National Association of Distance Education Organisations of South Africa

Annual Conference
25th and 26th August 2004

Blurring the Boundaries: The Potential of Mixed Mode Delivery

Keynote Speakers (In alphabetical order)

Dr Tom Brown

Tom Brown obtained his Ph.D. in the field of distance learning in 1993 at the University of Pretoria with the topic: *"The operationalisation of metalearning in distance education"*. His expertise and interests are in the following fields: learning, learning facilitation, education innovation, distance learning (ODL), instructional design, educational technology, flexible learning, e-learning and m-learning.

Tom has been involved in distance education for more than 12 years. Since 1995 he has also been involved in consultancy work for various institutions in the field of distance education and flexible learning.   Prior to his present position at UP, he held positions such as High School Teacher, Instructional Designer, Senior Lecturer, Head of Department and Director of an Institute for Courseware Development. He currently holds the position of Deputy Director at the University of Pretoria where he is responsible for, amongst other things, educational technology, education innovation and distance education partnerships.

Tom is a visiting expert and guest lecturer in international postgraduate courses in distance education, invited chair of research workshops and keynote speaker at international conferences. Some of his recent work and performances during the past year include:

Feb 2004:   *"The role of m-learning in the future of e-learning in Africa."* Paper delivered at the ICDE-2004 conference, February 2004, Hong Kong, China.

March 2004:   Chair of a research workshop of EDEN (European Distance Education Network) held in March 2004, Oldenburg, Germany. Theme of the research workshop: *"From Conventional to Open, Distance, and eLearning"*

July 2004:   *"Exploring future learning paradigms: Will m-learning survive?"* Keynote address delivered at the MLEARN 2004 conference, July 2004, Bracciano, Italy.

Aug 2004:   *"Towards a model for m-learning in Africa."* Article accepted for publication in the first quarter of 2005 in the International Journal on E-learning.

Prof Wendy Kilfoil

Wendy Kilfoil has worked in distance education since 1984, for ten years at Vista's Further Training Campus and since 1994 at Unisa. She was an associate professor in the English Department but since January 2004 she has been the Director of the Bureau for Learning Development. At the end of 2003 she received the Unisa Chairperson of Council Award for Excellence in the category Management and Administration in recognition of participation in activities such as the following: leadership of the team that developed the Senate Discretionary Access modules for the university; convening of the SAQA Action Group at the university that registered all qualifications in outcomes-based format; and participation on the task team that led to accreditation for Unisa from the Distance Education and Training Council (DETC) in Washington DC in January 2002. During 2002/2003 she was awarded the Hubert H. Humphrey Fellowship and studied leadership and management at The Pennsylvania State University, with a particular emphasis on quality assurance and accreditation. During 2003 she published an occasional paper for DETC on *Strategic Planning in Distance Education*.

Prof Antony Melck

Professor Antony Melck was educated in law and economics at the Universities of Stellenbosch and Cambridge (UK). At the same time he studied music and has been admitted as a fellow of the Trinity College of Music (London). He received a doctorate in the economics of education from the University of Stellenbosch in 1983 and an honorary doctorate from Thomas Edison State College (New Jersey, USA) in 1999. As visiting professor and fellow of the Alexander von Humboldt Foundation he spent two periods at the University of Cologne in Germany.

Prof Melck was professor of economics at the University of Stellenbosch before being appointed to various senior management positions at the University of South Africa, culminating in the position of Principal and Vice-Chancellor. In addition to membership of various public bodies, he has served a term as deputy chairman of the Financial and Fiscal Commission and three terms as chairman of the Governing Body of Pretoria Boys High School. Prof Melck is currently advisor to the Rector of the University of Pretoria.

Ms Francis Mensah

Frances J Mensah , who is the incumbent Chairman of DEASA was appointed in 1996 as the founding Director of the State-owned Namibian College of Open Learning (NAMCOL) a position she holds until now. As Chief Executive she facilitated the Strategic positioning of the institution, both nationally and internationally .Before joining NAMCOL she served the Nambian community in different capacities, as teacher, Principal and Mayor. Currently she serves as Chairperson for the Namibian Open Learning Network Trust and Deputy Chairperson for the Forum for African Women Educationalists in Namibia.

Prof Barney Pityana

Prof Nyameko Barney Pityana is Principal and Vice Chancellor of the University of South Africa, a position he has occupied since November 2001. In July 2002, Council approved his appointment as professor in the Faculty of Law.

