Institute of Distance Education Newsletter

The Institute of Distance Education Newsletter is published twice a Year

IDE Taking University and Professional Programmes to the People

Read more inside...........

Inside this issue:

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Foreword—The IDE Director

Professor CWS Sukati, IDE Director

It is my pleasure to present this second edition of our newsletter for the academic year 2012/2013. This Newsletter contains a number of articles on our activities in the Institute, in pursuit of our mission of "increasing access to tertiary education by providing demand driven educational and training opportunities to individuals (employed, self-employed, unemployed and school leavers) by offering them quality short and long-term credit and non-credit courses using the distance education delivery mode."

In part fulfilment of our mission to increase access to educational opportunities, we proposed some changes to our Post Graduate Certificate in Education programme. Our proposal was to allow students with a "Pass" in their degree programme to be admissible to the PGCE. This proposal has been accepted by the University, and from the beginning of this year, the new regulation will apply. Secondly, we have started working on all the ten programmes that we offer so that they are in line with Phase II of Semesterization at the University. It is therefore expected that for those programmes that do not need new courses and course modules, Phase II Semesterization will begin with year 1 in the 2014/15 Academic Year. For those programmes that require new courses and course modules to be prepared, Phase II Semesterization for them will only start in year 1 in the 2015/16 Academic Year.

As we approach the end of our 2012/13 academic year, let me take this opportunity to remind our students of the final examinations that will be starting soon. Prepare well for these examinations, and follow all the regulations and instructions that are given to you.

I wish you all the best of luck in these examinations, and for those who are completing their studies at the IDE, I hope that you will be good ambassadors of Distance Education in general, and IDE in particular.

I hope that you enjoy reading our newsletter . . . . and if you have any questions, comments, criticisms and suggestions on this newsletter or about any of our activities and services in IDE, please feel free to communicate these directly to me or to any of my Team Members in the IDE.

CWS Sukati

Urgent Announcement

Lecturers and students in the B.A. Humanities Programme are informed that Sunday interactive sessions have resumed. They started on April 7, 2013 and will run until May 12, 2013. Students are reminded that face-to -face sessions in the IDE are compulsory. As a result, all students are expected to attend even if they are on Sundays.

Coordinator, IDE Humanities Programme

SR Dlamini, IDE Coordinator Humanities Programme

Enquiry - based Approach:
Reinforcing Literacy through Digital Literacy at the UNISWA
Dr K Ferreira-Meyers and J Nkosi

A variety of strategies have been set up to allow for the development of academic and visual literacy from 2008 onwards, when the University of Swaziland (UNISWA) introduced Moodle as its preferred Learning Management System (LMS) .

To keep abreast with new developments and to be relevant to the learning needs of the 21st century learner, the UNISWA seeks out resources and tools to make learning and teaching more effective and simultaneously consider budgetary constraints. Thus, the choice of an appropriate Learning Management System (LMS) is largely influenced by the extent to which the LMS can be effectively used by lecturers, tutors and students to facilitate classroom and distance learning. Hence, the UNISWA choosing one LMS called 'Moodle.'

In educational settings, academic literacy is a vital skill which involves a combination of relevant skills and knowledge for learners to be effective in their studies. Notably, literacy is often defined as the ability to read and write with a level of proficiency essential for communication. However, this definition confines literacy to written texts, yet, individuals need various types of literacy to be functional in today's world. Hence, the need for a LMS, such as 'Moodle' which allows the application of the enquiry based approach when teaching and learning occurs at the IDE.

The Enquiry-based approach: definition and possible benefits

In general, an enquiry-based approach to learning incorporates the following basic steps or components:
1. Ask questions.
2. Explore by observing and investigating.
3. Analyse and describe findings.
4. Communicate and share by writing and discussing.
5. Reflect on what has been learned.

Enquiry in education should be about a greater understanding of the world in which they live learn, communicate,

Dr K Ferreira– Meyers IDE Coordinator Modern Languages and Linguistics & Mrs J Nkosi , Lecture in the Academic Communication Skills, UNISWA

and work (Hutchins, 2007). All of these processes also require learners to analyse two or more elements in terms of their similarities and differences on one or more characteristics; this type of analysis is a mental operation that is basic to human thought (see Markman & Gentner, 1993; Medin, Goldstone, & Markman, 1995; Gentner & Markman, 1994).

