

THE OPEN UNIVERSITY OF TANZANIA



**POLICY AND OPERATIONAL
PROCEDURES ON LEARNING AND
TEACHING MATERIALS DEVELOPMENT
AND MANAGEMENT**

OCTOBER, 2020

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FOREWORD

The Open University of Tanzania (OUT) is a public institution mandated to conduct academic training programmes leading to award of certificates, diplomas, undergraduate and postgraduate qualifications. The establishment of OUT was deemed essential to address the increasing quest for university education especially for adults who are tied to employment as well as family obligations. OUT offers its programmes through various means of open and distance learning or a combination of delivery modes. The Open University of Tanzania since its establishment has relied on print-based learning materials, as the main avenue for knowledge transfer. Although there were established rules and guidelines on writing of learning materials, learners profile change and technological advancement, in some cases have made use of a combination of two or more of these modes of delivery a reality. Such combination of the use of the two modes of delivery is famously known as blended mode. These modes of delivery are facilitated by various means of communication including; information and communication technologies (ICTs) i.e., video and teleconferences; postal correspondences, face to face sessions, as well as radio and television broadcasting. However, irrespective of the mode of delivery, quality has been of utmost importance in production of learning and teaching material to meet customers' needs and expectations.



Currently however, due to drastic change of learners' profile, the University has observed changes in age profile of learners whereas, the young generation are now enrolled more in OUT than before. In order to operationalize the core functions envisioned in the vision and mission statements, OUT is guided by various policies which have been translated into a strategic plan.

The current policy replaces the first policy and operational procedures on study materials, which was approved by the OUT Council, in its 66th meeting held on December 21st, 2009. The new policy, takes into account the need for all learning and teaching materials to have formats that are compatible with the e-learning management system (LMS). Hence forth, staff who are able to convert their study materials into the LMS mode. It is expected that this policy would be read and understood by all academic staff and management so as to smoothen the processing of learning, from the conception, production, distribution and uploading of the OUT LMS.

Prof. Elifas T. Bisanda
Vice Chancellor

Dar es Salaam
October 2020

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It is my hope that this revised learning and teaching materials development and management policy and operational procedures will help OUT to move to the next level of guaranteeing the general public, about the competitiveness, value for money, fitness for purpose and high level of advantages of open and distance learning endeavors of The Open University of Tanzania. I would like to assure users that the policy is not static and will, therefore, from time to time stand to be reviewed and further improved in the future so as to match and respond to emerging stakeholders demands.

Finally, I acknowledge the support and commitment as well as guidance of the approving organs including; management committee, UGSC, RPPC, Senate and the University Council.

Prof. Deus D. Ngaruko
Deputy Vice Chancellor (Academics)

Dar es Salaam
October 2020

EXECUTIVE SUMMARY

The Open University of Tanzania (OUT) is a public higher learning institution which was established by an Act of Parliament No. 17 of 1992. The Act became operational on 1st March, 1993 by publication of Government Notice No. 55 in the Official Government Gazette. The University started its operations in 1994. The Act No. 17 of 1992 was later replaced with a new Universities Act No. 7 of 2005. Since 2007, the University has been operating under the OUT Charter and Rules (2007), in line with the new Universities Act No. 7 of 2005.

This policy document is set to provide guiding and operational procedures on learning and teaching materials development and management. The policy is divided into five chapters. Chapter one is an introductory chapter which presents background information. The chapter presents the main objective of this policy as to increase and improve the development and management of quality learning and teaching materials at OUT. From this chapter, one may learn that the University has grown to become the leading public University in the country. The University operates through a network of 30 Regional Centres and more than 70 Study Centres in Tanzania and abroad including; Coordination Centres in Zanzibar. Also, there are International Coordination Centres including in Kenya at Egerton University and College of Human Resources Management all based in Nairobi, Triumphant College in Namibia, Uganda Management Institute and Malawi College of Distance Education (MCDE). The University is organized into Faculties, Directorates and Institutes.

Chapter two presents an analysis of the University's internal environment. The chapter strongly indicates a need to move from dependency on hard printed study materials, developments in learning technologies and the improvement of ICT infrastructure in regional centres. It further shows, availability and increase in OERs and MOOCs, need to improve contracts management, challenges related to distribution of study materials in hard copies and the introduction of new curriculum with standardized weight all necessitated development of this policy.

Chapter three presents policy statements, strategies and operational procedures. Central to the chapter are policies and procedures for preparation of the learning and teaching materials, registration, production, distribution, review, incentives to learning and teaching materials developers, and issues of copyright ownership.

Chapter four presents all necessary inputs for the implementation of the policy. The chapter indicates that there shall be a committee specifically to monitor the implementation of the policy. This committee shall be comprised of the DVC Academic as a chairperson, all deputy vice chancellors, and all deans and directors. The DRP shall be the secretary to the committee. The terms of references for the committee shall include; to coordinate the implementation of the Learning and Teaching Materials Development and Management Policy, to generate and receive data pertaining to Learning and Teaching Materials Development and Management; and to take measures to address any observed shortfall.

Chapter five describes the monitoring and evaluation process of the implementation of the policy.

LIST OF ABBREVIATIONS

DRC	Director of Regional Centre
DRPS	Director of Research, Publications and Postgraduate Studies
DVC (AC)	Deputy Vice Chancellor (Academic)
DVC (LT/RS)	Deputy Vice Chancellor (Learning Technologies and Regional Services)
DVC (RM)	Deputy Vice Chancellor (Resources Management)
ELMS	E-Learning Management System
FRPC	Faculty Research, Publications and Postgraduate Committee
ICT	Information Communication Technology
IEMT	Institute of Educational and Management Technologies
IGNOU	Indira Gandhi National Open University
LMS	Learning Management System
ODAF	Open Data Foundation
ODL	Open and Distance Learning
OER	Open Educational Resources
OPRAS	Open Performance Review and Appraisal System
OUT	The Open University of Tanzania
PMU	Procurement Management Unit
RPPC	Research, Publications and Postgraduate Studies Committee
RSP	Rolling Strategic Plan
SWOC	Strengths, Weaknesses, Opportunities and Challenges
TCU	Tanzania Commission for Universities
UKOU	United Kingdom Open University
VC	Vice Chancellor

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CHAPTER ONE

INTRODUCTION

1.1 Background

The Open University of Tanzania (OUT) was established by an Act of Parliament No. 17 of 1992, as the first Open and Distance Learning (ODL) institution of higher learning in Tanzania. By the beginning of 1994, OUT started enrolling students in its undergraduate programmes. Following enactment of the Universities Act No. 7 of 2005, the Act of Parliament No. 17 of 1992 was repealed and replaced by the OUT Charter (2007), which became operational from January 2007. The Open University of Tanzania has since grown to become the leading public University in the country. The University operates through a network of 30 Regional Centres and more than 70 Study Centres in Tanzania and abroad including Coordination Centres in Zanzibar. Also, there are International Coordination Centres in Kenya at Egerton University and College of Human Resources Management all based in Nairobi, Triumphant College in Namibia, Uganda Management Institute and Malawi College of Distance Education (MCDE). These centres help to address the emerging national, regional and global challenges which emanate from the fast-changing perceptions and world cultural, social and economic outlooks. The University hosts three centres that include; the Centre for Economics and Community Economic Development (CECED), the ACDE Technical Committee on Collaboration (ACDE-TCC), and the SADC-ODL Centre of Specialization for Teacher Education.

The University has well established faculties, institutes and directorates offering degree and non-degree programmes. Currently, the University has five faculties, namely; Faculty of Education (FED), Faculty of Arts and Social Sciences (FASS), Faculty of Law (FLAW), Faculty of Science, Technology and Environmental Studies (FSTES) and Faculty of Business Management. The University also has institutes such as; the Institute of Continuing Education (ICE) and Institute of Educational and Management Technology (IEMT) both of which offer non-degree programmes. However, IEMT specifically oversees all matters related to ICT and experimenting new media for teaching, learning and research as well as carrying out contract work and consultancies. The University also has five academic directorates namely; Directorate of Examination Syndicate (DES), Directorate of Undergraduate Studies (DUGS), Directorate of Library Services (DLS), Directorate of Open University Consultancy Bureau (DOCB), and Directorate of Research, Publication and Postgraduate Studies (DRPS). There are also administrative directorates which include the Directorate of Planning and Development (DPD), Directorate of Human Resource Management and Administration (DHRMA), Directorate of Communication and Marketing (DCM), and Directorate of Finance and Accounting (DFA). The University has a Directorate of Quality Assurance and Control (DQAC) which is mandated to ensure best practices of the day-to-day activities of the university. Each faculty, directorate and institute has established departments which serve as primary functional units of service delivery.

Educational delivery at OUT is attained through various communications such as; self-instructional printed materials integrated with audio and video, telecasting, ICT, enhanced face-to-face sessions, seminars, contact programmes or a combination of such

means. However, currently these methods cannot cope with the current advancements in technology, changes of learners' profile, learner's study habit and the blending of delivery modes.

1.2 Rationale for Policy Review

The first OUT policy on study materials has been operational since 2009. The main objective of that policy was to improve the preparation, quality and availability of study materials produced by OUT. Specifically, the policy aimed at encouraging OUT staff to write new study materials and review existing ones, improving the quality of study materials in terms of academic content and presentation as well as increasing the number of available study materials.

However, due to technological advancement there is a need of using both text books in printed form and the e-learning materials. In addition, currently, there has been a shift in learning habits whereby e-learning is becoming more versatile among learners. Furthermore, OUT has shifted from old educational modes of delivery (separated by distance, face to face and evening modes) into blended mode. Therefore, this revised policy and operational procedures on learning and teaching materials development and management address the changes in technological advancement, learners' profile, learner's study habit and the current university mode of course delivery. Therefore, this policy, guides the University in the development, production and management of learning and teaching materials.

1.3 Vision and Mission

1.3.1 Vision

The vision statement of the Open University of Tanzania is, "To be a leading open online University, in knowledge creation and application". On the other hand, the vision of learning and teaching materials development and management policy and operational procedures is, "To advance the delivery of knowledge through quality learning and teaching materials".

