

The Open University of Tanzania



E-learning Strategy 2010 - 2014

June 2010

The Open University of Tanzania
Kawawa Road,
P. O. Box 23409,
Dar es Salaam,
TANZANIA

©The Open University of Tanzania, 2010

First Edition 2010

All rights reserved. No part of this publication may be reproduced, stored, in a retrieval system or transmitted in any form or by any means; electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of The Open University of Tanzania.

Table of Contents

1.0	INTRODUCTION.....	1
1.1	BACKGROUND.....	1
1.2	E-LEARNING AT OUT.....	1
1.3	SWOC ANALYSIS.....	2
1.4	RATIONALE.....	3
1.5	OBJECTIVES.....	3
2.0	IMPLEMENTATION STRATEGIES.....	4
2.1	THE E-LEARNING SUPPORT UNIT.....	4
2.1.1	<i>Roles and Responsibilities.....</i>	<i>4</i>
2.1.2	<i>E-learning Helpdesk.....</i>	<i>5</i>
2.1.3	<i>Facilities in the E-learning Development and Multimedia Section.....</i>	<i>5</i>
2.2	PROGRAMME/COURSE REVIEW AND CONSOLIDATION.....	5
2.3	COURSE MATERIALS DESIGNING AND DEVELOPMENT.....	6
2.4	DIGITIZATION AND DEVELOPMENT IN THE LMS, CDS, AND MOBILE DEVICES.....	7
2.4.1	<i>Learning Management System.....</i>	<i>7</i>
2.4.2	<i>CDs/DVDs.....</i>	<i>8</i>
2.4.3	<i>Mobile Devices.....</i>	<i>9</i>
2.4.4	<i>Deploy and develop remote science and engineering laboratories.....</i>	<i>9</i>
2.5	STAFF AND STUDENTS TRAINING: COURSE DESIGN AND DEVELOPMENT AND USE OF THE LMS.....	10
2.6	ACQUIRE AND INSTALL TELECONFERENCING AND VIDEOCONFERENCING SYSTEMS.....	10
2.7	QUALITY AND PUBLICATION PROCESS.....	11
2.7.1	<i>Quality Verification.....</i>	<i>11</i>
2.7.2	<i>Course Review Team.....</i>	<i>11</i>
2.7.3	<i>Publication.....</i>	<i>12</i>
2.8	REMUNERATION.....	12
2.9	MONITORING AND EVALUATION.....	13
3.0	EXPECTED OUTCOMES.....	14
4.0	THE OVERSEER OF THE STRATEGY.....	14
5.0	BIBLIOGRAPHY.....	15

List of Abbreviations and Acronyms

AC	- Air Condition
CDs/DVDs	- Compact Discs/Digital Versatile Discs
DVC (AC)	- Deputy Vice Chancellor (Academic)
EDMS	- E-learning Development and Multimedia Section
E-learning	- Electronic Learning
FED	- Faculty of Education
ICT	- Information and Communication Technology
IT	- Information Technology
LMS	- Learning Management System
OUT	- Open University of Tanzania
SWOC	- Strength, Weaknesses, Opportunities, and Challenges
USD	- United States Dollar

ICT Mission

To use ICT as a strategic tool and media in facilitating provision of quality open and distance education, research and public services

ICT Vision

To have state of the art ICT platform to facilitate the delivery of affordable quality education through open and distance learning, dynamic knowledge generation and application

E-learning Mission

To provide opportunities to OUT community, in exploiting the potential of technology to enhance self-paced and learner-centered education.

E-learning Vision

To support the growth ambition of OUT, by extending our teaching and learning activities through the development and delivery of programmes, by the use of ICT to increase accessibility, retention and throughput.

1.0 INTRODUCTION

1.1 Background

The use of Information and Communication Technologies (ICTs) in higher learning institutions is currently unavoidable for a quality and flexible education. Famously, the use of Information and Communication technologies in education is referred to as E-Learning. E-learning ranges from simple applications like email, Internet searching, use of CDs and DVDs, etc for learning purposes. This document provides a framework that will guide systematic implementation of E-learning at The Open University of Tanzania (OUT). This E-learning implementation strategy is set firmly within, and supportive of, the University ICT Policy and Master Plan. As such it cross-references the policy and master plan where appropriate. Some of the actions and targets within this strategy are directly related to those within the mentioned policy and master plan. This strategy will be the single and authoritative source of guidance to academic and administrative staff in the use of E-learning as a component of the activities of the University. Any shortcoming in this strategy should be communicated to DVC (Academic) who is the custodian of the E-learning process, so that the strategy can be kept up-to-date and relevant to the activities of the University.