Moreover, the enquiry-based approach encourages learners to take part in research practice which further promotes active engagement in learning and collaboration with other learners and lecturers. This approach is also noted for its contribution in fostering self-reliance and autonomy among learners. As they become autonomous, learners develop an identity and become aware of their strengths and weaknesses. It is mainly this approach that is used at the UNISWA, in the language departments, when it comes to learning basic language skills. This method helps learners in other ways. It provides a powerful motivation to remain abreast of the workload, and learners appear to appreciate this enforced discipline.

Because student verbalisation is such a significant component of class time, learners seem more likely to respond to open-ended, whole-class enquiry. When learners form small groups and brainstorm on certain topics, it is not unusual for groups to offer interesting and creative ideas, ideas that can form a nice springboard for short discussions. Finally, the queries asked of learners provide moments of mental refreshment, which help enliven everyone in the classroom, including the lecturer.

Advantages of the Enquiry-based Approach

Our experience suggests that there are many benefits to using this teaching approach. Foremost is that it teaches learners more than facts; it teaches them an important cognitive skill - to analyse literature for key elements of any topic they will be reading on. In addition to fostering the development of cognitive skills, the enquiry-based approach also helps learners by providing an organizing scheme for making sense of the mass of detail present in the reading. They also have a cognitive framework on which to hang new facts.

While at the University of Swaziland the lecturers and tutors have used the enquiry-based approach mainly for smaller assignments, it is clear that enquiry-based learning is at the heart of any research activity, such as the end-of-study projects our learners work on.

Qualities Sought in the Workplace

Today's employers look for graduates with excellent generic skills - communication, interpersonal, learning, numeric, self-management and use of IT - as well as individuals who can work independently and who have high-quality, transferable research skills, learners who have had an opportunity to learn with the enquiry-based approach should do better than those who have not. Thus, the enquiry-based approach exposes learners to various literacy strategies such as directed reading-thinking. According to Stauffer (1969), this strategy engages students in a step-by-step process that guides them through informational text. As learners go through the text, they can ask questions, make predictions.

We trust that this brief analysis of the enquiry-based approach to learning and how far Moodle is compatible to building literacy (defined as a broader concept than mere reading and writing) via the enquiry-based approach is useful to you all. and enables you to implement the enquiry-based approach.

Semester I Examinations are Here…. Words of wisdom

TAKE NOTE — MAY 2013 EXAMINATIONS

The May 2013 examinations are around the corner. The dates are from **13 to 31 May 2013**. Please make sure that all your courses have been included in the timetable. Pay attention to the following:

- Clashes should be reported to your programme coordinators without delay.
- Check and re-check the dates of your examinations and be at the venue of each at 30 minutes before the start of the examination.
- Have you registered for the examinations this semester, if you are following a semesterised
- programme?

Harvest time for what you sowed this academic year is here. I wish you success in the examinations.

S Chakanyuka (Dr)
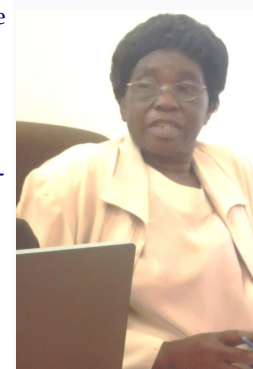
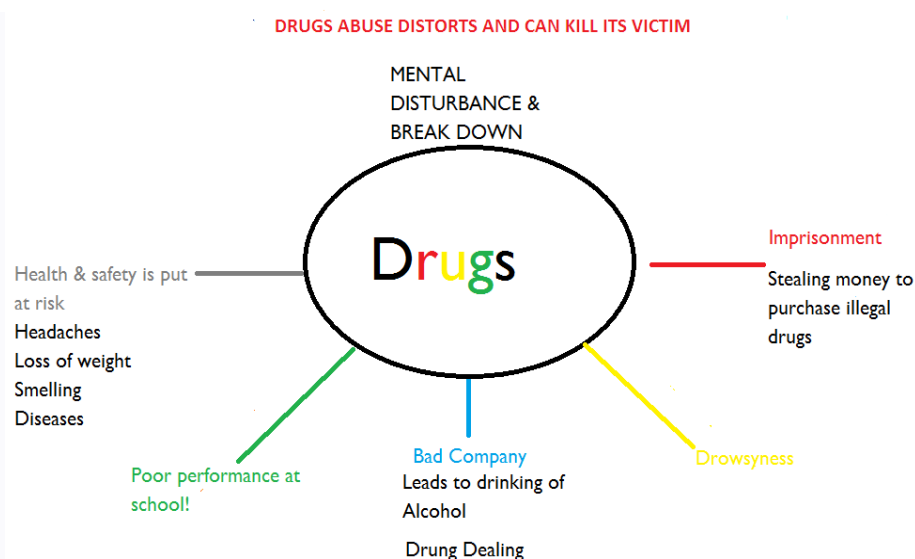*Dr S Chakanyuka, IDE Coordinator, Academic Studies*