Prof Pityana read law at the University of South Africa, theology in London and trained as an Anglican priest in Oxford. In 1996, he was belatedly admitted as an attorney of the High Court of South Africa. He was awarded a PhD in Religious Studies at the University of Cape Town in 1995.

Dr Pityana has served as an Anglican priest in England. After six years as a parish priest, he was appointed Director of the World Council of Churches Programme to Combat Racism with headquarters in Geneva in 1988.

He returned to South Africa in 1992 and was appointed Senior Research Officer and Senior Lecturer in the Department of Religious Studies at the University of Cape Town.

Prof Pityana was the first Chairperson of the South African Human Rights Commission in 1995. At the Commission he helped develop the application of the Bill of Rights and establish a credible independent national institution for the promotion and protection of human rights. He resigned from the SAHRC in 2001 to join the University of South Africa. In the period 1997-2003 he served as a member of the African Commission on Human and Peoples' Rights.

As a scholar, Prof Pityana is widely published in the fields of theology and ethics, human rights law and politics.

Prof Pityana holds honorary doctor's degrees from Trinity College, Hartford, Connecticut, USA and from the University of Buenos Aires, Argentina. He is also a Fellow of King's College London and a Member of the Academy of Science of South Africa (ASSAf).

Among the committees he serves on, he is non-executive Chairman of Uthingo Management (Pty) Ltd, the operating company of the National Lottery. He serves on the Executive Committee of SAUVCA and is Chairman of the Matriculation Board.

Conference Programme

25th August 2004

All conference delegates are welcome to attend the NADEOSA AGM

Time	Activity	Venue
09:00 – 10:00	Morning Tea AGM/Conference Registration	Main Venue (MV)
10:00 – 12:00	NADEOSA AGM	MV
12:00 – 13:00	Lunch for all delegates and conference registration	MV
13:00 – 13:15	Welcome from NADEOSA 2003/4 President and announcements	MV
13:15 – 14:00	**Quality Criteria 1: Implications of moving from contact-based to distance education.** Presentation by the NADEOSA Quality Criteria Publication Task Team.	MV
14:00 – 14:30	**THEME: ACCESS, THROUGHPUT, QUALITY. Keynote Address by Frances Mensah.**	
14:30 – 15:15	Breakaway 1: Access, Throughput, Quality	
14:30 – 15:15	1.1 **Harman, Sue**. *Peer collaborative learning (PCL): A useful learner support tool for distance education in South Africa*	MV
Abstract: At present, a pilot, peer collaborative learning (PCL) project is being run in four Gauteng and 1 Kwa-Zulu Natal UNISA offices. The long-term goal of the project is to devise a PCL model (which has been tried, tested and revised during the implementation of the pilot) that suits the South African distance education context. The paper will examine the merits of this delivery mode; draw on international best practice and experience, and explore how PCL can be successfully adapted to South African distance education. Some problems encountered and successes achieved will be discussed, plus the policies and procedures that have been devised thus far, to ensure the roll out operation to other regional offices for a standardized, yet decentralized delivery. Data gathered throughout the project (which is still ongoing and has yet to be finally analysed) is being examined, as a work in progress, by means of an action research approach.		
14:30 – 15:15	1.2 **Naidoo, Jaqueline.** *Measuring Success: Evaluation strategies for the National Professional Diploma in Education.*	C1
Abstract: The National Professional Diploma in Education (NPDE) was launched at the School of Education, Training and Development, University of KwaZulu-Natal in July 2001. The University of Kwazulu-Natal played a leadingrole in the conceptualization of the curriculum and mode of delivery of the NPDE. The NPDE was conceptualized as an interim qualification which would provide under-qualified school teachers, classified as REQV 11 or 12, with the opportunity of becoming fully-qualified professionals at REQV 13. This study aimed to evaluate the effectiveness of the NPDE and its impact on tutors and students. Data were collected in relation to the following hypotheses: • The quality of the learning materials and mixed-mode delivery is related to students' success • The classroom practice of under-qualified teachers improves as a result of studying on the NPDE • The NPDE enhances the self-esteem and professional development of tutors and students.		

