



Institute of Distance Education Newsletter

Issue 5 – November, 2011

Institute Of Distance Education

THE NEWSLETTER OF THE INSTITUTE OF DISTANCE EDUCATION IS PUBLISHED TWICE A YEAR.

IDE Taking University and Professional Programmes to the People

Read more inside... ..

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Enquiries and comments should be sent to the IDE Copy Editor, IDE Block.

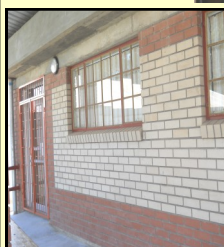
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The IDE Newsletter is issued free of charge.

UNISWA VIPs @ IDE 2011 Orientation



IDE Computer Laboratory finished



IDE HOSTS AN OPEN LECTURE
Where is the Learning in E-learning?

FOREWORD – BY THE DIRECTOR

It pleases me to present our first edition of the IDE Newsletter for the academic year 2011/12. We are somehow late in producing this Newsletter and this was caused by the late commencement of the UNISWA 2011/12 academic year. This Newsletter contains a number of interesting articles which are meant to inform and/or educate our clients on the Institute's activities. IDE continues to be a vibrant unit of UNISWA, in pursuit of our vision of becoming an International Centre of Excellence in Distance Education Access, Delivery, Practice, Research and Life-long Learning.

I am happy to report that at the beginning of this Semester, the Institute was joined by two staff members. These are Mr. Shezi, who joins IDE as Lecturer and Coordinator in Commerce and Professor Rastogi, who joins IDE as Coordinator, Research and Evaluation (a position that was previously occupied by Prof. Fowler). We wish to extend a special word of welcome to these two new staff members, and we hope that they will quickly learn and adjust to our way of operating at IDE. We are confident that they will greatly contribute in enabling the IDE achieve its vision and mission with their

arrival. I am glad to report that for the very first time since its inception in 1996, the institute has all its established positions filled. It is now for the IDE team to get down to work and deliver.

This academic year the Institute is concerned about the low Year 1 enrolments in many of its programs. Many candidates were admitted to the IDE Year 1 class, but due to financial constraints only a few of them eventually registered. Small class enrolments are wasteful and inefficient, increase the unit costs of education and hence make tertiary education become expensive. This expense is contrary to the provisions of distance learning and should be avoided at all costs. To our students in Years 1, 2 and 3, who are on the semesterized programmes, we wish to encourage you to start preparing for your examinations which will be taking place shortly. We in IDE wish you all the best of luck in your examinations.



Professor. C.W.S. Sukati

C.W.S. Sukati

IDE Introduces a New Programme

Kwaluseni— As mentioned in our previous IDE newsletter (Issue No. 4), IDE has introduced a Certificate in Psychosocial Support (PSS). The multiple effects of HIV and AIDS poverty and natural disasters are having a serious impact on the lives and psychosocial wellbeing of many children in Swaziland. Thus, this programme wishes to empower children by providing them with adequate and effective psychosocial support . This certificate programme ties in nicely with the IDE motto of enabling Swazis at all levels of society to access education. It aims to provide an academically accredited certificate for people caring for orphans and vulnerable children at community level.

“This whole certificate programme recognizes that the best way to support children is by providing support for their caregivers, families and communities. Furthermore, the long term aim of this programme is to sensitise people who work with children and the community at large,” explained IDE Coordinator, Academic Studies Dr. Chakanyuka who is closely involved in this programme and has done an enormous amount of work to ensure that it is up and running.

Currently there are mentor groups in the 4 regions of Swaziland, namely; Manzini, Shiselweni, Mbabane and Lubombo.



Pictured above is Phindile Mabuza (centre) who is the Mentors Supervisor. She is seated with other mentors and learners of the PSS programme.

Pictured below is Regional Psychosocial Support Initiative (REPSSI) South Sub Region Manager, Eric Motau who is emphasising a point during a recent PSS meeting held with the mentors and Students.



Pictured above are other mentors and learners of the PSS programme.



Student Support Services

Strategies and Skills in Developing a Reading & Writing Culture for Distance Learners

By Mrs L D Vilakati

Peelo Moira shares pertinent ideas on **developing a reading culture for distance learners**.

Rather than speak of a reading culture, he expands the concept as a **reading -writing culture**. He considers the **reading – writing culture** as **two sides of the same coin**.

He defines reading in three significant points:

- * Constant search for meaning.
- * Reflect upon the meaning.
- * Analyse the words and language use .



IDE Senior Coordinator, Student Support Services, Mrs. L.D.