*Mrs LD Vilakati
Sr IDE Coordinator, Students' Support Services*

Attention: Students

As the exams approach, there are probably different emotions and thoughts running through your minds. Yes, for some, its that time of the year when the word 'examination' ignites in you an increase of stress and anxiety levels, often combined with sleepless nights.

*In an attempt to alleviate anxiety, fear of failure and stress, some people opt for drugs. According to (Buddy T, 2011) substance abuse can simply be defined as a pattern of harmful use of any substance for mood altering purposes. The assumption of changing ones mood for high academic performance becomes an illusion. Drug abuse has long life negative effects other than poor academic performance. These negative effects are briefly highlighted in the diagram above on the right hand-side. Avoid Drugs and study hard. **The best of luck to you all.***

LD Vilakati

DRUGS ABUSE DISTORTS AND CAN KILL ITS VICTIM

MENTAL DISTURBANCE & BREAK DOWN

Drugs

Health & safety is put at risk
Headaches
Loss of weight
Smelling
Diseases

Poor performance at school!

Bad Company
Leads to drinking of Alcohol

Drung Dealing

Imprisonment
Stealing money to purchase illegal drugs

Drowsyness

CONGRATULATIONS

The IDE takes this opportunity to congratuate our current Print shop Mananger Phuzuk'mila Simon Maphanga on his accomplishment of successfully obtaining a Masters in Education (Educational Technology and E-learning) from the University of Witswaterstrad, South Africa. His research concentrated on '*Factors Affecting the Adoption and Implementation of Online Learning at the Institute of Distance Education in Swaziland.*' This new knowledge will undoubtedly contribute towards the development of online learning at the IDE.

He has not only done himself proud but us all at the IDE. We sincerely wish him the best in all his future endeavors.

IDE's Mr P S Maphanga

Expectations of Lecturers and Learners in Distance Education
C. Osei- Abankwah—IDE Coordinator Law

REPORT ON SRC CONSTITUTION

I do not claim to be an authority on distance education. I am writing to express my experiences, observations and conclusions derived from my position as Lecturer and Coordinator of Law Programmes at IDE over the past five years.

It appears that in distance education, Lecturers and Learners have unstated expectations of each other. These expectations are usually not shared. This results in disappointment or even frustration, when these unwritten expectations are not met. Learners generally expect the Lecturer to take them thoroughly through a module from cover to cover. Complaints are often received from some Learners that a particular Lecturer does not "teach", because all he/she does is only to highlight and explain difficult and complex concepts in the module. The Lecturer, on the other hand considers his/her role as that of a facilitator, to guide and motivate Learners in their studies.

In this brief article, in my position as Lecturer, I will set out some expectations of the Lecturer and then make an attempt at enumerating some expectations of Learners.

The Lecturer expects the Learner to:

◊ Be ultimately responsible for his/her own learning and academic success. Learners who are committed to their own learning have a tendency to excel in their studies.

◊ Make a commitment to spare the time and effort needed to succeed in his/her studies.

◊ Attend classes regularly, read required chapters of the module which the Lecturer has assigned, before attending class, and actively participate in class discussions.

◊ Study material beyond the module. The module is a good source of information, but there are authoritative textbooks and journals from which useful information may be obtained.

◊ Sit for all tests and submit assignments on due dates.

◊ Refrain from cheating during tests and in assignments.

Mr C Osei Abankwah, IDE Coordinator Law Programme

◊ Respect and cooperate with the Lecturer.

The Learner on the other hand, is entitled to expect the Lecturer to:

◊ Attend classes regularly and inform Learners in advance when he/she would not be in class.