1.2 E-learning at OUT

The Open University of Tanzania has been involved in the development of E-learning over the past number of years. OUT is aware of the opportunities which this new medium of education presents. The University is mindful of the need to expand access to quality education in our country and is seeking media and modes that will facilitate this.

E- Learning adoption at The Open University of Tanzania started way back in 2006/2007 where the customization and initial use of the Learning Management System started, in this case the system was A-tutor. A year later, we moved and customized Moodle Learning Management System (which is an open source system) due to availability of more technical support as many other institutions are using the same system, easy support to people with special learning needs, user friendliness and easy adoption, together with the comfortability of integrating the LMS with other University Information Systems. A few successes have been realized since customization of Moodle. For example first, we managed to train some staff and students on the use of the system, and second we have managed to orient some instructors on how to redesign/ review their traditional courses for E-learning delivery. More support in terms of technical and pedagogical might be necessary in order to have these instructors complete this task and have their courses available in Moodle.

This document sets out to define some concrete strategies for successful implementation of E-learning at OUT. It further specifies some guidelines that will promote and inform the development of and use of E-learning in our University.

1.3 SWOC Analysis

Strength	Weaknesses
Commitment of the OUT top management to the use of ICT	Reluctance of some instructors and students to change and adopt this new medium as an effective part of both our existing and proposed new courses. (Resistance to transform from analogue to digital learning).
	The challenge of managing E-learning, particularly the impact of managing remote students.
The support and integration with the ICT policy of the University	There is no motivation system to make teaching staff implement E-learning.
OUT learners now used to self study.	The large workload of teaching staff and the lack of education technological proficiency for the development of E-learning.
The team is motivated and open to learning new technologies	Unreliability of technology: power and internet connectivity.
	Acceptability of qualifications, accreditation of e-learning certificates.
Increasing ICT literacy amongst instructors and learners.	Absence of QA mechanisms relevant to e-learning methods
Increasing numbers of young learners (Generation Y)	Missed out interpersonal link with other learners and the tutor.
Opportunities	Challenges
E-learning is among the priorities for the University and the country	The limitations on access to technology and basic infrastructure such as electricity and telecommunications for our students who are the target market for E-learning.
OUT community (in the widest sense) is open to new, innovative ideas, including the implementation of ICT equipment in different areas of life.	Restrictions and prejudices associated with copyrights.
The increasing number of dropouts makes OUT join forces, introduce new forms and methods of learning.	Lack of adequate ICT literacy by some instructors and students
The nature of The Open University of Tanzania where students are scattered all over Tanzania and abroad	Wide spreading of the OUT
Continued Support from donors	Geographical conditions require alternative mediums to enable access to education in remote areas of the country.
Expected improvements in bandwidth and internet accessibility countrywide	Unavailability of concrete technical and pedagogical support
Growth in the mobile phone technology and wireless networks	Limited physical facilities available to the University.
Increasing demand for Higher Education due to expansion of primary and secondary education	

1.4 Rationale

It is believed that E-learning at OUT will promote the building of pedagogical innovation, increase the deployment of learning technologies and enable research into E-learning in a way that directly addresses business opportunities and imperatives. It provides for equivalent and enhanced learning and support experiences for all students. It offers a framework that not only develops and extends the range of services and approaches already in place, but also looks to deepen understanding and deployment of learning technologies in the University. The main justification for E-learning is provided through the opportunities which it presents to the University, including:

- Potential to enhance traditional face-to-face education which is constrained by space, time, social capital and finance.
- The ability to develop E-learning material, known as learning content, in a form that can be easily updated, reused, disseminated and shared across space.
- The ability to deliver education to a large number of students with the possibility of reduced costs since students use their own learning facilities and equipment.
- Enhancing teaching and learning flexibility by opening up more programmes from which students can select, i.e., e-learning allow adoption (or adaptation) of programmes from institutions other than where students are registered. Moreover e-content can be shared between and among institutions.
- The increasing availability of electronic learning materials such as e-journals and e-books to support an E-learning approach. This is an important aspect at the University and the country in general, due to limited publications from local experts and publishers. Educational content and other information can be obtained through e-libraries.
- E-learning has the potential to improve students' support systems since e-learning employs multimedia. For example visual and audio clips may be incorporated into narrative content.
- The possibility of improving communication, interaction among students and between students and instructors.
- Enhancing feedback from instructors (for academic issues) as well as from administrative staff (for administrative issues)

In all cases, the use of E-learning as a media an approach to achieve learning objectives and defined outcomes needs to be carefully considered to ensure that the highest possible quality education is provided to majority of learners.

1.5 Objectives

The broad objective of this E-learning implementation strategy is to provide concrete strategies related to the best approach to:

- Increase the number of courses that are available on the ELMS
- Improve Tutor and Learner capabilities needed for E-Learning
- Improve credibility of e-learning compared to conventional systems
- Reduce the cost of ODL delivery at the OUT through adoption of e-learning

2.0 IMPLEMENTATION STRATEGIES

2.1 The E-learning Support Unit

The University has established a support unit, the E-learning Development and Multimedia Section (EDMS) under the Education Technology Department, which is primarily functioning as a supporting, standard-setting and capacity-building body. The specific objectives of the unit are:

- To promote the use of E-learning in current and future programmes of the University
- To provide training and development to instructors and facilitators of online learning programmes
- To set and monitor standards for the use of E-learning from a technological, content and quality perspective
- To seek opportunities for collaboration and cooperation with other institutions and organizations within and outside the country
- To monitor the use of external service providers to ensure that standards are adhered to and that quality of service is received
- To create an enabling environment to promote E-learning. Such as making specific scholarship available for E-learning students and staff
- To provide technical and pedagogical support to instructors and students related to E-learning

The EDMS Unit will ensure that its role remains that of a support unit to the faculties and institutes presenting programmes on this new medium. The unit will, at no stage, take direct responsibility for creation or delivery of E-learning programmes.

2.1.1 Roles and Responsibilities

Roles and responsibilities define staff roles and accountability, without them it is not possible for a person to properly commit to, or be held accountable for a role. All staff under E-learning unit should be made aware of their responsibilities/obligations for implementing and maintaining effective unit.

Associate Director E-learning: To coordinate all E-learning activities for OUT and user and the external market including international collaboration and research.

Multimedia Producers/Specialists: Creates/advise on the creation of multimedia packages that combine sound clips, photography, video montages, and animation and research.

Instructional Designer (ID): Provide technical and pedagogical support for design and delivery of E-learning based materials and research. The ID will be deployed in the Institute of Educational Technology (IET) and will be the bridge between the faculty staff and the e-learning department. The IDs will work with the instructors in the faculties in developing their course materials into the LMS and later on will liaise with the multimedia specialists under e-learning department to create the multimedia component of the course.

Special Needs Experts: Facilitates technologies related with the handicapped students and research

Course review team: Review the developed courses to ensure that they meet all the requirements before uploading it to the LMS and research.

2.1.2 E-learning Helpdesk

The primary objective of the Helpdesk is to provide first line technical and pedagogical support to academic staff and students by responding to online questions or over the phone. When it is not practical to respond online or over the phone, then the problem is quickly recorded and directed to an appropriate office without delays. Currently the helpdesk is available through VOIP phone number 11215 and extension number 277.

2.1.3 Facilities in the E-learning Development and Multimedia Section

The section is responsible in providing facilities for accomplishment of the e-learning strategy. The following are the facilities deemed necessary to enable smooth operationalization of the e-education at OUT.

- Comfortable course development laboratories with computers installed with necessary software and Internet access, heavy duty scanners and printers, AC systems etc.
- Video and digital cameras
- CDs/DVDs production equipments
- Mobile devices
- Teleconferencing and Videoconferencing facilities
- Stationeries
- Storage facilities

2.2 Programme/course review and consolidation

The EDMS through the office of the DVC (AC) will facilitate review, re-design and development of the curricula and course content for all the subjects in the Faculties/Institutes to make them more vibrant and responsive to the modern socio-economic, technical, professional and labour market needs of the country and comparable with International standards.