Time	Activity	Venue
	This paper is a case study of the evaluation of the NPDE offered by the University of KwaZulu-Natal (Pietermaritzburg). It concludes by making recommendations for further upgrading of unqualified and under-qualified teachers using mixed-mode delivery.	
14:30 – 15:15	1.3 **Van Wyk, Arlys.** *Standing on tiptoe: A programme of English language aimed at improving proficiency using a mixed-mode of delivery.*	C2

Abstract:
Central to this paper is the understanding that lack of language competency precludes students from meaningful engagement in any programme of academic learning. This paper describes a programme of language learning which aims to improve language proficiency of students enrolled in a mixed-mode, distance education programme. The programme was researched, developed and implemented over a period of four years in which time the programme was also evaluated. The paper describes the course, the mixed-mode methodology as well as details about materials and approaches used to teach academic reading and writing. The paper will include a detailed description of the writing component as well as examples of course materials used to facilitate academic writing.

Time	Activity	Venue
14:30 – 15:15	1.4 **Freinkel, Edna.** *How to look for and handle a learning disabled student through distance education to change "disability" to "ability".*	BR

Abstract:
Signs of learning difficulties. How to handle them from a distance. Changing the concept "disabled" to "abled".

Time	Activity	Venue
15:15 – 15:45	**THEME: SYSTEMS AND COSTS. Keynote address by Antony Melck**	MV
15:45 – 16:15	Afternoon tea	
16:15 – 17:00	Breakaway 2: Access, Throughput, Quality. Continued.	
16:15 – 17:00	2.1 **Reed, Yvonne.** *Levelling the research field(s): Supporting 'contact' and 'distance' B Ed. Honours students as researchers*	C1

Abstract:
B Ed Honours students at the University of the Witwatersrand who choose to undertake their research project in Applied English Language Studies are registered either for a 'traditional contact based' or for a 'mixed mode' programme. Students in the 'contact' programme meet in a weekly, two hour research seminar throughout the academic year, have access to a wide range of library facilities on a daily basis and can arrange individual appointments with their supervisor at mutually convenient times. Students in the 'mixed mode' programme meet other students and their supervisor during the residential sessions held on campus four times a year and, for the most part, have direct access to library facilities only at these times. The same assessment criteria are used for the examination of the completed research projects of both groups. The overall goal of the lecturers who participate in the B Ed Honours programme is the promotion of research excellence among all students. This paper reports and critically reflects on the differing kinds of support lecturers in Applied English Language Studies offer to students in each group in our attempts to achieve this goal. The writer argues that the promotion of equity of outcome for all may require the use of 'unequal' support strategies with students in the two groups.

Time	Activity	Venue
16:15 – 17:00	2.2 **Snyman, Rika** for Engelbrech, Tobie, Govender, Dayalan & Pitout, Susan**.** *Mixed mode learning facilitation to empower postgraduate learners in policing towards becoming lifelong learners.*	C2

Abstract:
The M Tech degree in Policing was introduced to fill an identified gap for a research-based masters' degree for distance learners. The general goal of the degree, was to develop and empower the learner in his/her professional life and as a researcher by increasing and improving the learners' professional competence. In this presentation the authors will argue the need for a hands-on approach by the learning facilitator to empower the learners. The learners are from rural and urban areas across South Africa, with rather less than more, access to libraries, research facilities and communication infrastructure. We will demonstrate the need to give more structure and support to the masters' learning journey, in order to empower them towards becoming lifelong learners

Time	Activity	Venue
16:15 – 17:00	2.3 **Thomson, Carol.** *Academic writing development in a mixed mode programme: Possibilities and challenges.*	CLab

Abstract:
In the South African teacher education context, primarily as a result of the inequities of the apartheid education system, the majority of school teachers engaging with in-service, part time post graduate university studies, are ill-equipped to cope with the academic writing (and reading) demands made of them at this level. Underdeveloped writing competence is perceived by tutors and staff (but not always by students) as a critical factor contributing to the mediocre standard of performance achieved by the majority of students.

Developing academic writing competence, however, is recognised as a difficult and time consuming task, and best accomplished through intensive and extended engagement with writing processes, and ideally, in face-to-face teaching contexts. In the context of open/distance and/or mixed-mode learning (increasingly the dominant pedagogical models for in-service teacher training at a local, regional and global level) addressing students' academic writing competence becomes a particularly exacting and challenging task for literacy practitioners in Higher Education.