◊ Motivate Learners to take responsibility for their own learning.

◊ Generate the interest of Learners in the course, by demonstrating enthusiasm and passion for the subject in class.

◊ Exercise patience in explaining difficult and complex issues in class.

◊ Be available for discussions outside the classroom and to inform Learners of his/her preferred method of contact, i.e. by telephone or email.

◊ Mark and return tests and assignment, with helpful comments, timeously.

◊ Refrain from victimising Learners considered be "problem Learners".

◊ Respect Learners, keeping in mind, that this is a University not a high school and Learners should be treated accordingly.

These expectations are not exhaustive. The idea is to generate debate, in order to attain improvement in distance education for the benefit of our Learners and Lecturers.

C. Osei-Abankwah

*"Refrain
from cheating during tests,
Assignments
and examinations."*

A new draft SRC constitution, which now incorporates students in the Institute of Distance Education and in the Institute of Post Graduate Studies, has been issued for comments by the various Faculties and the Teaching Institutes. IDE students met with the Director on Saturday 13th. April, 2013, to look at this draft constitution.

A total of 300 IDE students attended the meeting and they resolved to elect a small group of students (Task Team) to carefully consider the proposed constitution and give them feedback on whether it is in order or there are some recquired changes here and there. The following students were elected to form the group of students to examine the constitution:

1. Thulani Lushaba (B. Com 3)
2. Tanele Magagula (B.Ed. Primary 2)
3. Futhi Siphiwe Mhlanga (B. Com 3)
4. Mxolisis Ngcamphalala (B. Ed Primary 2
5. Nhlanhla Shongwe (B. Ed Primary 1)
6. Samkeliso Tfwala (B. Com 1)
7. Nhlonipho Sukati (B. Com 4)
8. Nokwazi Dlamini (Hums 1)
9. Nqobile Mashinini (Hums 3)
10. Ishmael Hlandze (B Com 4)

This group of students was given TWO weeks to review the constitution and then report back to the student body on their findings and or opinion. The other students (including those that did not attend the meeting) were requested to submit their comments and any concerns they had to any member of this Task Team so that the Team can get the reactions of all students on the constitution. IDE students are therefore requested to submit these comments and concerns as soon as possible.

COL Visits IDE

Kwaluseni— Between the 12th—14th March, 2013 The Institute of Distance Education was pleased to host Mr. John Lesperance, who is the Education Specialist at the Commonwealth of Learning (COL) in charge of the Virtual University of Small States of the Commonwealth (VUSSC).

During his visit, he met with the Honourable Minister of Education, (Mr. Ntshangase), the Principal Secretary in the Ministry of Education,(Mr. Muir), the Director of Education, (Dr. Mtshali-Dlamini), and other Ministry of Education officials, and also with the Vice Chancellor of UNISWA (Prof. Magagula).

His visit was aimed at meeting with Government officials, University Officials, and IDE staff to discuss the VUSSC programme, how the existing VUSSC courses are utilised, what future VUSSC courses should be developed, and how best these could be offered. He also met with the Acting Principal of Emlalatini Development Centre. He had a long meeting with the IDE staff members where each IDE unit presented its programmes and the challenges it faces, so as to give him an idea of the everyday operations of the Institute.

He further took a tour of the IDE print room, and the storage and dispatch rooms to enable him to get a better understanding of the operations of the IDE. During his meeting with IDE, he indicated certain areas where COL could assist the Institute.

The IDE Director and Coordinator Modern Languages & Linguistics pictured with Minister of Education Hon. Min. M. Ntshangase and COL Education Specialist J Lesperance
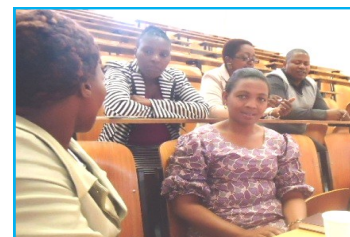
The COL Education Specialist also delivered an open lecture with the title: "*The Emergence of Open and Distance Learning in the Era of ICT and OER.*" Although the date and time for the Open Lecture clashed with many other activities that were happening at the University, it was fairly well attended. In the next issue of the IDE newsletter, we shall present a brief synopsis of his presentation.

COL Education Specialist J Lesperance and the IDE Director, Prof. CWS Sukati addressing the IDE staff members

IDE academics seen listening and making presentations to COL Educational Specialist

COL Education Specialist seen touring the IDE print shop.