1.3.2 Mission

The mission statement of the Open University of Tanzania is "to continuously provide affordable quality open and distance education, research and public services for sustainable and equitable socio-economic development of Tanzania in particular and the rest of the World". On the other hand, the mission of this policy is, "To provide learning and teaching materials to support teaching and learning to meet the growing needs of knowledge and advancement of technology in Tanzania and the rest of the World".

1.4 Policy Objectives

1.4.1 General Objective

The general objective of this policy is to increase and improve the development and management of quality learning and teaching materials at OUT.

1.4.2 Specific Objectives

Specifically, this policy guides the University to:

- (i) Develop learning and teaching materials that conform to the ever-advancing learning technologies;
- (ii) Develop high quality learning and teaching materials to be able to compete with materials produced elsewhere;
- (iii) Produce learning and teaching materials that match learners' profile;
- (iv) Develop quality OERs and participate in developing MOOCs;
- (v) Observe copyright laws of the country and those of the international copyright conventions during course material development;
- (vi) Ensure that OUT has quality learning and teaching materials and that go abreast with current knowledge;
- (vii) Manage all approved contracts for the learning and teaching materials development;
- (viii) Set mechanism of compensating learning and teaching materials for developers;
- (ix) Set up a sustainable source of fund for learning and teaching materials development, production, distribution and incentive;
- (x) Allocate appropriate budget for learning and teaching materials development, production, distribution and incentive;
- (xi) Have an accountability system for the fund related to learning and teaching materials development;
- (xii) Have a system for the production of learning materials in different formats; and
- (xiii) Have a more comprehensive distribution system that enables learners to access learning materials.

1.5 Definitions of Concepts

As applied in this Policy, the following terms shall have the meaning as stated herein:

1.5.1 Baby boomers: These are the demographic group born during the post–World War II *baby boom*, approximately between the years 1946 and 1964. These include people who are between 53 and 71 years old in 2017.

1.5.2 Copyright: refers to laws that regulate the use of the work of a creator, such as an artist or author. This includes; copying, distributing, altering and displaying creative, literary and other types of work. Unless otherwise stated in a contract, the author or creator of a work retains the copyright. The author/s retains the moral rights to assign the rights to any other person or share the materials with others in any other conditions he/she may desire.

1.5.3 Learning and teaching materials development: This is a continuous process that essentially overcomes the six stages of materials development mainly: coordination of materials, need assessment, designing, development, delivery and evaluation.

1.5.4 Learning and teaching materials: These refers to a spectrum of educational materials that are used to support specific learning objectives. Students and teachers can use them independently or as part of an in-class lesson.

1.5.5 Media: It refers to rudimentary computer displays such as text-only or traditional forms of printed or hand-produced material.

1.5.6 Massive Open Online Course (MOOCs): This is an online course aimed at unlimited participation and open access via the web. In addition to traditional course materials such as filmed lectures, readings, and problem sets, many MOOCs provide interactive user forums to support community interactions among students, professors, and teaching assistants (TAs).

1.5.7 Multimedia: This is content that uses a combination of different content forms such as; text, audio, images, animations, video and interactive content.

1.5.8 Open Educational Resources (OER): These are freely accessible, openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes.

1.5.9 Social media: This is the collection of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Websites and applications dedicated to forums, micro-blogging, social networking, social bookmarking, social curation, and wikis are among the different types of social media.

1.5.10 Visual media: These include digital and printed images, photography, graphic design, fashion, videos, architectural structures and fine arts. Visual media is seen on billboards, smartphones, newspapers, screen projectors, posters, televisions, computers and various other mediums and devices.

1.5.11 Blended mode: In the context of this document, blended mode refers to a combination of any of the following education delivery approach: distance, online and face to face sessions.

1.5.12 Learning and teaching materials developers: Comprises of all who are involved in writing and designing particular learning materials.

1.5.13 Contract management: Refers to Administrative activities associated with handling of contracts, such as;

- i) Invitation to prepare learning and teaching materials,
- ii) Evaluation of applications to write learning and teaching materials,
- iii) Award of contract,
- iv) Contract implementation,
- v) Contract administration
- vi) Measurement of work completed, and
- vii) Computation of payments. It also includes monitoring contract relationship, addressing related problems, incorporating necessary changes or modifications in the contract, ensuring both parties meet or exceed each other's expectations, and actively interacting with the contractor to achieve the contract's objective(s).

CHAPTER TWO

LEARNING MATERIALS DEVELOPMENT AND MANAGEMENT

2.1 Analysis of the Internal Environment

The Open University of Tanzania (OUT) has witnessed a rapid growth in its enrolment, number of academic programmes, means of communication and delivery as well as changing profile and study habits of learners. The development of the institution has been charted carefully through its five year Rolling Strategic Plan (RSP). From its inception, OUT's educational delivery has been through various means of communication such as; broadcasting, telecasting, Information and Communication Technologies (ICT), correspondence, enhanced face to face, seminars, contact programmes, or the combination of any two or more of such means. However, the application of these means of communication was not uniform. Study material in print was highly prioritized, leaving the rest behind. The study materials development policy of 2009 and its operational procedures was established under the assumption that students will continue to depend on hard printed materials due to problems related to connectivity. The dependency on hard printed text brought with it a number of challenges; including cost associated with their printing and distribution. This assumption may no longer be valid today following the improvement of ICT infrastructure in the regions as well as the increase in internet accessibility and knowledge of Tanzanians.

Increased availability of electronic materials (OERs) and courses (MOOCs) has compelled OUT to focus on a much wider approach of learning and teaching materials development in order to tap from and contribute to these initiatives. The study materials in place have now become obsolete and need to be reviewed. The need for embracing other development and delivery means are more demanded now than ever before.

Contract management is also a critical issue in the learning and teaching materials development and management. Once the contract is signed, the university needs to have a clear mechanism for its registration, custodianship, monitoring and review. Initiatives have been taken to register and preserve the contracts for the course books. Still, this has not been sustained and it did not cover the rest of the learning and teaching materials such as; the multimedia components and electronic materials like OERs and MOOCs. Therefore, there is a need to have a comprehensive mechanism and guidance on how the four components (registration, custodianship, monitoring and review) can be managed. The purpose of this policy is to provide such guidance.

The distribution system integrates all the Directors of Regional and coordination centres and works under the office of the DVC (LT/RS). DRCs are responsible for ordering and distributing learning materials to learners, depending on needs. However, experience with the old system indicated mismatch between the quantity ordered, and the actual quantity claimed by students. Delays in the learning materials reaching the DRC and eventually the learners were also witnessed. Alongside that, there was lack of accountability for the quantities of learning materials that were not taken by learners. It is not odd to associate this anomaly with the lack of learners' database and learning progress tracking system. One other challenge was that the system focused on two

items mainly printed learning materials and compact disks (CDs), leaving aside the other forms of learning materials. OUT has now created a well vibrant student academic record information system which is in communication with other systems and subsystems such as FINMIS, student registrations system e-LMS. Furthermore, courses have been uploaded on the e-LMS in an organized manner. Also the quality of printing in some of the released learning materials has left a lot to be desired. In the absence of a clear catalogue of learning materials, DRC are left to guess as to which books to order. Somehow, there is no database from which students and staff could search for stock materials with specific topics/keywords. It is also well known that some students see no value in the learning materials or books, and throw them about after completing studies.

Additionally, new curricula have been introduced. Many of those that existed prior to 2008 have been reviewed and updated, and course weights have also been standardized. Assessment has also received its fair share of improvements, and so is the debate on the compensation and rewards to the authors of learning materials. These, coupled with the changes outlined in the first paragraph of this chapter, have compelled the Open University to review its policy to guide the development and management of learning and teaching materials.

In order to understand the status of study materials at OUT, it is important to conduct a Strength, Weaknesses, Opportunities and Challenges (SWOC). This will help reveal areas where policies and operational procedures need to be focused.

2.2 Strengths

The following are the strengths related to learning materials at OUT:

- (i) A wide and large collection of study materials exist;
- (ii) Course book authoring skills among a good number of academic staff;
- (iii) A system for editing and publishing books exist;
- (iv) Most of the OUT-course books are written according to ODL system requirements and therefore are easy to update;
- (v) There are already authored materials Course outlines as the baseline for writing the learning materials where most of the learning materials do not exist;
- (vi) OUT has developed capacity for writing learning materials in collaboration with authors from other Universities;
- (vii) A number of study materials are available in soft forms;
- (viii) Network of local radios;
- (ix) OUT has two recording studios and one video conferencing facility;
- (x) OUT has reasonable internet connectivity;
- (xi) Electronic learning management system and staff have been trained to upload and deliver courses on it;
- (xii) OUT has subscribed to TURNITIN software licenses;
- (xiii) OUT has a team of ICT instructional designers;
- (xiv) Existence of complementary policies – e.g. ICT policy, OER policy, HRM policy, staff rules and regulations, research and publication policy, quality assurance and control, risk management policy, to mention but a few;
- (xv) Availability of cheap printing suppliers abroad e.g. China; and
- (xvi) Tuition fee out of which budgetary allocation could be made to sustainably fund the development and management of learning materials.

2.3 Weaknesses

The following are the weaknesses related to learning materials at OUT:

- (i) In some subjects only course outlines exist, which are nevertheless inadequate;
- (ii) Most of OUT learning materials are outdated and need to be reviewed to be in line with changing curriculum;
- (iii) OUT has no mandate to review learning materials obtained from other Universities;
- (iv) Most of OUT new academic staff lack ODL writing skills while the rest need upgrading;
- (v) There are many course books in storage that cannot be matched to the current courses;
- (vi) Nonexistence of an electronic data base on learning materials;
- (vii) Most of the learning materials do not match with credit rating of the subject due to delay in updating;
- (viii) The system of management, distribution, monitoring and control of the learning and teaching materials is not comprehensive;
- (ix) Editing and publishing unit is inadequately equipped and lack adequate expertise;
- (x) Non-existence of a proper functioning process of preparation, reviewing, approving and registration of the learning materials;
- (xi) Inability to effectively utilize donated resources for learning materials productions e.g. UKOU (ODAF project) due to absence of Faculty direction;
- (xii) Absence of a printing unit at OUT as well as the collapse of government and private printing facilities;
- (xiii) Inadequate Incentives for writing learning materials;
- (xiv) Shifting of recognition of developer's efforts in the harmonized scheme of service for academic staff;
- (xv) There are a number of many new courses for which there are neither learning materials nor course outlines but they are on offer;
- (xvi) Staff needs further training in the development of learning and teaching materials other than course books – OERs, Video, Audio, etc.;
- (xvii) Poor storage and distribution of diverse learning materials;
- (xviii) Poor stock records on learning materials both at HQs and regional centres, with no reliable system of updating, beyond just taking annual stocks;
- (xix) Accumulating debts from printers of OUT learning materials, and delays in releasing books;
- (xx) Frequent changes and review of curricula;
- (xxi) Lack of incentives to encourage conversion of study materials to be in e-learning format; and
- (xxii) Unsustainable budgetary allocation to the development and management of learning materials.