Contextualised within Critical Literacy theory and the Genre Approach to teaching writing, the paper explores the rationale for, and challenges of, designing and implementing an academic writing and reading development course in a Bachelor of Education Honours degree in 2003, and evaluates the levels of success achieved so far. Approximately 275 new students registered for this degree in 2004, which is taught by tutors in six Regional Learning Centres. 87% of both the tutor and student body are English second language speakers.

Time	Activity	Venue
16:15 – 17:00	2.4 **Jugmohan, Praveen.** *The NPDE: The challenge to enhance practical competence/classroom practice*	BR

Abstract:
The University of KwaZulu-Natal , PMB, delivered the National Professional Diploma in Education (NPDE) programme to 1 300 students in KwaZulu-Natal and parts of the Eastern Cape. This programme aims to upgrade educators from M+1 and/or M+2 to M+3 and focus on providing students with a good understanding of effective educational teaching methodologies and classroom practice. Classroom observations by trained field workers form a critical component of the programme. These observations are seen as a valuable tool to assess whether the NPDE programme has contributed to the practical competence of classroom-based educators.

Drawing on these classroom observations, this paper identifies key pedagogical skills which were not evident amongst the educators observed despite adequate exposure provided through the NPDE. It also identifies those pedagogical skills which can be said to reflect a positive influence by the NPDE programme. The paper notes that the findings of the classroom observations present a key challenge to the programme., particularly with regard to how it is structured to support educators to translate theoretical concepts and constructs into practical competence.

Time	Activity	Venue
16:15 – 17:00	2.5 **Moll, Ian, Welch, Tessa and Naidoo, Jacqueline.** *Curriculum responsiveness in programme and materials development for distance teacher education*	MV

Abstract:
All South African teacher education must now be delivered by autonomous higher education institutions, so it must be directed through a particular kind of relationship between the Department of Education and the higher education sector. There is also an absolute imperative in the current situation to deliver teacher education through mixed-mode distance education programmes. This case study looks at how the University of KwaZulu-Natal in Pietermaritzburg has responded to these demands in its National Professional Diploma in Education (NPDE). courses. "Curriculum responsiveness" is coming to be widely used to grasp pressures being placed on universities to contribute more directly to the economic, sociocultural and educational needs of South Africa and its people. Universities must able to respond simultaneously to multiple levels of the problem if the distinctive character and contributions of higher education are to be realised, perhaps particularly in teacher education. The School of Education, Training and Development in Pietermaritzburg appears to have managed its response to macro-social policy imperatives, changes in institutional culture and the shifting needs of learners particularly well. This paper examines how the NPDE has succeeded at all of these different levels, and draws out in particular the way

Time	Activity	Venue
	the fact that it is a distance learning programme designed for the purpose has contributed to this success. the NPDE. The argument is that this particular mixed-mode NPDE programme represents a particularly good example of high curriculum responsiveness in distance teacher education.	
17:00 – 17:45	Breakaway 3: Systems and costs	
17:00 – 17:45	3.1 **Van Niekerk, Louis.** *The comprehensive institution: Questions of space, place and identity*	C1

Abstract:
Western thought is largely prepared to function in terms of binary oppositions: something is either right or wrong, good or bad, etc. Any instance where a matter is neither right nor wrong, etc. is cause for discomfort and has to be resolved - it has to be something. When an answer is neither right nor is it wrong, then what is it? How can it be both? Similarly the question is asked how an institution can be both a distance learning institution as well as a contact-based institution, how it can offer both Phd degrees as well as certificate programmes, do research that is of the most practical and applied nature as well as research that is highly abstract and theoretical. Whilst one might speculate about the apparent contradictions, such paradoxes provide tremendous challenges in terms of different management requirements.

As practitioners of open and distance learning we will have to consider what it is we do, how we do it and why we do it. It requires of us to reflect on our daily activities especially with a view to improving practice. What is more, is that although the context for every open and distance learning institution and therefore also for the practitioners working in it, is different with unique demands and challenges there are certain functions and roles that are general and common to all ODL institutions and also contact institutions. What is expected is to identify those factors or variables that impact on our effectiveness as distance education and open learning practitioners and institutions. The diverse sets of conditions guiding the activities of practitioners in various contexts give rise to such complexity as to make it impossible to suggest a management model "to fit them all".