A team of members drawn from the faculties will establish a model for curriculum and course design, and a model for course loads, as well as corresponding workloads for departments. Following the model, the faculties will review the existing curriculum and courses offered so as to design the new curriculum and courses.

Output after the review

The faculties will be required to submit

1. a revised curriculum,
2. a table showing how the existing courses were clustered/separated,
3. and the revised course outline for each new course designed.

After submission of the said documents, the faculty will proceed for course content design, and thereafter submit the completed study materials.

Important: Directives on how to handle students during the transition will be provided by the office of the DVC academic.

The review process will work as scheduled hereunder:

Table 1: Schedule for Programme/ Course Review and Consolidation

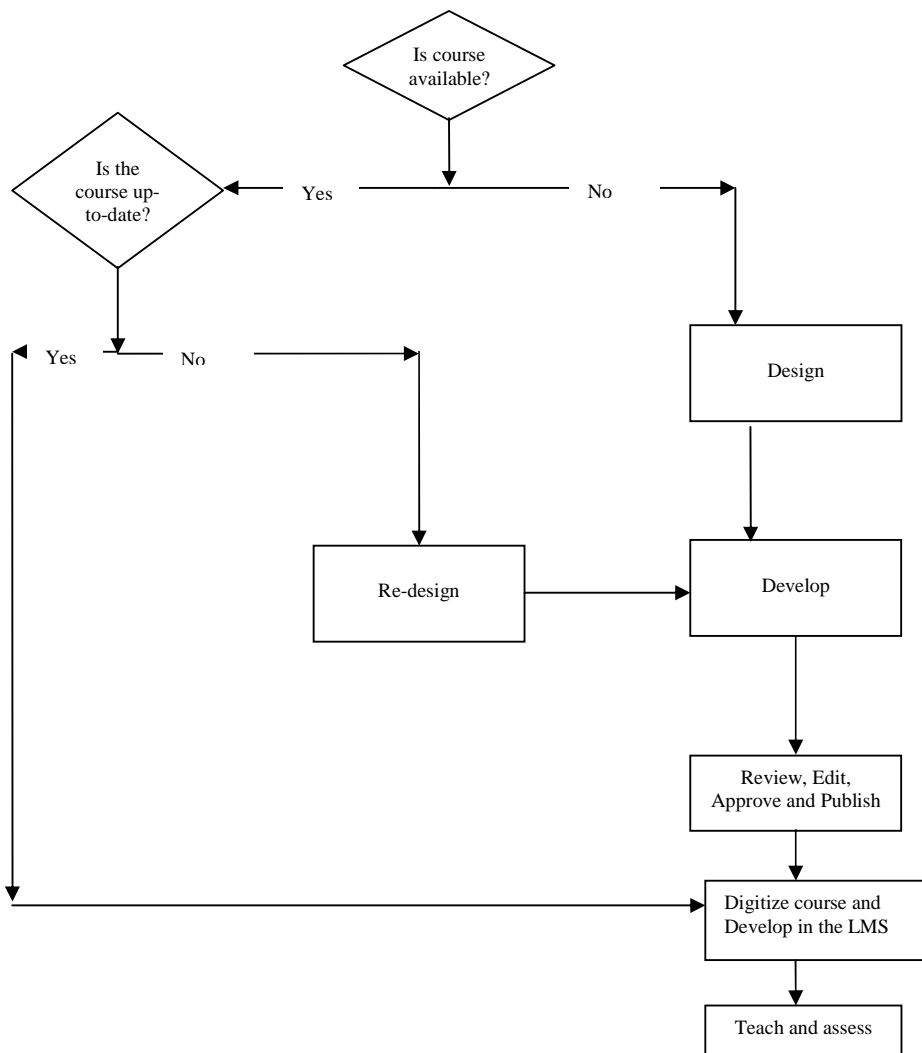
S/N	Name	Responsible	Deadline (review and material development)
1	Faculty of Education	Dean	
2	Faculty of Law	Dean	
3	Faculty of Business Management	Dean	
4	Faculty of Science, Technology and Environmental Studies	Dean	
5	Faculty of Arts and Social Sciences	Dean	
6	Institute of Continuing Education	Dean	

After completing the study materials development and review process, the materials will be developed in the LMS by the instructor assisted by the Instructional Designers and Multimedia Developers. The collapsing of the course have to be allowed.