2.4 Opportunities

The following are the opportunities related to learning and teaching materials at OUT:

- (i) OUT learning materials are widely used by other Universities/students in Tanzania;

- (ii) Potential linkage with other Universities through preparation of OER and MOOCs;
- (iii) Existence of many OERs over the web from which references can be drawn;
- (iv) OUT e-learning management system (LMS) is developing continuously hence new learning and teaching materials will be adapted for uploading on the LMS;
- (v) Existence of an extensive base of writers from OUT and other Universities;
- (vi) Improved national ICT infrastructure which has improved bandwidth and interconnectivity;
- (vii) Existence of cloud computing technologies which has improved information sharing storing and exchange; and
- (viii) Developments in software management, availability (through open-source initiatives) and application skills, all of which are vital in massive learning materials authoring storage and sharing.

2.5 Challenges

The following are the challenges facing OUT in relation to learning and teaching materials development:

- (i) OUT course books are being copied and used by other Universities without observation of intellectual property rights;
- (ii) Utilization of new technologies like Teleconferences, e-learning and mobile communications;
- (iii) High cost of distribution;
- (iv) Poor quality of print;
- (v) Non availability of an electronic database of learning materials;
- (vi) Dependence on external staff most of whom have no training in ODL writing skills;
- (vii) Changing proportion of new academic staff who have relatively less orientation to ODL system of teaching and learning;
- (viii) Poor ICT infrastructure that limits the use of e-resources and e-media;
- (ix) High cost of printing by external providers; and
- (x) Changing nature of learner's profile and learning habits which present new learning demands.

CHAPTER THREE

POLICY STATEMENTS, STRATEGIES AND OPERATIONAL PROCEDURES

3.1 Introduction

The Open University of Tanzania, being an Open and Distance learning institution, will develop and manage learning and teaching materials for its students. This policy guides the process of learning and teaching materials development and management; in particular the policy guides preparation of the learning and teaching materials, registration, production, distribution, review, incentives to learning and teaching materials developers, and issues of copyright ownership.

3.2 Learning and Teaching Materials Development

3.2.1 Policy Issue

The Open University of Tanzania offers a number of senate approved programmes which have been accredited by Tanzania Commission for Universities (TCU). Previously many of such programmes had learning materials developed by subject experts from all over the country. Currently due to technological advancement there is a need of using both text books in printed form and the e-learning materials. Previously the majority of OUT learners were older people working with family responsibilities. These were less endowed with ICT literacy. However, current learners profile indicates that a good majority of OUT learners are ICT literate. Hence forth there is a shift in learning habits whereby currently e-learning is becoming more popular among learners. On top of that OUT shifted modes of delivery from distance, face to face and evening modes into blended mode of delivery. Currently the modes of delivery and learners study habits have changed drastically due to technological advancement. Therefore, development of learning and teaching materials needs to address change in technological advancement, learners' profile, and the current university mode of course delivery. Previously conventional universities were not interested in ODL learning system hence they were not interested in developing learning materials in ODL style. Today most Universities in the country are embracing ODL hence they are developing materials in ODL style too. This is a threat and the University needs to improve its ODL system through production of high-quality learning materials. This policy therefore intends to guide the University to develop high quality learning and teaching materials.

3.2.2 Policy Objectives

- (i) To guide the University, develop learning and teaching materials that conform to the ever-advancing learning technologies.
- (ii) To guide the University, develop high quality learning and teaching materials to be able to compete with materials produced elsewhere.
- (iii) To guide the University, produce learning and teaching materials that match learners' profile.
- (iv) To guide the University, develop quality OERs and participate in developing MOOCs.

3.1.3 Policy Statements, Strategies and Operational procedures

Policy statement	Policy Strategy	Operational procedures
P.1: OUT shall develop learning and teaching materials that conform to the ever-advancing learning technologies	Ensure identification of all relevant (most up to date) learning technologies.	The office of the DVC-LT/RS in collaboration with the office of the DVC-AC shall do the following: a) Establish a database of relevant learning technologies b) Publicize the database to the University community c) Update the database regularly
	Ensure that all learning materials are designed to suit all current technologies	The office of the DVC academic shall do the following: a) Select competent learning and teaching materials developers b) Train learning and teaching materials developers in in-house style c) Train learning and teaching materials developers in relevant learning technologies d) Recruit a team of instructional designers and technologists. e) Put in place relevant infrastructure for learning and teaching materials development f) Contract relevant experts to develop learning and teaching materials
P.2: OUT shall develop quality and competitive learning and teaching materials	Have in place guidelines for developing learning and teaching materials	a) Use Appendix 1 in developing learning and teaching materials. b) Use Appendix 2 in developing learning and teaching materials to be uploaded into the Learning Management System c) Use Appendix 3 in developing Audio and video multimedia materials d) Braille materials
	Ensure that all contracted learning and teaching materials developers abide to guidelines	The office of the DVC-AC shall: Contract learning and teaching materials developers using Appendix 4 so as to abide to guidelines of developing learning and teaching materials at OUT
P.3: The University shall produce learning and teaching materials that match learners' profile	Ensure identification and documentation of learners' profile and needs.	The office of the DVC-AC shall conduct the following: a) Conduct a survey for learners' profile and needs identification b) Document learners' profile and needs. c) Review learners' profile and needs regularly
	Ensure availability of learning and teaching materials balanced as per learners' profile and needs.	The office of the DVC - AC shall contract experts to develop learning and teaching materials that accommodate various learners needs
P.4: The University shall develop OERs	Ensure clear guidelines for developing OERs and MOOCs in place	Abide to guidelines for development of OERs and MOOCs (Appendix 5).

and participate in developing MOOCs	Ensure clear OERs and MOOCs property rights guidelines in place	Apply OUT IPR policy
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3.3 Intellectual Property Rights

3.3.1 Policy Issue

There is a need for OUT to develop learning materials which do not violate the principles of copyright as stipulated in the copyright laws locally and internationally.

3.2.2 Policy Objectives

To guide the learning and teaching materials developers to observe copyright laws of the country and those of the international copyright conventions during course material development.

3.3.2 Policy Statements, Strategies and Operational procedures

Policy Statements	Policy Strategy	Operational Procedures
P.5: The learning and teaching materials shall be developed in accordance with the existing national intellectual property rights and guidelines	Ensure that learning and teaching materials are written and disseminated in accordance with the existing copyright laws and international copyright conventions such as Berne convention, WIPO, etc	(i) Use Intellectual property policy document to guide learning and teaching materials development. (ii) Train learning and teaching materials material developers on copyright issues inclusive plagiarism.

3.4 Reviewing Process

3.4.1 Policy Issue

The current practice at OUT is to review learning and teaching materials after completing curriculum review which is normally after five or more years. However, due to society dynamism, OUT requires to review its learning and teaching materials after five years or when needs arise. In the process of reviewing learning and teaching materials, OUT must stress quality by ensuring that the materials undergo intensive review by internal or external specialists in the subject area. In addition, the reviewed materials should be in harmony with OUT in-house style. Furthermore, the contents should abide to the approved curricular and the assessment questions as well as references are relevant and up to date. Therefore, this policy intends to guide the University in the process of reviewing its learning and teaching materials.

3.4.2 Policy Objective

To lay down a procedure to ensure that OUT has quality learning materials and that go abreast with current knowledge.

3.4.3 Policy Statements, Strategies and Operational procedures

Policy Statement	Policy Strategy	Operational procedures
P.6: OUT learning and teaching materials shall be reviewed regularly	Ensure an effective reviewing plan	The office of the DVC academic shall do the following: (i) Use Appendix 4 to contract internal or external subject matter experts to review the learning and teaching material contents after every five years or when needs arise. (ii) Give Appendix 6 to the reviewer.

3.4 Contract Management

3.4.1 Policy Issue

The process of application, appointment of writers, review of manuscripts and final registration are not properly regularized. This policy therefore intends to make sure the contract of the learning teaching materials to be developed is registered to ensure the tracking of authors.

3.4.4 Policy Objectives

- (i) To guide the University, manage all approved contracts for the learning and teaching materials development
- (ii) To guide the university, have an organized Contract review system

3.4.5 Policy Statements, Strategies and Operational Procedures

Policy statement	Policy Strategy	Operational Procedures
P.7: The University shall manage all contracts pertaining to learning and teaching materials development	Ensure proper mechanism of contracting learning materials developers	In contracts administration pertaining to learning and teaching materials development, the DVC-Academic will use the following: (i) Contract form for learning and teaching materials developers (Appendix 4). (ii) Copyright transfer Agreement (Appendix 7). (iii) Authorship form (Appendix 8). (iv) Learning and teaching materials development proposal format (Appendix 9). (v) Instruction to learning and teaching materials developers (Appendix 1 and 10). (vi) Learning and teaching materials order form (Appendix 11). (vii) Learning and teaching materials production specifications form (Appendix 1 and 10). In addition, the DVC-Academic will: (a) Contract learning and teaching materials developers using Appendix 4 . (b) Register all contracts (c) Keep all contracts of learning and teaching materials development

3.5 Incentives for Learning and Teaching Materials Developers

3.5.1 Policy Issue

Learning and teaching materials development is a very tasking undertaking, this is particularly because learning and teaching materials play the role of the course tutor; hence it is a too engaging task. Experience shows that learning material development is

costly both in monetary terms and time resources. In particular learning and teaching materials developers are required to conduct researches for them to come up with quality learning and teaching materials. Furthermore, learning and teaching materials need to be designed in a manner that addresses learners' need and this adds on the developer's engagement. Currently, most courses depend on extended course outlines. Hence hastening learning and teaching materials development is of paramount importance. However, lack of motivation among learning and teaching materials developers has been a stumbling block towards filling this gap. For example, currently a study material is equated to lecture notes and hence counted as part of teaching workload instead of a publication given the fact that the content of such learning materials goes beyond having lecture notes; this de-motivates internal materials developers. On top of that, the markets need has necessitated expansion of number of courses that the university is offering. However, staffing expansion pace have been lagging behind. This has created a need to contract external materials developers. In order to attract such external developers, the university needs to clearly define motivation mechanism for such developers. This policy therefore intends to provide guidelines for facilitation hastening learning and teaching materials development through motivating such developers.