In this regard this paper will examine the concept of comprehensiveness from a distance education and open learning perspective (DEOL). In doing so it will deconstruct the concept of "a single dedicated distance learning institution" in order to come to a new understanding of what DEOL might be. It will be argued that comprehensiveness can only be achieved through flexibility of practice.

Time	Activity	Venue
17:00 – 17:45	3.2 **Horn, Marlise.** *Service quality expectations in the higher educational environment: A case study.*	C2

Abstract:
The field of higher education, like any other modern endeavour, is undergoing rapid changes. In order for higher education to successfully compete and generate the resources it needs to survive and prosper, it has to be run more and more in business lines.

The quality business principle of client satisfaction therefore, when applied to an institution of higher learning, then requires that institution to make the paradigm shift from dealing with students, parents and funders of bursaries to that of having customers and stakeholders.

This paper is based on the above market analogy with an emphasis on service quality and customer satisfaction within the higher educational environment. Given the exploratory nature of this research, focus groups are used to investigate **quality expectations concerning mixed mode delivery service offerings in an educational setting**. A comparison is made between online and residential MBA students to determine their quality expectations in respectively virtual or physical contact sessions. Implications for educational service providers are formulated.

Time	Activity	Venue
17:00 – 17:45	3.3 **Makunka, Cosmas**. *Report on systems and cost implications of a study on open secondary schooling in Zambia.*	CLab

Abstract:
The study looked at the selected 'open secondary classes' centers in Zambia which operated in 1985, 1986, 1987, 1988 and 1989. It investigated the drop - out rate in these classes using an open – ended questionnaire. Research findings from other cultural contexts and the survey were used to make recommendations on indicated measures to alleviate the problem of drop – out from these classes.

Time	Activity	Venue
	The main cause of student demotivation and irregularity in the administration at the National Correspondence College (NCC), is lack of funds. It is recommended that the government gives enough money to enable the college to purchase its own printing machines and other students' requisites. This will enhance learning in the OSC Centers. It was also recommended that the OSC supervisors manning the centers should be sent for further studies, paid adequately and given an extra subject (sex education) to teach. The tuition fees were suggested to be scrapped to enable all the students to enroll. Relevant textbooks to be supplied to all OSC centers with specialist teachers. The students transferred to other schools in pursuit for specialist teachers.	
17:00 – 17:45	3.4 **Msila, Vuyisile and Holomisa, Tumi.** *Massification: Opportunities of NPDE mixed mode delivery programme*	BR
	Abstract: With the introduction of the (Outcomes Based Education) OBE system, it was clear that many teachers needed some form of retraining to meet the demands of the new education system. Of these educators many were underqualified and some were unqualified. Presently, we speak of the Revised National Curriculum Statement (RNCS) which is a slight modification of OBE and still more than forty thousand teachers are still underqualified. This paper looks at the opportunities provided by UNISA's National Professional Diploma in Education (NPDE) programme such as the "opening of doors" by universities. We explore the benefits of massification and how this has impacted on teacher quality. The paper also focuses on the role of the tutors and how teacher-learners are empowered in the programme. Furthermore, we also look at the opportunities opened up by teacher-learners' making use of their immediate environment and experience. Finally, the paper explores how the NPDE programme has created benefits and access to the university and transformed the practice in a traditionally distance education institution.	
17:45 – 18:15	**KEYNOTE ADDRESS: PROF B PITYANA**	MV
18:15 – 19:30	**NADEOSA Courseware Awards Presentation**	Community Room

26th August 2004

Time	Activity	Venue
08:00 – 08:30	Morning tea and registration	MV
08:30 – 09:15	**Quality Criteria 1: Implications of moving from contact-based to distance education.** Presentation by the NADEOSA Quality Criteria Publication Task Team	MV
09:15 – 09:45	**THEME: STAFF AND STAFF DEVELOPMENT. Keynote Address by Wendy Kilfoil**	MV
09:45 – 10:15	**Dialogue Around Emerging Issues on the 3rd Pan Commonwealth Forum**	MV
10:15 – 11:15	Morning tea, poster presentations, exhibitions, networking opportunities.	
11:15 – 12:00	Breakaway 4: Staff and Staff Development. Partnerships and Collaborations	
11:15 – 12:00	4.1 **Bertram, Carol.** *"A profound experience": Tutoring as professional development.*	C1
	Abstract: This paper argues that while tutors provide important support systems for students in their studies, they themselves also benefit from the opportunities for lifelong learning and personal and professional development. Tutoring on a university programme offers educators a valuable professional development opportunity. The paper focuses on tutors on the B.Ed Hons programme offered by the School of Education, Training and Development at the University of KwaZulu-Natal. It describes the role of tutors and outlines the processes of tutor selection, training and support. The paper explores the reasons why	