Advice: Reading materials that a distance learner must use to enhance a reading-writing culture are as follows:

Course Outline - provides you with all the topics that compose a course.

Course module - represents your course lecturer /teacher. **N.B.** Align your course outline with your course content to map up your course coverage. It's imperative that you keep on referring to the course outline to enhance studying at your own space and time.

Continued on page 8

IDE ORIENTATION, 2011 ACTIVITIES

IDE promotes Life—long learning for all ages & Professionals

Kwaluseni— In an effort to cater for and improve the orientation for IDE newcomers, IDE re-strategized and allocated two days instead of one to orienting them. The first day officially welcomed all newcomers and University officers from the various esteemed offices allocated time to address the learners on the pertinent IDE related issues.

The second day entailed interactive sessions which comprised of presentations delivered by various speakers (both academic staff & IDE learners) which were aimed at equipping new distance learners with strategies and skills that are critical in ensuring that they perform well academically. In addition, some of the key objectives of the second day session intended to create an awareness within the audience about the emotional, intellectual, personal, family and workplace challenges which can sometime s impinge on their academic studies. Therefore, approaches on how to be competent distance learners were explored in the hope that ideas on learning styles and methods could be adopted and adapted to suit individual needs.

The audience also got an opportunity to express their concerns, expectations and fears about learning at a distance. Feedback received thus far indicates that the 2 day orientation is very helpful and truly prepares any new DE learner on studying via distance education at the Institute of Distance Learning.

IDE Orientation, 2011 *by G.N. Nsibande*



Pictured on the left hand-side are the new (2011/2012) IDE learners who are listening attentively to the presentations. In the picture above is IDE Senior Coordinator, Student Support Services, Mrs. L.D. Vilakati with Year 4, BA Humanities Learner, Wandile Maziya



What the IDE Learners had to say

The IDE learners had some solid advice on how to cope with learning at a distance and how to balance life between school and for some, work and family commitments. Sincere gratitude is extended to the students who made presentations during the orientation. This time we thought it important that we feature our learners prominently in our newsletter because they proved to be wonderful IDE Ambassadors.

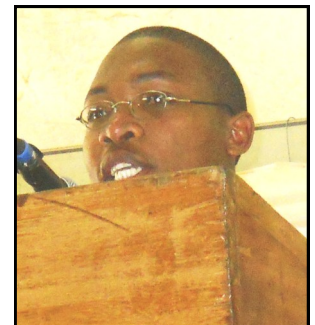
Wandile Maziya who is currently doing his Year 4 Humanities, spoke about the social life aspect within IDE & Nomazwi Msibi, a BA Humanities, Year 4 learner gave solid advice on how to deal with the academic life and obtain good grades while studying via DE. Phuthumile Dlamini who is a 2nd Year Humanities learner then related to fellow students about the positive experience she gained through the Peer Wellness programme offered by the IDE Student Services Unit. Futhi Mndzebele who is currently doing her B.Ed Secondary, Year 2 and Simamile Masuku, who is in B. Ed Secondary, Year 3 made

comprehensive and impressive presentations on study strategies which entailed highs, lows, triumphs and survival tactics which they apply whilst pursuing their studies with IDE. The overall consensus amongst all speakers/presenters was that “thanks to IDE, today we now use and enjoy applying the knowledge we acquire during our studies at the workplace.”

Helpful - IDE learners Eliza Shungube, Year 4 Commerce and Wandile Ngcamphalala, Year 2, Law helped distribute the IDE Handbook and usher learners to their respective seats.



Pictured above delivering presentations are Phuthumile Dlamini (Year 4, BA Humanities). Below is Wandile Maziya, (BA Humanities, Year 4)



Courtesy pictures by G N Nsibande



Pictured in the above pictures from left – right are Futhi Mndzebele (B. Ed Secondary, Year 2), Simamile Masuku (B. Ed. Secondary, Year 3) and Nomazwi Msibi, Academic Board Student Representative (BA Humanities, Year 4).

IDE Online Learning Workshop

Kwaluseni – Between the 28th November – 1st December, 2011, IDE will host a SADC- CDE sponsored workshop which focuses on online learner support. Swaziland is gradually progressing towards a knowledge-based economy whereby education at all levels should empower learners to become knowledge workers who engage in lifelong learning. This requires learners and lecturers to become familiar with ICT as part of the IDE teaching & learning system.