3.5.2 Policy Objective

To provide guidelines on how learning and teaching materials developers will be appropriately compensated.

3.5.3 Policy Statements, Strategies and Operational procedures

Policy Statement	Policy strategy	Operational procedures
P.8: The University shall compensate learning materials developers appropriately	Ensure motivation guidelines in place	The office of the DVC academic shall execute the following: (a) Compensate learning and teaching materials developers as per Appendix 12 . (b) Issue compensation contract reflecting approved packages (Appendix 13). (c) Compensate learning and teaching materials developers timely upon submission of the completed work as per contract.
P.9: A course book published by OUT shall be recognized as a book publication meriting relevant points for respective staff promotion	Ensure a guideline on how to award points to a course book is in place	Use Appendix 12 to award points to a course book.

3.6 Financial Management

3.6.1 Policy Issue

Development, production and distribution of learning and teaching materials cost money. OUT has been incurring the associated cost in an unsustainable manner. Learning and teaching materials is key in the delivery of any curricular. It is even more importance in an ODL system. Adoption of blended mode does not exclude the need of having self-instructional learning materials. Currently courses uploaded on the learning

management system are using other peoples' text books wholly or chapter by chapter. This approach has a number of risks namely copy rights issues as well as the fact that some of the textbooks are not self-instructional. Having own self-instructional learning and teaching materials will lessen such challenges if not eliminate them all together. Learning and teaching materials will also alleviate the misconceptions which have existed among many people, some academicians inclusive, that learning and teaching materials are simply teaching notes. A proper financial management will ensure that funds will be there all time around for the development and management of the learning and teaching materials as well as paying incentives to those who will excel. This policy therefore guides the University in ensuring that funds for the development, production and distribution is available when needed.

3.6.2 Policy Objectives

- (i) To guide the university set up a sustainable source of fund for learning and teaching materials development, production, distribution and incentive
- (ii) To guide the university, allocate appropriate budget for learning and teaching materials development, production, distribution and incentive
- (iii) To guide the university, have an accountability system for the fund.

3.6.3 Policy Statements, Strategies and Operational procedures

Policy statement	Policy strategy	Operational Procedures
P.10: The University shall have a sustainable source of fund for learning and teaching materials development, production, distribution and incentive	Ensure a mechanism for apportionment of tuition fee in learning materials funds	(i) Factor the unit cost of learning materials into tuition fees. (ii) Set aside a budget out of tuition fee for the learning and teaching materials development.
	Put in place a mechanism for accounting for funds generated	(i) Establish a sub-vote for the fund (ii) Set an approving line for the funds (iii) Set payment system

3.7 Production and Distribution of Learning Materials

3.7.1 Policy Issue

Production is one of the vital processes in the development of learning and teaching materials. As such there is a need to ensure that all developed learning and teaching materials in their various forms are made available for consumption by learners. Currently production of print learning materials has almost stopped. Materials produced are mostly in e-format (in CDs and some uploaded in MOODLE platform) although even these ones are accessed by few students who have access to e-systems (i.e. computers, etc) students who have less access to ICT do hardly access such materials. In order to address this shortcoming, therefore, learning and teaching materials should be made available in different formats. On the other hand, distribution of learning and teaching materials is equally important in enabling access to the materials among learners within shortest proximity possible. There is a need therefore to establish a comprehensive distribution system to enable materials into different formats accessed easily by learners. This policy therefore, provides guidelines for both production and distribution of learning and teaching materials.

3.7.2 Policy Objective

- (i) To guide the University, have a system for production of learning and teaching materials in different formats
- (ii) To guide the University, have a more comprehensive distribution system that enables learners to access learning and teaching materials.

3.7.3 Policy Statements, Strategies and Operational procedures

Policy statement	Policy Strategy	Operational Procedures
P.11: The University shall have an efficient system for production of learning and teaching materials in different formats	Ensure an efficient system in place for production of learning and teaching materials	<ul style="list-style-type: none"> (i) Set up recording studios (ii) Covert learning and teaching materials to barilla when needs arise. (iii) Establish multimedia facilities. (iv) Work out human resources for multimedia production. (v) Use the appropriate production form to produce learning and teaching material.
P.12: The University shall distribute learning and teaching materials to learners	Have a comprehensive learning and teaching materials distribution system in place	Streamline learning and teaching materials distribution system with stores management.
P.13: The University shall set aside a percentage of tuition fees paid by students in the respective course annually to pay learning materials developers as motivational token	Ensure mechanism to motivate learning materials developer in place	Abide to motivation guidelines when remunerating learning and teaching materials developers (Appendix 12).

CHAPTER FOUR

POLICY IMPLEMENTATION

4.1 Introduction

Below is the organizational structure for the office that will be implementing this policy (Figure 4.1). The figure indicates the key policy making and decision-making participatory entities from the highest i.e. the University Council on policy matters and Senate on Academic matters or the Boards of Faculties on other issues to the lowest in the hierarchy i.e. the Departmental and /or Units Committees.

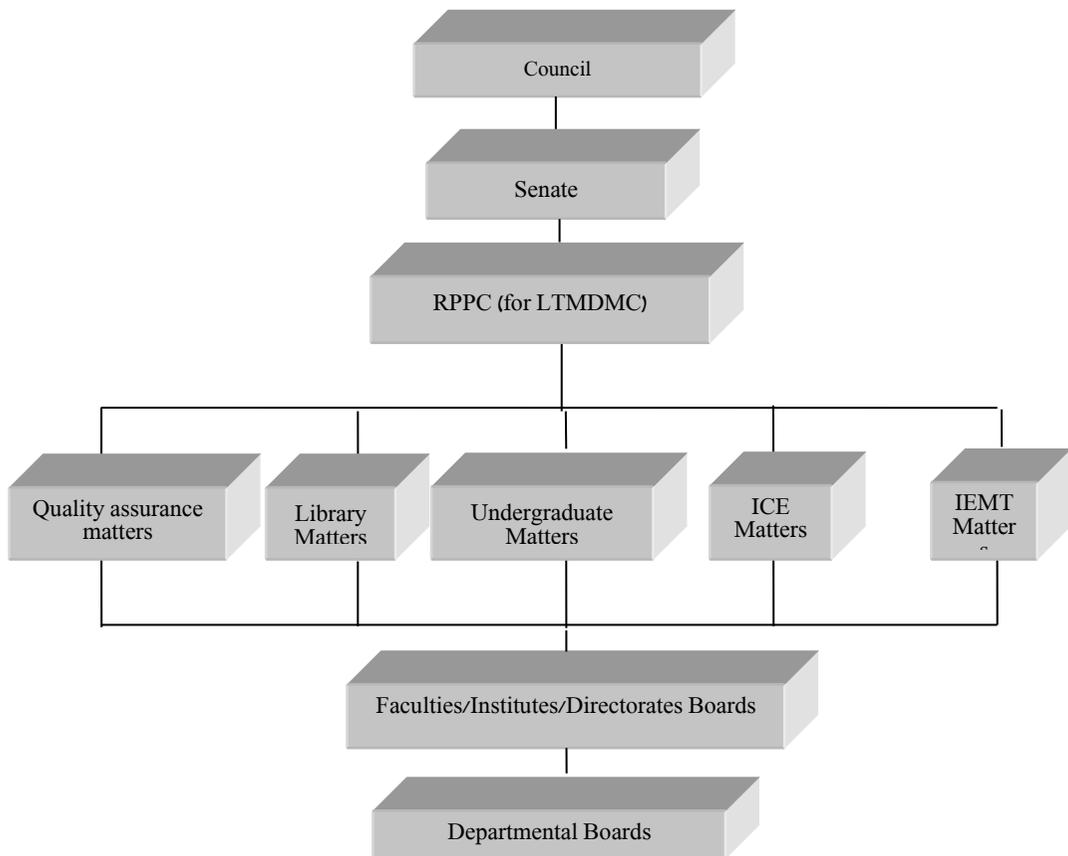


Figure 4.1: Learning and Teaching Materials Development and Management Committee (LTMDMC) Framework

As far as the framework for Learning and Teaching Materials Development and Management Committee (LTMDMC) (figure 4.1) is concerned, all matters related to Learning and Teaching Materials Development and Management at the University will be handled by the office of the Director of Research and Publications (DRP) who reports to the Deputy Vice Chancellor (Academic). Under this arrangement, Faculties, Directorates and Institutes will report all such matters to the Research, Publications and Postgraduate Committee (RPPC) of which DRPS is the secretariat.

4.2 The Directorate of Research and Publications

There shall be a directorate of research and Publications (DRP) to be headed by a Director who shall report to the DVC (Academic). The director will be in-charge of all matters related to research, and publications at OUT. The Director shall be assisted by a coordinator for Research and Publications. There shall also be officers to assist the coordinator with development and designing as well as officers for Editing and Publication the learning and teaching materials (see figure 4.2). The Directorate also shall have administrative staff members. The DRP shall be appointed by the Council through search procedures. The DRP shall hold the office for three years renewable. The directorate shall be linked to faculties, directorates and relevant Institutes through Research and Publications Committee (RPC). The directorate shall be mandated to carry out the day-to-day activities related to ensuring best practices for research and publications at the university. As far as this policy is concerned, the directorate shall be a watchdog on learning and teaching materials development and management where all learning and teaching materials development and management related activities shall be coordinated by the Director for Research and Publications.