Time	Activity	Venue
	educators choose to tutor and the ways in which tutoring contributes to both their professional and personal development. Tutors say that tutoring provides them with opportunities to be updated on educational policies, to work with adult learners and to contribute to the transformation of the schooling system in South Africa. Many also report that their learning and development as a tutor has had an impact on their professional contexts at both a classroom and a school-wide level	
11:15 – 12:00	4.2 **Grant, Callie**. *From a distance: Tutors as a community of practice.*	C2

Abstract:
In-service teacher education in South Africa is offered by universities predominantly through open and distance learning. The role of the tutor, the interface between the university and the student, becomes critical in this type of programme. Within the mixed-mode Bachelor of Education (Honours) degree at the University of KwaZulu-Natal, there is an acknowledgement of the need to empower tutors through staff development initiatives. This paper reports on one such initiative in an *Education leadership* module, which aims to develop in tutors, a sound grasp of the concept of teacher-leadership, a central concept in the module. Few teachers in South Africa embrace a teacher-leader role and, while research on teacher-leadership has been well established in the USA and Canada over the past decade, it is a relatively new concept in South Africa. Unless tutors internalise the theoretical and applied relevance of this concept, it is unlikely that students will do so either. This paper reports on the experiences of tutors, gathered through a self-reflective journaling process, engaged with 'at a distance', around the concept of teacher-leader. The paper identifies how tutors understand the concept of teacher-leader, reports on their development as teacher-leaders during the programme and explores the factors which support or impede the take-up of this concept by themselves as a community of practice.

Time	Activity	Venue
11:15 – 12:00	4.3 **Nel, JE, De Beer, KJ, Selaledi, DK.** *National institutions for higher education or eduparks for extended higher education services or satellite campuses: quo vadis?*	CLab

Abstract:
The National Plan for Higher Education (NPHE : 2002) provides for the establishment of National Institutes for Higher Education respectively in the Northern Cape and Mpumalanga as a quid pro quo to community demands for fully fledged universities in these two provinces. Politicians succeeded to obtain NIHE's for their provincial demands in which the current service providers in distance education should co-operate and form a joint collaborative consortium of higher education institutions.
However, the challenge is to establish the institutions, which must harmoniously embrace the different service providers under one umbrella.

In contrast to the NIHE's an EDUPARK has already in existence since 1998 in Polokwane which represents the first urban tertiary institution to be built in the pos-apartheid South Africa. lt has been designed to accommodate a diverse range of self -funding, independent higher educational institutions. This innovative concept of shared facilities , combined with Edupark's commitment to sound and transparent management practices , makes Edupark a financially viable , cost-effective and sustainable venture up to this very date and day. New development plans are underway to expand this successful concept to fill the void in local scientific, technological, entrepreneurial and management skills of the Northern Province .

Even so with decentralized campuses of Higher Education Institutions. The question is: "Should they remain attached to their mother campuses for ever?" or "should they develop as autonomous institutions within their respective communities?" If so, should satellite campuses not strive to serve their communities with holistic academic services in creating EDUPARKS?In support of our hypotheses, this research paper will focus on the fast developing delivery methods in telematic and distance learning as well as the aim of the Act 101 on Higher Education which enhances a single co-coordinated Higher Education system in South Africa. It becomes very debatable which model will be more effective: NIHE's or Eduparks or Satellite campuses? These statements will be debated during the workshop for satellite campus directors and managers at NADEOSA's Annual Conference.

Time	Activity	Venue
11:15 – 12:00	4.4 **Selematsela, Daisy and Mitchell, Jean.** *Blurring the boundaries in academic libraries: An experience of collaboration in the production of quality information literacy learning materials.*	C1

Abstract:
In the present atmosphere of collaboration, a cluster of 16 academic libraries in Gauteng, Limpopo and North West Province have been working together under the umbrella of the *Gauteng and Environs Library Consortia* (Gaelic).
The Gaelic User Education Workgroup members all offer training in information literacy – crucial skills for learners in the information society. They decided to collaborate to produce generic Information Literacy learning materials for all to use. As the members of the workgroup are from both contact and distance education institutions, the boundaries between face to face and distance education had to be blurred in the development of these learning materials. While it was necessary to address the real needs of the learners of each institution, the materials had to be designed for both face to face as well as distance learning.
The UNISA Bureau for Learning Development (BLD) facilitated the process of developing the learning packages. The content, design and assessment strategies needed to be consolidated. A series of work sessions was presented in order to establish a rationale and outcomes for the project, agree on content and decide on writing teams. Once the materials were written they were reviewed according to quality assurance criteria provided by the BLD.