2.3 Course Materials Designing and Development

The unit will liaise with faculties and institutes to identify instructional designers (who will be academic staff) responsible for course designing and developing. Whenever required, the unit will as well facilitate recruitment of instructional designers through the Deans/Directors and the DVC (AC) and DVC (RM) offices. The unit will also organize and facilitate the development and designing of relevant courses. Furthermore the unit will be responsible for tracking remuneration for instructional designers as well as payments for venues and related facilities/activities used for the accomplishment of the activities.

Figure 2.1: Design and Development Process



2.4 Digitization and Development in the LMS, CDs, and Mobile Devices

2.4.1 Learning Management System

For the purpose of this strategy, it is assumed that the designing starts from already prepared study materials. The following steps should be adhered in order to reach the OUT in-house style for Course Content development on LMS.

Step 1: Identification/Collection of Complete Study Materials

This stage involves collection and accumulation of all study materials required to be designed for LMS. It does not matter whether they are print based or digitized. The e-learning team will assist you to digitize your materials. The e-Learning Unit has equipments and Software to convert all paper based materials to electronic format. Materials can be collected from Print media unit (Soft copy) or from Procurement Management Unit (Hard copy).

Step 2: Outline Course Goals and Objectives

This stage involves the outlining of the goals and objectives for which the course will assist to fulfill or achieve. It should be clearly be known in advance what the learners will be able to accomplish at the end of reading a particular course or unit of a study programme.

Step 3: Outline the Content of the Course

This process involves the mapping of the content in terms of specific main and minor topics or sub topics. At OUT the main content topics are called lectures, and for each lecture there are topics and sub topics. For the purpose of LMS we shall be using “*Modules*” instead of Lectures. This is due to the fact that a Lecture has got its meaning in terms of total hours spent and number of units a student has to cover to accomplish a certain course. Activities for each main topic and sub topic should also be outlined well in advance.

Step 4: Develop Assessment Tools

Assessment tools refer to such things as Assignments, Exercises, discussion forums, online tests and quizzes, etc. which shall be used to find out how the learners have been able to master content in its various domains. The assessment tools or instruments should be reliable and valid with respect to the content in question.

Step 5: Organize Output into Instructional Design Content.

The four step processes named above should now be organized into preliminary instructional design content. Therefore each Course will have these elements:

1. Course title, Code and number of units
2. Course Description
3. Prerequisites - if any
4. Learning objectives
5. Information relevant to the course
6. Course Content (Module-wise) each comprise of;
 - *Module number and title*
 - *Table of content (within each Module)*
 - *Introduction to the Module*
 - *Module objectives*
 - *Module notes with topic, sub-topics, etc.*
 - *NB: within the Module notes there should feature self-assessment questions, discussion Forum, course assessments, and practicals (if applicable).*
 - *Module/ Lecture Slides (if applicable)*
 - *Exercises/ Quizzes (if applicable)*
 - *Module summary*
 - *References*
7. Definition of Various Terminologies used in the course
8. References, Further Readings and Resources
9. Standard Evaluation Form

2.4.2 CDs/DVDs

The Unit shall facilitate production and distribution of CDs/DVDs to students. The content of the CD/DVD shall be per course as follow:

- Course outline
- Study Manual
- Soft copies of course text books
- Power point slides (if applicable)
- Course portfolio forms
- Related course compendium (if applicable)
- DVD recordings of lectures

2.4.3 Mobile Devices

The intention here is to facilitate access to course contents (such as power point slides, course notes, assignments, quizzes etc) through mobile phones by developing appropriate LMS/Mobile interface. At present we can find a number of mobile devices which can provide almost all of the services that was provided by the stationary personal computers in the past. The cost associated with these mobile devices is also decreasing. An added advantage is that they have lower power consumption and usually operate from batteries, which makes them less dependent on an uninterrupted power supply. Wherever one looks, evidence of the impact of mobile devices on everyday life is evident: cell phones, PDAs, MP3 players, portable game devices, handhelds, tablets, and laptops abound. No demographic is immune from this phenomenon. From toddlers to seniors, people are increasingly connected and are digitally communicating with each other in ways that would have been impossible only a few years ago”