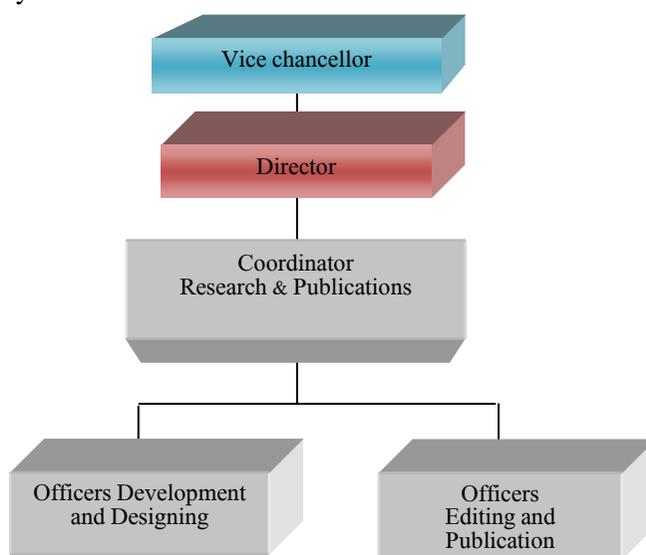


Figure 4.2: DRP Organizational Structure

4.3 Learning and Teaching Materials Development and Management Committee

Learning and Teaching Materials Development and Management Committee (LTMDMC) shall meet quarterly and mostly before Senate meeting.

LTMDMC Composition:

- | | | | |
|-------|-------------------------|---|-------------|
| (i) | DVC-Academic | - | Chairperson |
| (ii) | DRP | - | Secretary |
| (iii) | All DVCs | - | Members |
| (iv) | All Deans and Directors | - | Members |
| (v) | DRP coordinators | - | Secretariat |

Terms of References

- (i) To coordinate the implementation of the Learning and Teaching Materials Development and Management Policy
- (ii) To generate and receive data pertaining to Learning and Teaching Materials Development and Management
- (iii) To take measures to address any observed Learning and Materials Development and Management shortfall.

CHAPTER FIVE

POLICY MOTORING AND EVALUATION

5.1 Introduction

Monitoring and evaluation of learning and teaching materials development and management can help an organization of extract relevant information from past and ongoing activities that can be used as the basis for programmatic fine-tuning, reorientation and future planning. Without effective planning, monitoring and evaluation, it would be impossible to judge if work is going in the right direction, whether progress and success can be claimed, and how future efforts might be improved.

This chapter describes the of results-based management and managing for monitoring and evaluation process of development results and explains how these functions are important in planning stage which include need assessment, identification of author and contracting of author. This is followed by implementation stage which involves inspection, auditing and reviewing. Lastly we have production and distribution.

5.2 Planning Stage

This is process of setting goals, developing strategies, outlining the implementation arrangements and allocating resources to achieve those goals of learning and teaching materials development and management. It is important to note that planning involves looking at a number of different processes such as:

- Identifying the need of learning and teaching materials development and management by using appropriate stakeholders including students, curriculum developers, tutors and any other resource people.
- Formulating the strategies needed to identify the appropriate expert for the materials development.
- Determining and allocating the resources (financial and other) required to be used.
- Outlining implementation arrangements, which include the arrangements for monitoring and evaluating progress towards achieving good learning and teaching materials development.

5.3 Implementation Stage

This is the ongoing process by which stakeholders obtain regular feedback on the progress being made towards learning and teaching materials development and management process. The aim is to determine the relevance and fulfillment of objective of developing the material, development efficiency, effectiveness, impact, and sustainability of learning material. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision making process of both recipients and University at large. At this stage the following author is considering the following:

- The characteristics of learners and organizational structures most likely to support successful implementation.
- Use selection criteria to choose initial implementation and style in writing the learning material.

- Sign written agreements that specify both levels of material and organ responsibilities with the selected learning and teaching materials development and management.
- Form an implementation team to develop their plan, oversee all activities and timelines and participate in communication loops with the organ responsible to learning and teaching materials development and management.
- Include representation on the implementation team of administrators and direct service staff, student leaders and others who are or will become experts on both the implementation process and the new practice(s).
- Clarify the roles and responsibilities of team members and their long term commitment to implementation and sustainability.
- Ensure the implementation team has the resources, information and skills necessary to lead the change effort in the development of learning materials development and management.
- Identify and engage external expertise and additional resources as needed to support the review process.

5.4 Evaluation Stage

The evaluation is undertaken during the developmental stage of the learning and teaching materials. The result of the evaluation tells the author/developer where and how to make necessary changes. The evaluation provides information necessary to make a decision at the end, whether to disseminate, redevelop, modify, adopt or adapt, or do away with the learning and teaching material. The evaluation is usually undertaken during the formative stages of development, that is, when the prototype product or learning and teaching material is being developed, tried out and field-tested.

There are issues to be considered during this stage:

- Expert Appraisal or Judgment by Peers (this step aims to elicit expert opinion that will guide author with what to do with respect to the material)
- Involvement of internal reviewer who deem experts at material developed to read through the draft and give general comments
- The author/developer now makes modifications on the original according to the feedback provided by experts or by peers.

GLOSSARY

- Learning and teaching materials:** These include written text and multimedia on all areas of the curriculum. Students and teachers can use them independently or as part of an in-class lesson,
- OER:** Open Educational Resources are freely accessible, openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes.
- Learning and teaching Materials Development:** This is a continuous process essentially overcomes the six stages: coordination of materials, need assessment, designing, development, delivery and evaluation
- Multimedia:** This is content that uses a combination of different content forms such as text, audio, images, animations, video and interactive content
- Media:** This use only rudimentary computer displays such as text-only or traditional forms of printed or hand-produced material.
- Social media:** This is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Websites and applications dedicated to forums, microblogging, social networking, social bookmarking, social curation, and wikis are among the different types of social media.
- Visual media:** These include digital and printed images, photography, graphic design, fashion, videos, architectural structures and fine arts. Visual media is seen on billboards, smartphones, newspapers, screen projectors, posters, televisions, computers and various other mediums and devices
- Baby boomers:** These are the demographic group born during the post–World War II baby boom, approximately between the years 1946 and 1964. This includes people who are between 53 and 71 years old in 2017
- MOOC:** A massive open online course is an online course aimed at unlimited participation and open access via the web. In addition to traditional course materials such as filmed lectures, readings, and problem sets, many MOOCs provide interactive user forums to support community interactions among students, professors, and teaching assistants (TAs).

APPENDICES

Appendix 1: GUIDELINES FOR DEVELOPING LEARNING AND TEACHING MATERIALS

1. Introduction

Learning and teaching materials developed at the Open University of Tanzania must be developed in a 'self-learning style'. In self-learning style, the material has five characteristics namely, self-explanatory, self-contained, self-directed, self-motivating, and self-evaluating.

Self-explanatory: Materials are written in a way that does not require any intermediary (teacher) to explain the content. This means, the content is written in simple language and in small chunks to help learners assimilate the content by reading and working through the instructions. Thus, a teacher is built into the text.

Self-contained: Materials are prepared in such a way that the learners normally do not require additional course books to learn the concepts/subject matter. This is highly important for the learners in developing countries like Tanzania since they may not have access to good libraries and learning resources.

Self-directed: Materials are designed in a way that provides necessary directions to the learners to study and progress. This is done by using a variety of techniques including the use of hints, notes, graphics (icons) and explicit directions on how to do, what to do and what is expected of the learner. The use of learning objectives, guidance in introduction, and a conversational style of writing text, instructions to do and how to answer the self-assessment questions are elements of self-direction that are used to facilitate learning.

Self-motivating: Materials are developed to motivate and encourage the learners towards study and research as well as creating interest and curiosity towards a subject. The materials also should encourage the learners towards in-depth study and critical thinking, motivate them to question and reflect on their own experiences and practices, and also provide reinforcement on learning progress.

Self-evaluating: It is important for the learners to know how they are progressing in their studies. Thus, the material must provide self-assessment questions and their personalized feedback to allow the students to evaluate themselves and learn from their action (correct/ incorrect). The self-evaluating characteristics envisage that the learners use the learning material in an active manner. Learning activeness is the key, where use of in-text questions, self-assessment questions, review questions, reflective action-based activities and feedback all play significant roles.

2. Learning and Teaching Materials Content Arrangement

Learning and teaching materials developed at the Open University of Tanzania must be arranged as follows:

- (i) Course title and code
- (ii) Copyright Page

- (iii) Table of contents
- (iv) List of illustrations
- (v) List of tables
- (vi) Foreword
- (vii) Preface
- (viii) Acknowledgments
- (ix) List of Abbreviations or Chronology
- (x) Introduction of the course
- (xi) Objectives of the course
- (xii) Subject matter: This is arranged into six knowledge areas. Each knowledge area must consist of one or more topics. Each topic must consist of the following: table of contents, introduction/description, objectives, main body/notes (including activities), summary, review questions, references/further readings (current references) and answers to the activities.
- (xiii) One assessment per each knowledge area
- (xiv) References for each knowledge area
- (xv) Glossary

3. Guidelines for the Content

In the development of the learning and teaching materials, the following must be adhered:

- (i) Conform to the existing curriculum
- (ii) Content in the material must be very accuracy and up to date
- (iii) Use of appropriate language
- (iv) Promote positive values and attitudes
- (v) Address contemporary and emerging issues
- (vi) Include multimedia element
- (vii) Include creativity to enhance the information
- (viii) Provide assessment activities to deepen the understanding of concepts and develop required skills
- (ix) Materials must feature Tanzania content and examples wherever relevant
- (x) Materials must be sensitive to societal values
- (xi) Materials must represent the Tanzanian cultural, ethnic and environmental diversity, illustrations and examples, wherever it is considered appropriate and relevant.

4. Specific Standards on Several Issues

4.1. Content

- (i) Ongoing interaction between learners and content is fostered hence making learning interesting, motivating and involving.
- (ii) Learning resource activities require learners to manipulate information and ideas to comprehend, apply, analyze, synthesize and evaluate new knowledge, and provide opportunity for practice and transfer of learning in a variety of ways.
- (iii) A wide range of methods for completing assignments or progressing through the content is accommodated for the learners.
- (iv) Facts and ideas are applicable to the real world and are authentic for learners.

- (v) Information presented in the learning resource is accurate.
- (vi) Issues of plagiarism and copyright have been observed.
- (vii) The learning resource clearly identifies the relevant learning outcomes
- (viii) The learning resource organizes and sequences content in a way that is appropriate for the subject matter and age of the intended audience.
- (ix) The learning resource is socially, culturally, and age appropriate for the intended audience in terms of gender, age, cultural diversity.
- (x) The learning resource should promote positive values and attitude.

