of access centres for lifelong learners, collation and development of learning resources and the collation and development of infrastructure to support learning and development in Africa.

The paper will present:
- a summary of the vision of the Initiative
- various projects that have already been initiated, and
- existing resources that are available on the internet, both free-of-charge and on a charge-as- you-go basis will be highlighted.

Initial projects underway include:

- An Information Communication Technology (ICT) Centre in Maseru (Lesotho)

- An ICT Centre in Kgautswana (South Africa)
  Three ICT Centres in South African cities
- A public digital library
- A portal internet site for Telisa Initiative linked projects
- A project to demonstrate collaboration in content development by institutions in Southern Africa.

Suggestions will be made on how institutions and individuals can link existing projects to Telisa or begin new projects to contribute to a renaissance in Africa through education as a cornerstone.

PAUL WEST

Paul West is the Director of the Centre for Lifelong Learning at Technikon SA.

Quality education by means of a combination of distance education, co-operative education and community colleges

Audrey Wyngaard

Western Cape College of Education

A study was conducted on how a combination of distance education, co-operative education and community colleges can function in an interactive model to enhance quality education. There will be a discussion of how the three modes of instruction, namely distance education, co-operative education and community colleges function. Special attention will be given to new trends in each teaching mode. Emphasis will be on how quality education takes place in each teaching mode.

An illustration of how the three modes can function in an interactive model will be explained. Quality education is an integral part of any institution. A discussion will follow of how quality education can take place in the interactive model. The questions usually arise what is quality education? how is it measured? and how is it assessed? In South Africa there are many students that could not complete their studies due to a variety of circumstances. These students must be accommodated. In the interactive model an illustration of how quality education can take place to accommodate these students will be discussed.

There are many definitions for quality education. Quality education has different meanings depending on who is defining the quality criteria and for what purpose. Harvey and Green (1993) made a systematic overview of quality definitions found in the literature on higher education. They distinguish five broad categories of definitions:

- Quality as exceptional
- Quality as perfection or consistency (zero errors)
- Quality as fitness for purpose (mission orientation, consumer orientation)
- Quality as value for money
- Quality as transformation.

There is no 'standard' definition for quality, but we need to choose a definition that fits into circumstances in which we want to use it.

It is often mentioned that educational institutions should be institutions of excellence. In the traditional view, excellence is often used interchangeably with quality. An analysis of how quality education and excellence can take place in the interactive model to accommodate the students that could not complete their studies will be made.

AUDREY WYNGAARD

Audrey Wyngaard is head of the Education Department at Western Cape College. She has been involved in distance education for the past fourteen years. She has completed her dissertation for her DEd degree at the University of Stellenbosch. She is the author of the book "Child and Society". She is a founder member of OLASA and is a member of SASCE, EASA and SAARDHE.

_____