Seen here are some of the attendants at the open lecture delivered by the COL Education Specialist

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Laugh a Little

HIGHER EDUCATION

When a student returns home for the July holiday, his mother asks, "How's your history paper coming along?"
"Well, my history professor suggested I use the internet for research and it's been extremely helpful."
"Really?"
"Yes,. So far I've located 15 people who sell history papers."

Drum April, 2013

Source: internet

Papers Presented

Dr K Ferreira—Meyers

♦ **2012** 27 October 2012, WCLTA Conference, Brussels, Belgium, virtual presentation of paper entitled **Innovative Teaching Strategies for Learner Engagement: Language** (authors: Jane Nkosi and Karen Ferreira-Meyers)

♦ **2012** 28-29 November 2012, 2nd International Conference on the role of African Intellectuals, Maputo, Mozambique, paper presented on 29 Nov: **Constructions of identity in contemporary African literature: crime fiction and autofiction**

♦ **2013** 20 March 2013, paper/public lecture on Teaching, Learning and Assessment: a Case Study from the South African Region, Burough of Manhattan Community College

♦ **2013** 21 March 2013, co-presented (with Dr. Zhanna Yablokova) a paper entitled **Online Tools and Multimedia in the Composition Classroom** at the NeMLA conference in Boston, USA (21-24 March 2013).

CHALLENGES FACED BY THE IDE OF THE UNISWA: AN ANALYSIS - PART I

S. Rastogi

In Swaziland the Institute of Distance Education (IDE) is the only agency mandated to meet the educational needs of the nationals at tertiary level, through the distance education (DE) mode. Currently, the majority of citizens are faced with poverty which has been intensified by the current economic crisis the Kingdom is experiencing.

One way to help people cope with impoverishment is by ensuring they acquire new skills through distance education (DE). An increase in the number of educated citizens would allow them to contribute (through their newly acquired skills) towards the Kingdoms economic growth and also afford to meet their daily basic needs, such as food, clothes etc.

Granted, 'need-based mass education' through distance mode in Swaziland is a big challenge but as educators we need to address it, by conducting a wide survey. This survey should target the groups of completing students in High schools. These completers can be invited to attend meetings at con-
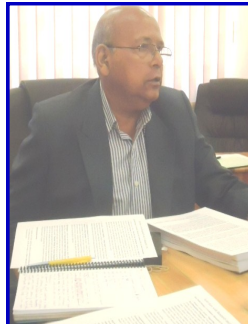
Professor S Rastogi, IDE Coordinator, Reseach & Evaluation

venient venues, like their nearby high schools.

During these meetings the questions posed and discussions held with the students will probe about their choice of subjects and they would receive advise on whether their subjects correspond with their chosen programme at tertiary level (at the IDE) and future career choice.

The feedback received from the completing high school students would help IDE frame new programmes appropriate for them and assess if they meet the specific needs they highlight. Furthermore, the results of such a survey would not be restricted to ascertaining their needs but concurrently provide an opportunity to appraise existing IDE prog

"Pamphlets containing information about the existing IDE programmes can be distributed "

rammes and confirm whether or not they qualify for them.

Swaziland is fortunate that she has four regions which each have regional offices. The Regional Education Officers (REO) could be asked to collaborate with the IDE to liaise with the Principals in the schools to provide venues where meetings could be conducted. Moreover, they can monitor and ensure that the meetings where the survey information will be collected are conducted smoothly.

These High Schools may also function as information and publicity centres where IDE programmes and activities are promoted to people living within the communities. Likewise, pamphlets containing information about the existing IDE programmes can be distributed and thereafter publicised in the rural areas. Plus, Non-Government Organisations (NGOs) may play a vital role by also assisting in creating awareness about education opportunities provided by the IDE.

NEXT DEASA CONFERENCE

At a DEASA Executive Committee meeting held at the University of Pretoria on the 23rd March, 2013, which was attended by the IDE Director, it was confirmed that the next DEASA Conference (48th. DEASA CONFERENCE) and Annual General Meeting will be held in Botswana. The proposed dates for the Conference were September 20th. to 22nd. September, 2013. The Theme of the Conference is: **"Strengthening Collaboration in Open and Distance Learning for Sustainable Economic Development in the SADC Region"**. The sub Themes and further information on this Conference can be found in the DEASA web site. A request was made for Member Institutions to prepare and present research papers at this meeting. IDE and Department of Adult Education staff members are encouraged to prepare and present papers at this Botswana Conference.