4.2. *Pedagogy*

- (i) A wide range of learning styles is supported such as visual, auditory, and kinesthetic (earning style in which learning takes place by the students carrying out physical activities, rather than listening or watching demonstrations).
- (ii) The learning resource provides examples of activities, assignments and reflections.
- (iii) Different modes (pictorial, verbal) for presentation of essential information are incorporated.
- (iv) Appropriate questioning strategies are evident in the interactions set up in the learning resource.
- (v) Learners are given opportunities to apply knowledge to meaningful and authentic problems.
- (vi) The learning resource indicates clear and accurate directions for all activities and/or assignments.

4.3. *Language*

- (i) The learning resource uses appropriate language in terms of gender, age, level of education and cultural diversity.
- (ii) The language used in the learning resource should be grammatically correct such as punctuation, spelling, typographical and sentence structure.
- (iii) The terminologies used are accurate and consistent throughout the learning resource and abbreviations are defined in full.

4.4. *Layout (Visual Design)*

- (i) The learning resource explains each icon function (i.e. cursor over tag appears describing button), and graphics are relevant, consistently identified, labelled and described.
- (ii) All clickable objects in the content are identified through the use of labels, borders, or instruction in text as appropriate.
- (iii) Text material is provided in standard formats accessible to learners.
- (iv) The resource uses identifiers in a consistent manner to signal steps in a process.
- (v) Key terms are highlighted on screen and are in the glossary.
- (vi) Format is uncluttered, includes white space, effective use of colours, and graphics where appropriate, and text colours are clearly legible over background colours.
- (vii) Text is organized into readable paragraphs for presenting on display.

- (viii) The resource provides learners the opportunity to proceed at their own pace and revisit sections as required (adaptive learning).
- (ix) The resource has a consistent tone, readability, look and feel.
- (x) An efficient and comfortable learning interface that provides a minimum of fatigue is employed (i.e. is visually appealing without being over stimulating).

4.5. *Technical Design (for content in electronic type)*

- (i) The software used is common and easily accessible to all learners.
- (ii) Formatted so that it is accessible to learners from all locations at both low and high bandwidths.
- (iii) The learning resource can be used on different operating systems.
- (iv) The learning resource multimedia has been optimized for size and use with standard computer graphics and systems such as compressed files; MP3 files, JPEG or TIFF for photos, and GIF or PNG for computer graphics.
- (v) Video, animation and sound file formats can be played on freely available and commonly used plug-ins or players.
- (vi) A simple, consistent and accessible structure for the navigation of the materials is provided.
- (vii) The learning resource provides learner control of audio or video (i.e. learner can turn on/off audio and/or video files. The user can also start, stop, pause video clips and alternate tags or script of the audio is provided.
- (viii) The resource should provide for controls –back, forward and play. Other features include; search, help, glossary, links and hyperlinks.

5. Remarks

Copyright page: The copyright page contains the copyright notice, which consists of the year of publication and the name of the copyright owner. The copyright owner is usually the author but may be an organization or corporation. This page may also list the book’s publishing history, permissions, acknowledgments and disclaimers. This page also consists of the International Standard Book Number (ISBN).

List of illustrations: If your course book material includes several key illustrations that provide information or enhance the text in some way, consider creating a page that lists them.

List of tables: If your course book includes several key tables that provide information or enhance the text in some way, consider creating a page that lists them.

Foreword: The foreword contains a statement about the course book and is usually written by someone other than the author who is an expert or is widely known in the field. A foreword lends authority to your course book and may increase its potential for usage or sales. If you plan to include a foreword, please arrange to have it written and included in your submitted manuscript. It is not necessary that all course books should have a foreword.

Preface: The preface usually describes why you wrote the course book, your research methods and perhaps some acknowledgments if they have not been included in a separate section. It may also establish your qualifications and expertise as an authority in the field in which you are writing. A preface should be used only if necessary.

Acknowledgments: An acknowledgments page includes your notes of appreciation to people who provided you with support or help during the writing process or in your writing career in general. This section may also include any credits for illustrations or excerpts if not included on the copyright page.

Introduction: The introduction describes something about the main text that your learner should know before proceeding to read the course book. Unlike a preface, which usually addresses the qualifications of the author, an introduction refers to the main body of the work itself. For example, if there are questions at the conclusion of each chapter, here is where you might prepare the reader and give tips on how best to use them. The introduction may also describe, in more detail than a preface, the research, methods and overall concept of the course book.

List of Abbreviations or Chronology: If many abbreviations are used or if a few are used frequently, a list is useful. Its location should always be given in the table of contents.

Appendix: An appendix includes any data that might help clarify the text for the reader but would have disrupted the flow of the main text had it been included in an earlier part of the course book.

Glossary: A glossary comprises alphabetically arranged words and their definitions. Be sure to include one if you use terminology that is not generally known to the average learners or if you coin new words or phrases to explain your ideas.

References: Reference sections list the sources for works used in your course book. Be sure to arrange the sources alphabetically by the author's last name.

Appendix 2: FORMAT OF DEVELOPING LEARNING AND TEACHING MATERIALS TO BE UPLOADED INTO THE LEARNING MANAGEMENT SYSTEM

1. General information

Learning and teaching materials must contain a copyright page. This page contains the copyright notice, which consists of the year of publication and the name of the copyright owner. The copyright owner is usually the author but may be an organization or corporation. This page may also list the book's publishing history, permissions, acknowledgments and disclaimers. It may also consist of the International Standard Book Number (ISBN).

2. Content arrangement

Learning and teaching materials developed for uploading into the learning management system must be arranged as follows:

S/No.	Course Development Requirements	
1.	Course title and code	
2.	Course description	
3.	Course objectives	
4.	Pre-requisites	
5.	Table of contents (for the entire course)	
6.	Assessment plan	
7.	Subject Matter: Knowledge Areas: Divide the course into six knowledge areas; each knowledge area must contain one or more topics and each topic must be arranged as follows:	Title of the topic
		Table of contents
		Introduction/description
		Specific objectives
		Main body/notes with multimedia and activities
		Summary
		PPT slides
		Review Questions
		References
		Answers to activity questions
8.	One assignment per each knowledge area	
9.	Glossary for the entire course	
10.	References for the entire course	
11.	Evaluation form template	

Appendix 3: THE OPEN UNIVERSITY OF TANZANIA

Quality standards checklists for Audiovisual and Multimedia Materials

Preamble

Audiovisual and multimedia materials are part and parcel of learning resources that student use in enhancing their learning. These materials include Audiovisual (recorded sound and /or moving and or still image items), Multimedia Materials (containing two or more audiovisual expressions e.g. Sound and image; text and animated graphics), and Interactive Multimedia (multimedia with the order and or nature of its presentation under user control). This document provides quality standards checklist for them in eight quality domains.

Quality Domain	Standard	Means of verification	Checklist
Needs assessment	Proposal for audiovisual and multimedia development is based on a clearly and comprehensively stated and prioritized needs	Needs assessment statement or document	<ul style="list-style-type: none"> Needs are defined from stakeholders point of view Inputs from studies are incorporated Needs are clearly stated for the reference of the development team Needs are appropriately prioritized Purpose of the audiovisual/multimedia materials and their usage are clearly defined
	Proposal for audiovisual and multimedia material takes care of learners' profile, learning environment and context	Learners' profile/statement	<ul style="list-style-type: none"> Learners learning environment, technical facilities and social cultural aspect are well mapped Learners' context is clear enough to guide designers and developers
Nature of content	Content of audiovisual and multimedia materials valid in terms of scope, appropriateness and accuracy	Content outline	<ul style="list-style-type: none"> Content outline is within the course scope and logically sequenced Content is cognitively appropriate Content is free of factual errors Content is sensitive to, and inclusive of, gender, race, religious groups and environmental factors
Compatibility across delivery requirements	Objectives compatible with course objectives	Objective statements	<ul style="list-style-type: none"> Objectives are SMART-compliant
	Content is logically presented and is cognitively appropriate	Content map	<ul style="list-style-type: none"> Content reflect very good pedagogical structure Content map is available to

Quality Domain	Standard	Means of verification	Checklist
			guide developers
	Learning strategy is provided	Learning strategy statement	Learning strategy: <ul style="list-style-type: none"> • Is clearly stated and appropriate, realistic and innovative • Supports the attainment of the learning objectives • Focuses on interactivity
	Effective media mix (audio, video, animation, graphics) is used	Media mix statement/matrix	<ul style="list-style-type: none"> • appropriate media mix is specified • media mix allows for maximum engagement and interactivity • Use visually appealing graphics and fonts
	Evaluation strategy is specified	Evaluation strategy	Evaluation strategy: <ul style="list-style-type: none"> • Combines a variety of assessments • is compatible with the learning objectives • focuses on higher order thinking
Visual design	Graphic user interphase is used to support delivery of the learning message	Prototype GUI	<ul style="list-style-type: none"> • GUI is visually appealing and intuitive • GUI uses color scheme and icons that potentially enable learners to relate and navigate easily
	Prototype screens, layouts and visuals are appropriately designed to serve the predetermined purpose.	prototype	<ul style="list-style-type: none"> • Font size and colour are creatively used to communicate the intended information • Layouts are part of the design process and fully reflect the intended information elements • Content visuals are contextually relevant, sensitive to environmental factors, gender, race and free of any stereotypical depictions
Technical design	Technical design pay attention to configuration, usage scenario, navigation, software consideration, file size, and compliance to standards.	prototype	Technical design <ul style="list-style-type: none"> • Is compatible to available standards • Usable across delivery platforms (e.g. web, mobile etc.) • Tested vigorously and systematically and is found to work with the intended

Quality Domain	Standard	Means of verification	Checklist
			audience.
Development	Audio visual and Multimedia materials should be based on a well pre-written story line, matched to the learning objectives and be capable of being replicated	prototype	Story line is <ul style="list-style-type: none"> • available and properly documented • follows a defined structure objective and leaning strategy • provides detailed instructions to developers • provides for feedback cycles • Free of IPR issue and due credit is given • Capable of replication.
Delivery	Delivery of Audiovisual and multimedia materials should follow a well-defined strategy in terms of hardware and software requirement	Delivery strategy	<ul style="list-style-type: none"> • There is a step-by step roadmap to for effective implementation • Mechanism for compiling feedback on delivery are in place
	Audio visual and multimedia materials should remain valid for a minimum prespecified period of time	Content	<ul style="list-style-type: none"> • Content is correct and relevant for a specified amount of future time
	Audiovisual and multimedia materials should be capable of being reused and repurposed in specified contexts	Content	<ul style="list-style-type: none"> • List of possible reuses and repurposes is documented
Feedback and subsequent improvement mechanism	There should be a framework for receiving and documenting feedback and for subsequent improvements	Monitoring and evaluation documents	<ul style="list-style-type: none"> • Objectives of the evaluation are well stated • Valid and reliable feedback forms are available • Framework for analyzing feedback is available • Budgetary allocation for subsequent improvements is made

**Appendix 4: CONTRACT FOR LEARNING AND TEACHING MATERIALS
DEVELOPERS**

Appendix 5: GUIDELINES FOR DEVELOPMENT OF OPEN EDUCATIONAL RESOURCES AND MASSIVE OPEN ONLINE COURSES

1. General Information

Open Educational Resources (OERs) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them (not for commercial purpose). According to UNESCO (2002), OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation. On the other hands, Massive Open Online Courses (MOOCs) is an online course aimed at unlimited participation and open access via the web.