Increased access to learning materials and mobility are two affordances of mobile devices that can enhance the learning process. Teachers can provide learning to students irrespective of geographical constraints, and the student can learn what and where they want to. Moreover, mobile technologies have the potential to “support learning experiences that are collaborative, accessible, and integrated with the world beyond the classroom”

There are number of benefits of using mobile devices and examples include:

1. There are no time constraints – “learning on the move”.
2. It enhances interaction between, and among, teacher and students.
3. Content is adaptable to meet individual needs.
4. It supports the just-in-time concept for learning.
5. It is a more student-centred approach to learning.
6. It helps to promote personalized learning.
7. Collaboration can be enhanced as a result of the synchronous and asynchronous modes of communication made possible by the device.

Besides the many benefits of mobile learning, there are also a number of challenges. The instructional settings and flexibility in the e-learning process require new pedagogical templates for the learning process. The whole process needs proper facilitation so that both students and teachers actually can do their tasks on the move.

Specifications of Mobile Phones

The mobile phones used in our experiment have to meet a number of requirements: The student should be able to use the mobile phone for communication (voice, SMS and Internet access), for playing audio and video files and for running Java applications for (e.g. quizzes and book readers). A memory card option is necessary since it should be possible to “pre-load” most of the multimedia material on the phones. Finally, the cost of the phone should be within the reach of most users.

2.4.4 Deploy and develop remote science and engineering laboratories

Science courses at OUT have suffered from lack of our own laboratories-for experiments. OUT uses facilities provided by sister institutions in different parts of the country.

Laboratory experiments are an integral part of any science or engineering education, and provide students with practical experience that can help them better understand the theories taught in class. OUT, students do not have sufficient access to such equipment.

Traditional laboratory facilities are usually expensive to set up and maintain. Ideally there should be sufficient science laboratory facilities spread out in all regional centres to cater for all distance learners

of science programs. This is not practical.

By providing remote students access to laboratory equipment, the hurdle of costly traditional laboratories can be overcome by sharing the laboratory resources housed centrally. Development of such laboratories is especially useful at OUT where students are spread throughout the country and have limited funds. Having remote laboratories accessible via the Internet will give students access to laboratory facilities from their homes or OUT regional centres.

2.4.5 iLabs

iLabs are remote laboratories developed at MIT and at UDSM, Makerere an Organization African Unit (OAU) in Nigeria, in order to address the shortcomings of conventional laboratories. It is a technology that allows experimental setups to be accessed remotely through the Internet, allowing students and educators to carry out experiments from anywhere at any time.

iLabs greatly reduce the cost of a laboratory, because only one piece of equipment that can be shared by multiple users, is required. iLabs can be shared and accessed widely by students throughout the country.

2.5 Staff and Students Training: Course Design and Development and use of the LMS

In most cases the OUT employ people who have no open and distance education background. In order for OUT to successfully deliver its programmes, training is essential. Moreover, most students are both computer (and e-illiterate) or are completely ignorant of educational technologies and teaching and learning processes involved when technology is used to deliver education. On the basis of this background, training will consider two groups, i.e., staff and students.

Staff will be trained in the areas of:

- Course content design and development in LMS.
- Use of related technology and facilities.
- Course delivery through e-platforms.
- E-teaching and e-learning assessment.

Students will be facilitated to enable them to:

- Access learning technologies.
- Use of related technology and facilities, e.g., navigate through e-educational content.

2.6 Acquire and Install Teleconferencing and Videoconferencing systems

The Unit shall persuade the University administration to purchase appropriate teleconferencing and videoconferencing equipment in order to facilitate synchronous teaching and learning processes. The unit will also be involved in organizing effective synchronous teaching and learning processes by soliciting from instructors the schedules and topics that require synchronous facilitation.

Additionally, the unit will identify appropriate venues for synchronous activities.

2.7 Quality and Publication Process

The implementation of E-learning in the University is largely new to most users. As such, this implementation carries the risk of multiple approaches and different methodologies which create limitations on our ability to share knowledge, skills and even content across the University. Accordingly, one of the key responsibilities of the E-learning Unit will be to ensure the development of, and adherence to defined set of standards and processes guiding the development of E-learning content, the structuring of programmes, the technology to support this new medium and the quality of E-learning programmes.