The main workshop deliverable is capacity building in supporting distance learners through web-supported learning. The purpose of the workshop is to introduce participants to key concepts and skills required for online tutoring, and provide blended web-supported learning which will support the existing print media and limited face- to-face interactive sessions utilized in IDE. Approximately 20 participants from various faculties will attend



Pictured above is Acting SADC Director of SADC – CDE who met with IDE personnel to discuss the online training workshop and the development of the ODL policy in Swaziland

the workshop and they will be expected to pass on the newly acquired skills to the rest of their colleagues.

We as IDE are excited about this upcoming workshop and grateful to SADC – CDE for the funding and to SAIDE for providing their expertise to facilitate this critical workshop. Promotion of new pedagogical approaches through multimedia content for learners to develop requisite skills to participate effectively in a knowledge-based society cannot be overemphasized.

IDE hosts a Open Public Lecture: Where is the Learning in E-learning?

Different Conceptions of Distance Education

by G.N. Nsibande



Pictured above is Prof. Ian Moll and IDE Director, Prof. C.S.W. Sukati who was chairing the proceedings during the open lecture

Kwaluseni – The Institute of Distance Education (IDE) invited all members of the University Community to an Open Lecture which took place on Wednesday 10th August, 2011. The Open Lecture was presented by Professor Ian Moll, who is the Head of the Division of Educational Information Technology at the University of Witwatersrand in Johannesburg, South Africa.

The use of Information Communication Technologies in Education is one of the key strategic issues indicated in the University Strategic Plan so this open lecture was of interest to all members of staff. This open lecture helped put some e-learning related issues into perspective and captured below are a few key points highlighted during the lecture.

- ◆ E-learning teaching requires deliberate teaching mediation and instruction and guided reflection is necessary – the teacher has to be present in a non- intrusive way, meaning that the computer on its own is not enough.
- ◆ The Teacher has to be a fundamental part of the process as the guide, facilitator and give the e-learning the structure it requires.
- ◆ Lecturers need to rethink their roles in lectures and how they will teach with computer/e-learning context and mediate in an effective teaching manner.
- ◆ Training and support is necessary before the change in the way lecturers do their teaching can occur.
- ◆ Tutorials (preparation) can actually be done online
- ◆ Face book can also support conventional teaching because assignments, announcements and requests can be made on face books, thus dialogue is occurring.
- ◆ E-learning in IDE aims to help reduce the face -to - face hours which are very demanding in terms of time and cost. E-learning requires money in order for it to be established. The first 5 years require the finances, but in the long run it does become cost effective.
- ◆ E-learning can be used in both DE and conventional teaching & learning education systems.

Conclusion

Professor Moll stressed that ‘mediation by the teacher is critical because s/he is the one who always structures any text, and it is the material which gives the learners the support they need.’

“The Teacher has to be a fundamental part of the teaching & Learning process.”



Professor S. Rastogi IDE
Coordinator, Research & Evaluation

*Prof. S. Rastogi hopes
'to research on systemic problems
& make the distance education
system more potent to impart a
need-based mass education.'*
(Rastogi, 2011)

IDE wishes to extend a very warm welcome to two of its newest members of staff, Mr. S C Shezi, Coordinator, Commerce and Professor S Rastogi, Coordinator Research & Evaluation.

Mr. Shezi comes with a strong background in education, which boasts of 20 years experience. He has taught at both high school and college level where he rose to the ranks of principal. He also has some extensive DE teaching experience, which he acquired whilst teaching courses in Business Administration with IDE. Prof. Rastogi brings his expertise in Research & Evaluation and has been involved in countless research endeavors at the YMC Open University Nasik (India). He will undoubtedly add value to the unit by ensuring that researches are conducted and the delivery of IDE programmes and services are up to par.



IDE Khanyisile Magagula hands over a present from IDE staff to Mr. Shezi

Special Congratulations to Mr. & Mrs. Shezi (not in the picture), who celebrated their 15th Wedding Anniversary on 29th October, 2011. He is being presented with a gift by IDE staff member. May God Bless you & Family for many more years to come.

Evidence of Research in My Traditional Community

By G.N. Nsibande

I recently completed a mini research project and realized how valuable research is, hence my decision to write this article focusing on research in my indigenous community. Research in siSwati is called 'lucwaningo' which translated means investigating a matter or issue.

Indigenous Knowledge System (IKS)

Swaziland, like the majority of African countries is dominated by oral tradition which continuously interacts with the written technology because the oral word is later expressed in the print format. Research in our communities was initially never a formalized and practiced concept. Instead the research which occurred was documented in the form of song, poems and drama which has since been documented in print. In support of my view a definition of IKS provided by Tunney (cited in Nsibande, 2005:6) says 'local indigenous knowledge may represent the most efficient storage system of necessary knowledge without which life would be difficult or less rich hence the protection of this knowledge might serve to maintain tradition.'