Therefore, these guidelines are intended to serve as a guide for the development of OERs and MOOCs at the Open University of Tanzania. These guidelines will be subject to regular review and refinement when needs arise. In addition, content licensing details is stated in the OUT OER policy document.

2. General Guidelines for the development of OERs and MOOCs

In the development of the OERs and MOOCs, the following must be observed:

- (i) Conform to the existing curriculum
- (ii) Content in the material must be very accuracy and up to date
- (iii) Use of appropriate language
- (iv) Promote positive values and attitudes
- (v) Address contemporary and emerging issues
- (vi) Include multimedia element
- (vii) Compliance with Tanzania education policies
- (viii) Include creativity to enhance the information
- (ix) Provide assessment activities to deepen the understanding of concepts and develop required skills
- (x) Materials must feature Tanzania content and examples wherever relevant
- (xi) Materials must be sensitive to societal values
- (xii) Materials must represent the Tanzanian cultural, ethnic and environmental diversity, illustrations and examples, wherever it is considered appropriate and relevant.

3. Specific Standards for the development of OERs and MOOCs

3.1 Instructional Design and Pedagogy

The instructional design and pedagogical standards below represent design considerations for the learning resource to be motivating and effective at fostering and supporting learning.

3.1.1 Content

- (i) Ongoing interaction between learners and content is fostered hence making learning interesting, motivating and involving.
- (ii) Learning resource activities require learners to manipulate information and ideas to comprehend, apply, analyze, synthesize and evaluate new knowledge, and provide opportunity for practice and transfer of learning in a variety of ways.
- (iii) A wide range of methods for completing assignments or progressing through the content is accommodated for the learners.

- (iv) Facts and ideas are applicable to the real world and are authentic for learners.
- (v) Information presented in the learning resource is accurate.
- (vi) Issues of plagiarism and copyright have been observed.
- (vii) The learning resource clearly identifies the relevant learning outcomes
- (viii) The learning resource organizes and sequences content in a way that is appropriate for the subject matter and age of the intended audience.
- (ix) The learning resource is socially, culturally, and age appropriate for the intended audience in terms of gender, age, cultural diversity.
- (x) The learning resource should promote positive values and attitude.

3.1.2 *Pedagogy*

- (vii) A wide range of learning styles is supported such as visual, auditory, and kinaesthetic (earning style in which learning takes place by the students carrying out physical activities, rather than listening to a lecture or watching demonstrations).
- (viii) The learning resource provides examples of activities, assignments and reflections.
- (ix) Different modes (pictorial, verbal) for presentation of essential information are incorporated.
- (x) Appropriate questioning strategies are evident in the interactions set up in the learning resource.
- (xi) Learners are given opportunities to apply knowledge to meaningful and authentic problems.
- (xii) The learning resource indicates clear and accurate directions for all activities and/or assignments.

3.1.3 *Language*

- (iv) The learning resource uses appropriate language in terms of gender, age, level of education and cultural diversity.
- (v) The language used in the learning resource should be grammatically correct such as punctuation, spelling, typographical and sentence structure.
- (vi) The terminologies used are accurate and consistent throughout the learning resource and abbreviations are defined in full.

3.2 ***Technical Design***

- (ix) The software used is common and easily accessible to all learners.
- (x) Formatted so that it is accessible to learners from all locations at both low and high bandwidths.
- (xi) The learning resource can be used on different operating systems.
- (xii) The learning resource multimedia has been optimized for size and use with standard computer graphics and systems such as compressed files; MP3 files, JPEG or TIFF for photos, and GIF or PNG for computer graphics.
- (xiii) Video, animation and sound file formats can be played on freely available and commonly used plug-ins or players.

- (xiv) A simple, consistent and accessible structure for the navigation of the materials is provided.
- (xv) The learning resource provides learner control of audio or video (i.e. learner can turn on/off audio and/or video files. The user can also start, stop, pause video clips and alternate tags or script of the audio is provided.
- (xvi) The resource should provide for controls –back, forward and play. Other features include; search, help, glossary, links and hyperlinks.

3.3 *Layout (Visual Design)*

- (xi) The learning resource explains each icon function (i.e. cursor over tag appears describing button), and graphics are relevant, consistently identified, labelled and described.
- (xii) All clickable objects in the content are identified through the use of labels, borders, or instruction in text as appropriate.
- (xiii) Text material is provided in standard formats accessible to learners.
- (xiv) The resource uses identifiers in a consistent manner to signal steps in a process.
- (xv) Key terms are highlighted on screen and are in the glossary.
- (xvi) Format is uncluttered, includes white space, effective use of colours, and graphics where appropriate, and text colours are clearly legible over background colours.
- (xvii) Text is organized into readable paragraphs for presenting on display.
- (xviii) The resource provides learners the opportunity to proceed at their own pace and revisit sections as required (adaptive learning).
- (xix) The resource has a consistent tone, readability, look and feel.
- (xx) An efficient and comfortable learning interface that provides a minimum of fatigue is employed (i.e. is visually appealing without being over stimulating).

3.4 *Assessment*

The following standards will only apply to online Open Educational Resources or MOOCs that have an assessment component:

- (i) The learning resource specifies clear instructions for successful completion by the user.
- (ii) The user assessment is linked to learning outcomes, associated content, and learning resource activities.
- (iii) Assessment methods are constructed to measure learning on a variety of levels such as fact, concept, process, critical thinking, problem solving.
- (iv) The learning resource incorporates a variety of methods of user assessments such as quizzes, matching activities, reflection, discussion questions and on-the-job activities.
- (v) The learning resource provides opportunities for user practice and transfer
- (vi) Meaningful, useful and relevant feedback is provided to the user.

Appendix 6: REVIEW OF COURSE BOOK/COURSE OUTLINE FORM

1.0 Background, Scope and Conditions of Work

The Department of In the Faculty/Institute of has developed a course book /course outline with course code entitled..... for the programme. To ensure that it conforms with the required standard, you have been appointed to review the course book/ course outline under the following provisions:

The terms and conditions that govern your consultancy entail:

- Terms of Reference.
- Terms of Engagement.
- Consultancy Fees.
- Signing a Contract.

2.0 Terms of Reference

To critically examine and evaluate the writing style and the content of the draft manuscript/course outline.

The specific Terms of Reference for this assignment will be to:

- 2.1 Examine the clarity and measurability of the learning objective for the course, each knowledge area and each lecture.

Are the learning objectives measurable and stated in action words/action verbs? Are the learning objectives measuring lower or higher cognitive domain? For a postgraduate level course, the learning objectives are expected to be pitched at high levels of Bloom Taxonomy-synthesis, analysis and evaluation.

- 2.2 For a course book, assess the congruence of the course content and course outline
- 2.3 Examine the suitability and relevance of the content and other materials compiled to the specified learning objectives for the course, knowledge area, and specific topics.
- 2.4 Evaluate the sequencing of the knowledge areas and topics within a knowledge area for the purposes of presentation and uploading into learning management platform - moodle
- 2.5 Ascertain the relevance, and appropriateness, of recommended learning resources as well as ensuring that their citation and referencing are specified in accordance with the APA style.
- 2.6 For the course book:
 - (i) Assess the incorporation of diversified training methods (“blended” training approach): Do the training methods provide for group discussions, group exercises, case studies and presentations.
 - (ii) Evaluate the summary of the Unit. Does the summary capture the issues discussed in the Unit?

- (iii) Examine the value and correctness of the tables, formulas or diagrams, provided. Do they make sense? Are they adding value to the topic under discussion? Are they presented in an acceptable format in accordance with APA style?
- 2.7 For a specific issue quote or give page number or explicitly locate the parts of the course book/course outline to which you are referring.
- 2.8 Assess the degree to which the materials are contextually relevant, appropriate and inclusive as well as the degree to which they are free of IPR issues and stereotypical concerns
- 2.9 Examine the adequacy and relevance of the handouts/instructional materials recommended in the course book / course outline for the course.
- 2.10 Write and submit your detailed review report to the Head of Department. Head of Department will formally forward your report to the author.
- 2.11 The review report should summarize your opinion on the topics covered and their adequacy in attaining the stated course objectives, structure and sequence of the topics, structure of each topic, relevance of the learning activities and the recommended readings and additional learning resources. In addition, your report should also include the following:
 - (i) Your overall reaction to the course book/course outline
 - (ii) List the course book/course outline strengths and weaknesses.
 - (iii) Pinpoint what you found difficult to understand in the course book/course outline or what you disagree with (and why).
 - (iv) Indicate where the course book/ course outline adds value or fails to add value to target learners' knowledge in terms of the current debate in the field e.g. How are the emerging controversies/debates in the field addressed by the course book or course outline?

3.0 Terms of Engagement and Remuneration

- 3.1 You are expected to accomplish the assignment within a maximum period of two (2) months for course book and one (1) month for a course outline from the date of this form
- 3.2 You will be rewarded according to the University's approved rates for the work upon submitting a satisfactory review report

4.0 Signing A Contract

You will sign a contract with the Open University of Tanzania

Appendix 7: COPYRIGHT TRANSFER AGREEMENT

Title of the learning and teaching material:.....