E-Learning content will be developed utilizing available content authoring tools and technologies. Content, once developed, will be owned and stored by the University in a format that can be easily reused and shared.

2.7.1 Quality Verification

All new modules and programmes to the learning management system should go through a validation process (by the selected review team) that ensures both academic quality and the commitment of adequate re-sourcing. In the E-learning sphere, it is hoped to make a comparative evaluation of low-risk projects conducted according to differing models of structure, cost and technical aspects, e.g., making learning materials in-house; engaging with the Interactive University, or similar groupings and outsourcing.

2.7.2 Course Review Team

The following will comprise the course review team:

S/N	Team Member	Areas to review	Name
1	Instructional designer/Distance Education Specialist	Ensure the instructional materials are technically accurate and appropriate for the audience and in accordance with client needs and requests.	Dean, FED
2	Subject Specialist	Assist on the matters specific for the subject.	Varies, depending on the course under review.
3	Multimedia Production Specialist	Review the overall plan of multimedia interaction and publish the final copy of the course to the OUT-LMS.	E-learning Multimedia Specialist
4	Content Author/Developer	Update the course as per the recommendations from different members of the team.	Course author
5	Copy Editor	Edit and improves the formatting, style, language, grammar and accuracy of a course.	Head, Print Media Section

Note: During course review, Instructional designer should work very closely with the content developer to ensure consistency and save time during the review process.

2.7.3 Publication

The use of E-learning as a new medium for the provision of education, should not change the existing governance and approvals processes of the University, in particular, the following key policy statements form the basis of governance of these programmes:

- The faculties will remain the primary units through which education programmes are created/developed.
- The approval of programmes for E-learning, the implementation of modifications to existing programmes to blend learning into the current approach, requires the approval as would be the normal case with any other changes to all proposes new programmes.
- The E-learning unit remains responsible for ensuring the standards for E-learning content development and presentation are adhered to.
- All programmes should ideally be evaluated by both internal and external reviewers to assist in the quality assurance process.
- Where necessary, the unique requirements of E-learning will be accommodated in the governance and policy framework of the University.

2.8 Remuneration

2.8.1 Incentive for E-learning Participation

The standardized approach to provide incentives to participants to E-learning will include the following:

Instructors and content developers will be remunerated for the assistance and additional effort put into the creation of E-learning material and conversion to E-learning programmes where this is outside to the normal responsibilities and workload of the individuals. This remuneration will be a fixed amount to be reviewed from time to time. It is proposed to start with Tshs 100,000 per 1 unit of a course developed, reviewed and approved for uploading to the LMS (for example a course of 2 units will be awarded Tshs 200,000, and a course of 3 units will be awarded Tshs 300,000 while a course of 4 units will be awarded Tshs 400,000).

In addition to that, development of a 4 units course will be equivalent to publication of 1 paper in a journal. Other remunerations include an offer to attend E-learning related conferences where it should also be in your individual development plan, though the costs must be covered by OUT and a letter of recognition for the effort done by particular instructors towards using E-learning media.