12:00 – 12:45	Breakaway 5: ICTs. Session 1	
12:00 – 12:45	5.1 **Britain, Gloria.** *Possibilities for educational broadcasting in creating access to quality programmes for educators and young children.*	C1

Abstract:
This paper will identify the possibilities that broadcasting as a mass media vehicle presents in creating access to quality curriculum support and educator development in the early childhood education sector within the context of national policy. It will explore the effectiveness of combining other multiple media interventions, such as audio and video and print, with broadcasting, as a means of maximizing impact in under resourced learning environments. The paper will focus on discussing the milestones in the development and provision of training and support strategies for educator development in the context of a multiple media service.
In conclusion, the paper will outline the feasibility for future initiatives to build on the use of multiple media and broadcasting as a distance learning model and will make recommendations on appropriate leaning and teaching strategies suited to the diverse needs of the early childhood development sector.

12:00 – 12:45	5.2 **Broere, Izak, Kruger, Marlena and van Wyk, Gerda.** *Developing a new paradigm for the integration of multimodal designed learning materials at a higher education institution*	C2

Abstract:
The Senate of the Rand Afrikaans University (RAU) approved a multimodal teaching and learning strategy in May 2002. In September 2002 a Centre for Teaching, Learning and Assessment was established with one of its main aims to support the newly approved teaching, learning and assessment strategies of the university. One of the first projects of this centre was the facilitation of the design and development of two integrated learning packages (learning guide, CD-ROM and web learning environment) in Business Management and Economics enhancing the learning environment and providing more learning opportunities for first year students. These packages were first utilised on the campus of the University of Fort Hare (UFH) for B.Com. students working towards a CA. This project is supported by external funding and aims *inter alia* to build capacity over a period of five years at UFH in collaboration with RAU's faculty of Economic and Management Sciences.

Several other first year modules in different faculties were identified early in 2003 for integrated multimodal implementation on the RAU main campus from January 2004 onwards. Individual interviews with lecturers involved in the first courseware design and development cycles during 2003 were conducted during February 2004. These interviews were analysed and categorised in different themes. A

Time	Activity	Venue
	focus group discussion with the roleplayers, as a follow up on the individual interviews, also took place in the beginning of June 2004. This presentation will report on these main themes and recommendations or guidelines will be given on the successful implementation of an integrated multimodal teaching, learning and assessment strategy at a higher education institution.	
12:00 – 12:45	5.3 **Cornille, Bart and Mwaniki, Nyaga.** *Integrating ICTs in a new distance education programme.*	CLab
	Abstract: The Learning Resource Centre was established as part of a new educational management training programme (Higher Diploma in Educational Management) launched by the Kenya Technical Teachers College in January 2002. The VVOB-intervention is part of the Government's policy to address the major problems in the educational institutions of Kenya. Approximately 40.000 teachers/administrators need to be trained in educational management techniques Approximately 40.000 teachers/administrators need to be trained in educational management techniques. As a project advisors undertaking (action) research on the KTTC-VVOB project we have to ask, answer and research questions of the kind, 'How can we increase the efficiency and effectiveness of the training programme through the use of ICTs?' And consequently, 'How can we reach as many students as possible and how can this best be done?'	
12:00 – 12:45	5.4 **Holderness, Bill.** *Video-tutorials – from a distance?*	BR
	Abstract: In an effort to provide some form of lecturing support and tutorial experience for student teachers at a distance, the University of Port Elizabeth has been developing and employing a variety of new media for the presentation of certain modules in teacher education. The most innovative, currently, is the video-tutorial. But just how feasible, appropriate and effective are these mixed-mode deliveries? To what extent can they provide - at a distance - the kind of benefits on-campus students gain from lectures and tutorials involving face-to-face interactions with lecturers, tutors and fellow students? Is it possible that pre-recorded video-tutorials, delivered by mixed media to remote off-campus students, can enhance learning and contribute to building a "community of learners"? These and other related questions are raised and considered in this paper, with reference to certain modules in UPE's BEd Honours programme	
12:45 – 14:00	Lunch	Darragh Hall
14:00 – 14:30	THEME: ICTS. Keynote address by Tom Brown	
14:30 – 15:15	Breakaway 6: ICTs and other issues continued.	
14:30 – 15:15	5.5 **Kilfoil, Wendy.** *Best practices for the use of technology in distance education.*	C1
	Abstract: The paper starts with seven principles for effective teaching and learning in Open Distance Learning (ODL). It goes on to argue that technology must support and enhance learning and not be a driver in the process, given our understanding of quality ODL. A blended mode is recommended and the paper then looks at the attributes of various technologies in relation to access, community of learning, lecturer-student interaction, interaction with texts and interaction with peers, using Unisa as the source. The paper considers some criteria for evaluating the effectiveness of technology in enhancing learning experiences and ends by stating some of the challenges that we face.	
14:30 – 15:15	5.6 **Broekman, I, Corry, N, Horsthemke, K and Muthivhi, E.** *Unwrapping presence: Exploring a metaphor for providing access.*	C2
	Abstract: In line with government stipulations, and also the global trend to diversify programme delivery, the School of Education at the University of the Witwatersrand (Wits) has widened access for teachers to upgrade their qualifications. In addition to the conventional route to the honours programme of an undergraduate degree, teachers in possession of a four year diploma are given entry to the honours, not only in a traditional face-to-face programme but also a flexible learning programme. Having a diverse	