Code of the learning and teaching material:.....

Author(s) full names:

1:

2:

3:

4:

1. The undersigned author or authors (herein referred to as Author) of the above learning and teaching material transfers and assigns exclusively to **the Open University of Tanzania** (Publisher) all Author's right, title and interest in the learning and teaching material, including, without limitation, the copyright therein. These rights include without limitation mechanical, electronic and visual reproduction; electronic storage and retrieval; and all other forms of electronic publication or any other types of publication including all subsidiary rights.
2. In return for said rights, Publisher grants to Author the following rights:
 - (i) All proprietary rights relating to the learning and teaching material, other than copyright, such as patent rights.
 - (ii) The right to use, after publication, part or all of the learning and teaching material in subsequent works of Author, provided that written permission is granted by Publisher, and that proper acknowledgement is made to the source and to the Publisher.
 - (iii) The right to make oral presentation of the material in any form.
 - (iv) Any other use or reproduction of the work requires a fee and/or permission from Publisher.
3. Author warrants that the learning and teaching material is original work and has not been published before in any form and that it does not infringe upon any copyright, contains no libelous or otherwise unlawful statements, and does not otherwise infringe on the rights of others, and that any necessary permission to quote from another source has been obtained.
4. The Author also represents and warrants that he/she has full power and authority to enter into this agreement and that the Author is fully responsible for the complete contents of the material.
5. The Author declares that any person named as co-author of this material is aware of the fact and has agreed to being so named.

This agreement should be signed by the Author or in the case of multiple authors, by at least one of the authors who agrees to inform other co-authors (in writing) the full terms of this agreement and have their full permission to sign on their behalf.

Name of the Author(s), Signature, Address and Date

Name of the Publisher, Signature, Address and Date

Appendix 8: LEARNING MATERIALS AUTHORSHIP FORM

This form must be filled in Triplicate and sent with the Proposal for developing learning Material.

Section A: (Applicants details)

Name of the main Author:.....

Other Authors:.....

Affiliation of the Main Author:.....

Postal address:

Telephone/Mobile No..... Fax No:.....

E-mail:.....

Academic qualification (e.g. PhD, MA, BA, etc.):..... Position:(e.g. P, AP, SL, L, AL, TA, etc.).....

Area of specialization:.....

Section B: (details of the Learning Material)

Code of Subject: Title of Subject:

Number of Units:

Type of material to be prepared (tick where applicable):

- Course Book
- Course Outline
- Course Compendium
- Multimedia material
- E-learning content

Signature of Main Author:..... Date:.....

(For Official Use Only)

Section C: Head of Department

Name of Head of Department.....

Evaluation of the Proposal (tick where appropriate)

No other learning material for the same subject exists

The learning material will complement an existing material with the title:
.....

There are enough learning resources and this one is not needed.

The author(s) is/are not qualified enough for the proposed work

Signature of HoD:..... Date:.....

Section D: Faculty Research and Publications Committee (FRPC)

Name of Faculty:

Decision of FRPC: Recommended Not recommended.

If not recommended give reasons:

.....
.....

Name and Signature of Chairperson of FRPC:

.....Date:

Section E: University Research, Publications and Postgraduate Committee (RPPC)

The decision of the RPPC is

Proposal has been approved Proposal has been accepted subject to:

.....
.....

The proposal has been rejected

Signature of Chairperson (RPPC)/DVC (Ac):

.....Date:

Appendix 9: LEARNING MATERIALS DEVELOPMENT PROPOSAL FORMAT

Learning materials development proposal will include the following:

(i) Title/Cover Page

- This must have an OUT Logo
- Provide the title of the learning material and code
- Show month and year when the proposal was presented to the department
- Show the names of author(s)

(ii) Author(s) Details

- Give a profile of the author(s), showing academic qualifications and academic ranks
- Briefly describe the author(s) previous experience in writing of self-instructional learning materials
- Copies of the author(s) CVs and certificates must be appended to the proposal.

(iii) Justification

This is a brief statement to justify why the learning material has to be developed. It gives a detailed explanation of why the learning material is required in the area. This section of the proposal is very crucial because it is here that the author(s) need to convince the University Management that it is absolutely necessary to develop the learning material.

(iv) Course Aims and Objectives

Outlines the course aims and objectives in line with the specifications in the curriculum

(v) Learning Outcomes

Describes the learning outcomes in terms of knowledge and understanding, practical and transferable skills.

(vi) Table of contents

This consists of six knowledge areas, each knowledge area having topic(s) and sub-topics. The content must be in self-instructional learning style and each topic must be presented in such a way that it contains: title, table of contents, introduction, objectives, main body/notes (including activities), summary, review questions and references/further readings.

It should be noted that a 10 credits course must be arranged into six knowledge areas with a total of ten (10) topics. On the other hands, a 20 credits course must be arranged into six knowledge areas with a total of 20 topics. Similarly, a 30 credits course must be arranged into six knowledge areas with a total of 30 topics.

(vii) Time scale (use Gantt Chart)

A Gantt chart provides a graphical illustration of a schedule that helps to plan, coordinate, and track specific tasks in a project. Gantt charts illustrate the start and

finish dates of the terminal elements and summary elements of a developing learning material. Terminal elements and summary elements comprise the work breakdown structure of the learning materials. Gantt charts also show the dependency relationships between activities.

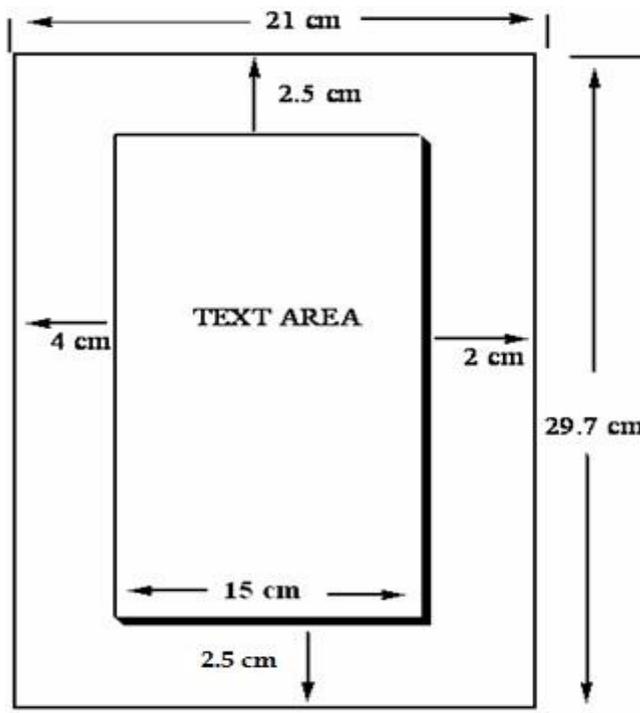
(viii) Budget: Direct Costs

In the process of preparing the learning material, the author(s) must give an indicative budget of direct expenses, such as acquisition of copyright, etc.

Appendix 10: INSTRUCTIONS TO AUTHORS OF COURSE OUTLINE/ COURSE BOOK

PAGE FORMAT

The paper should be in A4. The margins shall be as shown in the drawing, i.e. top 25mm, bottom 25mm, left 40 mm and right 20mm.



The font size of the text is 12, preferably in Times New Roman. Line Spacing is 1.5 lines.

TABLES

Tables should be as close as possible to the text explaining the concept. Tables should be numbered in the order in which they are mentioned in the text. A Table caption must be presented in upper case at the top. Explain in foot notes all non-standard abbreviations used in each table.

FIGURES

Figures must be clearly drawn and placed as close as possible to the related text. All Figures must be numbered according to the order in which they appear in the text. A Figure's caption, should be typed in bold immediately below the Figure.

PAGINATION

Paginate the preliminaries (portions proceeding the instruction) in lower case Roman numerical (i, ii, iii, etc) beginning with title page. Number pages of the body of the study material in Arabic numbers (1, 2, 3, etc.) consecutively throughout. The page numbers should appear at the centre of the bottom edge of the page.

**Appendix 11: LEARNING AND TEACHING MATERIALS
UPLOADING/PRODUCTION ORDER FORM**

FACULTY/INSTITUTE	
DEPARTMENT	
NAME OF AUTHOR(S)	
COURSE CODE	
TITLE OF ITEM	
PAGES/MINUTES/MBs	
NO OF COPIES REQUIRED	

Name Head of Department.....
Signed..... Date.....

FACULTY/INSTITUTE RECOMMENDATION

This is to certify that the manuscript/audio visual/multimedia/ has been reviewed and edited, and is now RECOMMENDED for uploading/production as specified above.

Name of Faculty Dean/Institute Director:
Signed:..... Date:.....

DVC RECOMMENDATIONS

DVC-RS

Recommended/Not recommended Signed.....Date:.....

DVC-AC

Recommended/Not recommended Signed.....Date:.....

Appendix 12: MOTIVATION/COMPENSATION PACKAGES FOR LEARNING MATERIALS DEVELOPERS

Introduction

Most academic staff at the Open University of Tanzania have heavy workload, which involves examination invigilation, examination and assignment marking, supervision of field/teaching practice, supervision of postgraduate students, etc, thus having no time to develop learning materials equivalent to a standard book. In order to encourage academic staff to develop learning materials equivalent to a standard book, a course book with an ISBN number shall be compensated.

Compensation Packages

(a) *Recognition for Promotion*

A course book developed to a standard of book (with an ISBN number) shall be recognized for promotion and awarded points equivalent to a book (as specified in the scheme of service and guidelines for academic staff performance evaluation at the Open University of Tanzania, 2015) as follows:

- (i) For singly authored course book with 20 chapters or above, the maximum of scores should be six points.
- (ii) Where in a course book, multi-disciplinary authorship (with relevant specialty) is featured, the points awarded shall be shared by authors equally.

(b) *Monetary Compensation*

In case the author(s) of the course book totally surrender the copyright to the Open University of Tanzania, the author(s) shall be paid a honorarium of Tanzanian shillings two million (2,000,000) for a course book with 20 chapters or above.



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Dar es Salaam, Tanzania
Tel: +255 - 22 - 2668835
E-mail: vc@out.ac.tz, deputyvc@out.ac.tz
Website: <http://www.openuniversity.ac.tz>