2.8.2 Instructor/Facilitator (in terms of time & workload)

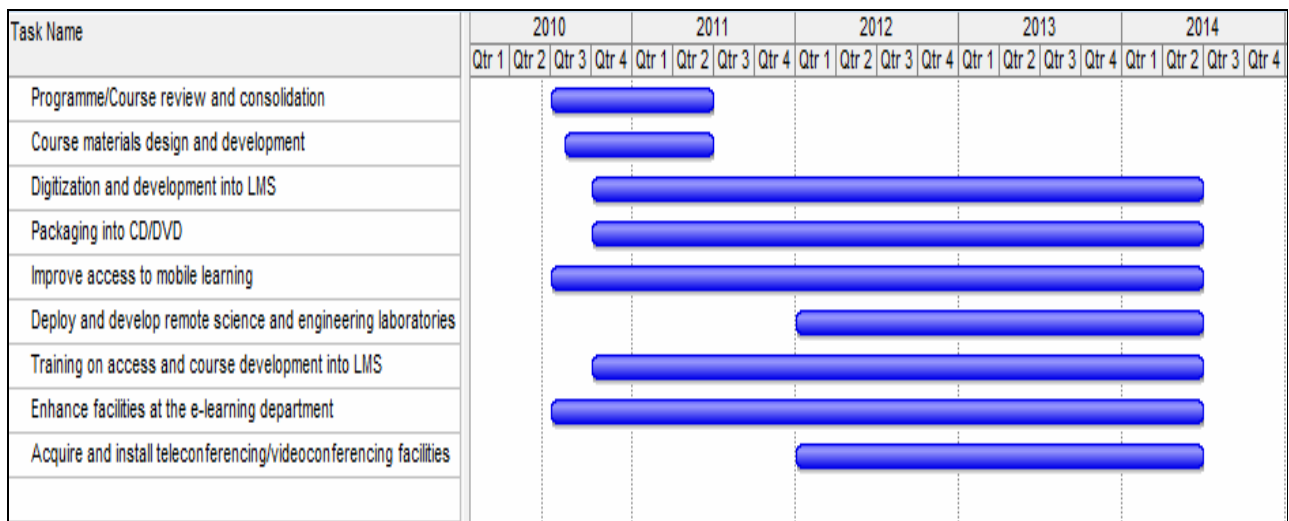
There is a policy in place for academic staff workload and this should be applied to E-learning as well. The staff will need to allocate 2 hours per week (from the teaching hours allocated) for online facilitation for each subject.

2.9 Monitoring and Evaluation

Liaises with faculties to ensure that courses are taught and emerging problems or issues are handled immediate to avoid inconveniences for both instructors and students. For effectiveness and efficiency of the monitoring process the unit has developed a progressive evaluation form that is designed to be used by students to evaluate course contents. The intention is to also develop forms to evaluate other stakeholders, specifically instructors and technical staff. The progressive evaluation forms will be embedded at stages of course study progress which coincide with the first and the second face to face sessions. At the end of the course, the students will be provided with a summative evaluation form which will be used to evaluate the overall course content, instructor and the technology used.

Different evaluation teams will be constituted to work on the evaluation forms and the feedback from the teams will be the basis for improvement of the courses and course delivery.

Figure 2.2: Implementation Schedule



3.0 EXPECTED OUTCOMES

The specific outcomes expected for OUT are as follows:

- The Tanzanian population desires education, and OUT’s ambition is to expand access to education. There is no limitation on student numbers for OUT and E-learning could enable the significant expansion of the University through:
 - Increasing flexibility;
 - Providing access options;
 - Increasing student numbers
- Enhance response time.
- Enhance communication and interaction between students and instructors
- Enhance students support
- Enhance feedback delivery on assignments and examinations to students
- Enhance quality (in terms of provision of richer resources and references)
- Increase student retention through interactive tracking.
- Growing the competencies of learners to become effective IT users (by product)
- Quality must be built into the E-learning process.
- Intention to reduce variable cost on current educational model.
 - Increase efficiency/cost reduction.

4.0 THE OVERSEER OF THE STRATEGY

To ensure the successful implementation of the strategy, the university has decided to constitute a committee which will oversee the strategy to its smooth implementation. The committee shall comprise of:

S/N	Position in the University	Responsibility in the committee
1	DVC (ACADEMIC)	Chairman
2	Associate Director – Educational Technology - IET	Secretary
3	DIET	Member
4	Multimedia Specialist	Member
5	5 Faculties representatives	Members
6	2 Postgraduate Students	Members
7	Head Quality Assurance Unit	Members
8	Instructional Design expert from Education	Members
9	ICE Representative	Members

5.0 Bibliography

1. The Open University of Tanzania ICT Policy Plan, July 2009
2. The Open University of Tanzania ICT Master Plan, July 2009
3. The OUT Rolling Strategic Plan 2009/10 – 2013/14
4. E-learning strategy and Policy for National Open University of Nigeria (NOUN)
5. Bachelor of Science Information and Communication Technology Curriculum, August 2005
6. Developing an E-Learning Strategy for Public Universities in Ghana: <http://connect.educause.edu/Library/EDUCAUSE+Quarterly/DevelopinganELearningStra/46598?time=1233751087>
7. Performance Media Group Creating your E-learning Strategy: Pam Pervenanze, LearnSource-Connecting Companies with Quality Learning Solutions and Pinneast, CeleXx's