THE IDE AND COMMUNITY SERVICE

The Institute of Distance Education has been actively involved in the Centre for Community Service (CCS) headed by Dumsile Vilakati. In trying to assist the community around our campus, the CCS has donated clothes and sanitary pads on various occasions. IDE has not been absent from these events: staff members have generously donated various items to the CCS. We feel that IDE students should also be involved and therefore request you to bring any donation you might have to Dr. Ferreira-Meyers' office. She is IDE's representative to the CCS. We also welcome additional ideas on how we can make the interaction between the University and the community surrounding it more meaningful.

Thank you in advance!

Dr K. Ferreira – Meyers

Above & below: *IDE's Dr K Ferreira–Meyers pictured with the Head of Community Services, D Nkambule other contributors and the children receiving the clothes donation during an event held in December 2012.*

The Moodle LMS: What is in it for me?
Article by N Vilakati, with input from Mr PL Biswalo (IDE Moodle LMS Working Group Members)

Most educators battle with the question, *do I stand to benefit from facilitating teaching and learning through learning assets and processes enabled by a Learning Management System (LMS) such as Moodle?*

N.T. Vilakati,
IDE Coordinator
Materials
Design and Development

What is an LMS?
Luck, Jones, McConachie & Danaher (2004) define an LMS as: '*Software systems specifically designed for educational institutions to support teaching and learning.*' Moodle is an Open Source Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It has become very popular among educators around the world as a tool for creating online dynamic web sites for their students (https://moodle.org).

An important feature of the Moodle LMS for both the educator and student:
►It allows easy access from off campus locations, including uploading of teaching and learning materials by the lecturer and uploading of completed assignments by the students.

How does an LMS support teaching and learning?
The LMS *electronic platform* can enable the following:
►*presentation of study material;* and
►*organisation of student activities*

Supporting students through the Moodle LMS
►To motivate more educators to use the Moodle LMS with their students, the Institute of Distance Education (IDE) follows a management of change model advocated by Hiatt (2006).
►The Hiatt model suggests the ADKAR (Awareness, Desire, Knowledge, Ability, Reinforcement) method as an optimal model for management of change.
►To empower educators IDE has facilitated an interactive on-site and off-site online training workshop on supporting online learners, for both IDE staff and academic staff from collaborating University of Swaziland (UNISWA) departments. Supporting online learners, contact us:
N Vilakati—thula@uniswa.sz and PL Biswalo—pbiswalo @uniswa.sz

Staff may access course through:http://elearn.uniswa.sz/course/view.php?id=119
►Many UNISWA staff members have also actively participated in the e/*merge 2012 open to change* online conference, the fourth virtual conference on educational technology in Africa.
►Focus of e/merge 2012: the use of educational technology in African universities, as a response to (and sometimes anticipating) profound changes in the environment, experienced by university educators and students.
►E/merge 2012 participants acknowledged the following: rapid and persistent changes including policy and institutional change; improving infrastructure and bandwidth; emerging digital practices and pedagogies; expanded use of mobile and social media; and the rise of the open education and open research movements.
►Interactive session on *Getting Started with the Moodle LMS* facilitated by staff from UNISWA Department of Computer Science during the IDE July 2012 Workshop for creating open and distance learning materials.

Mr PL Biswalo, Lecturer Adult Education collaborating with IDE on the implementation of MOODLE

A Hive of Activity on the Moodle LMS
►An increasing number of IDE courses is now offered through the UNISWA Moodle LMS.