Time	Activity	Venue
	student group has presented challenges for staff in delivering a programme in which students can realise academic and professional goals. This paper explores the notion of 'presence' in the context of teaching within the honours programme, and what this could mean for academic and professional development of students. We 'unwrap' layers of meaning of presence and its implications for tutoring. Presence has implications of structure, of care, of 'extended access', of motivation, and can be 'felt', whether there is spatial or temporal separation or not. Presence is explored in relation to mediation, in the relationship between tutor and student as professional, and between concepts and their implications for practice. It could be said to be personal in the sense of an author's voice stamped within support provision, yet flexible across people, providing differentiated access through this provision. It is a notion that opens many avenues of thought for what it means to engage with students in the academy and with them in their professional context.	
14:30 – 15:15	5.7 **Potter, Charles and Naidoo, Gordon.** *Using interactive radio to enhance classroom learning: Reaching schools, classrooms, teachers and learners.*	CLab
Abstract:		
This paper provides a case study of the development of the Open Learning Systems Education Trust's "English in Action" programme from 1993 to the present. It describes the programme's development from a single mode of delivery focused on solely on learner involvement and learner gains to a multiple mode of delivery focused on teacher and learner involvement, teacher and learner gains, school, classroom and teacher support and in-service teacher training. It documents the rapid expansion of schools, teachers and learners involved in the programme over a ten year period. It also points out implications and limitations, in terms of the wider interest in radio learning which has taken place over this period both in Africa, as well as more broadly internationally.		
14:30 – 15:15	5.8 **Adendorff, Mike and Poho, Nomfanelo.** *Stony ground and thistles: Mixed mode delivery in a resistant environment.*	BR
Abstract:		
In 1998 an innovative B.Ed. programme for Foundation and Intermediate Phase teachers was introduced at the University of Fort Hare. The programme provides teachers across the Eastern Cape (many in remote areas) with resources to study independently in the supportive and facilitative environment of regular face-to-face tutorial sessions, backed by an extensive support infrastructure. Theoretical study tends to centre around substantial practical, classroom- and school-based activities. The programme values and draws on community resources and indigenous knowledge. It dispenses with traditional written exams; assessment is continuous, and culminates in a defended portfolio. From the outset, there was significant resistance from some quarters in the university. Six years later, many of these tensions have not diminished. Indeed, they continue to manifest themselves in various administrative and other forms after the first two cohorts of successful students have graduated. Based on first-hand experience, interviews and documentary research, this paper explores as a case study the obstacles confronting the programme, its students and those involved in delivery, mistakes made and lessons learned.		
15:15 – 15:45	Conference Report Back Conference Suggestions for 2005 Announcement of NADEOSA Executive Committee Closure	MV