A section of Adult Education Diploma Students in the IDE Digital Gateway

The following is an example of a B.Ed in Adult Education course :
Field Practical in a Special Field –IDE-BAE 512 is now re-designed as follows:

This course allows students to conduct a number of activities online as well as a field practical activity where each student works in a community of his/her choice. Information on how to carry-out the field practical is posted on the online version of this course on the UNISWA Moodle E-Learning website. By carrying out practical activities online, the student can acquire advanced digital literacy skills, such as online collaboration with other students, designing and *developing online materials and publishing them over the Internet.*
(Source: Overview of Module on Field Practical in a Special Field –IDE-BAE 512, 2013)

A benefit of learning through the LMS is that some students have acquired advanced digital literacy skills. By digital literacy we mean - *The skills and capabilities needed for effective participation in the digital economy.*
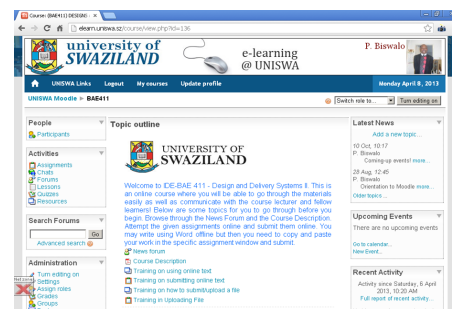
How do I access the UNISWA Moodle LMS?

To get started with the UNISWA Moodle LMS, as a staff member, you may access the Moodle Learning Management System on the UNISWA website, by visiting http://www.uniswa.sz. You may then login to the Moodle e-learning link.

Conclusion
It appears that for most of us to be motivated, we need to be able to see that the benefit of facilitating teaching and l earning through an LMS by far outweighs the effort.

Editing IDE Distance Education Modules & Quality Assurance

Developing the IDE self-instructional materials (commonly referred to as modules) is a demanding job which requires the collaborative effort of the authors, instructional designers, printers, editors and other relevant people. As part of the Materials Design & Development Unit, it occurs to me that there are many procedures entailed in the development of the modules and it is important that you as students understand them. In this issue, I focus on 'editing' (which encompasses copy-editing) because it is critical in the material development process . This will hopefully enable you to fully appreciate and utilise the modules as the study aids they are meant to be.

Editing

The IDE modules are designed to ensure that they are 'fit for purpose' (which is primarily to teach). Editing is an integral part of the quality assurance process of the IDE modules, which the institute relies on heavily as a teaching tool. According to Freeman, (2005) editing helps in checking that each module has structure, clarity in communication and ease of reading for understanding of content. Furthermore, editing guarantees the facilitation of the production of quality materials as it confirms that the instructional design and pedagogical soundness exist in the learning materials.

Structure

It is significant that copy- editing which necessitates checking language, style and format is part and parcel of the whole process. It occurs at the final stage of the module development process, before final print and publishing of the module. It considers the **STRUCTURE** of the module and ensures that the individual units are planned in a systematic way.

> "*We want to involve you students in the module development process, hence the inclusion of the evaluation form at the end of each module.*"

Its important that you as students understand the module development process, specifically the editing, so you fully appreciate the IDE module as the teaching tool it is intended to be WRITES
GN Nsibande, IDE Copy-Editor

Checking

Below are **some** key features that copy-editing checks to safeguard that the modules are indeed up to par in terms of quality.

♦ Ensure clarity of unit outcomes in each unit and that each unit links with the introduction.

♦ Activities should be used as a motivational and assessment tools of the learners' progress – Is there a variety of activities (e.g. reading, group work, reflection etc.).

♦ References – are all the pertinent details there? E.g. author surname, year of publication & publishing house.

♦ Check that the content is in detail and that there is a sufficient explanation of concepts and ideas.

♦ Ensure that the DE text is user friendly by making the tone sound like the learner is having a face-to – face lecture.

♦ Identify questions or issues that need the writers' attention before publication.

♦ Check on language of presentation for ease of communication, logical sequence and grammar.

♦ Rephrase a difficult or unclear sentence by avoiding difficult vocabulary and complex sentence structure.

♦ Ensure that the overall level of language is not too difficult for the target audience because text is always easier for readers to understand if they are familiar with the words being used.

When developing the IDE modules, we, as the Material Design and Development Unit, are conscious of the learner– centered approach we apply and base the module design on. Likewise, we want to involve the you students in the module development process by inviting your input or comments about each module, hence the inclusion of a module evaluation form at the end of each module.

Conclusion

Editing is a time consuming but critical task in both the materials development and quality assurance process, so there is need for the materials development scheduling to allow adequate time for editing.

I believe that your understanding of the editing of the IDE modules will help you appreciate the work which goes into the development of the modules. Hopefully, this brief article has enlightened you enough to view the module as the effective teaching tool it is intended to be.

Time to Reflect
"Learn as though you would never be able to master it; hold it as though you would be in fear of losing it."
Confucius