Research Method

The dominant research methodologies applied in my community are namely; word of mouth, story-telling, cultural traits (such as 'umhlanga' and 'incwala' which are traditional ceremonies) participatory, observation, historical, investigative research and case studies. From conducting research in my traditional community,

I noted some key factors, which are namely; first., the dominant research collection technique used in the traditional communities is historical analysis which provides background knowledge. The primary sources of data include oral history supplied by elders in the community & secondary sources of information included songs, poems and storytelling (narrative). I observed that the elders have a systematic method of passing information down from generation - to- generation. They rely on their memories, and often provide references as to who to consult in order to verify the information given. The participatory research method is witnessed through the story-telling which requires the participants (speaker and listener) to discuss the details of the story/narrative.

Research can be conducted anywhere & everywhere



Second, the group/focus meetings held in our constituencies are forums where development projects and any community issue are discussed. Lastly, interviews are more like conversations rather than formal structured interviews.

The various research methods applied in my community are verified through triangulation of data collection methods such historical analysis, life histories, searching the internet and conducting in-depth oral interviews/story-telling. Furthermore, transparency is guaranteed because IKS stored information by passing it down orally, from generation to generation. In addition, information is owned collectively because issues are discussed at meetings and the bulk of the information is captured through the traditional songs, folklore, proverbs, poems etc. and both the resources and the texts are based on culture and are authentic.

Conclusion

Despite the extensive research conducted in our traditional communities, some information documentation and dissemination is still difficult to access. The challenge is that information pertaining to customs is not documented systematically in print form. Unfortunately, one point (amongst many) which is missed is that documenting information gathered through the research conducted in the traditional communities could be used as reference in order to retain culture.

Special thanks to IDE Director & staff, 1st Years (2010/2011) & some PGCE learners for helping me while I was conducting my research titled 'Influencing Change with regards to Face-to Face Tutorials in DE: A Case for the Institute of Distance Education.'

TEACHING SMART PEOPLE HOW TO LEARN: WORKSHOP FOR AUTHORS OF DISTANCE LEARNING MATERIALS FOR IDE STUDENTS

By N.T. Vilakati

The Institute of Distance Education hosted a week-long workshop, from 23 to 29 June, 2011 for authors of learning materials for IDE students at the Luyengo Campus. The main purpose for the workshop was to plan, develop and/or repurpose distance learning materials. Our main workshop strategy was to foster an environment that allowed for on-going dialogues among all workshop participants, in a bid to engage in reflective practice when planning for then developing good quality distance learning materials.

Authors highlighted that critical reflection can be a useful way of adding depth and breadth to learning by asking students to *analyse, reconsider and question* their experiences within a broad context of issues and content knowledge.

Can reflective learning help our students to learn better?

Following an experience or readings that students have completed, students can be given an opportunity to reflect on the following questions:

- *'What did I learn from this unit or module study session?'*
- *'So what does it mean for me in the context of other learning that I've done in this course?'*
- *'Now what am I going to do about (or with) what I've learned or experienced?'*

THANK YOU



(picture sourced from the internet)

Sincere Thanks to UNISWA Archives for the wonderful job they did with regards to assisting IDE print shop store obsolete IDE modules.

The hard work, efficiency and positive team spirit demonstrated is encouraged and commendable.

Key steps in designing modules for critical reflection

As you begin to think about designing and facilitating critical reflection in your course, four key steps are recommended by Bart (2011), which authors of IDE modules can adapt as follows:

1. Identify desired learning outcomes

To begin with the end in mind, and state your learning outcomes in concrete, measurable terms. Make it clear what students can expect to gain. "Critical reflection is something authors tend to consider for learning outcomes around more complex dimensions of reasoning, developing enhanced understanding, questioning knowledge, theories, and assumptions."

2. Design reflection activities to achieve learning outcomes

Here the author can consider when, where, and how often the reflection will occur; who will facilitate and participate in the reflection; and what mediums will be used for the reflections. For some IDE courses, reflective learning is facilitated through *in-text module reflective tasks; contact study and tutorial sessions*, and the *Moodle Learning Management System reflection tools and applications*.

3. Engage students in reflection

During actual engagement, we can provide a balance of challenge and support. As we provide students with prompts for reflection, we also want to guide them to incrementally higher levels of complexity of thinking, analysing, and reasoning.

4. Assess learning through critical reflection

Here we use formative assessment to make periodic checks of the reflection process against the designed learning outcomes. It is necessary to refine the desired learning outcomes along the way, shift reflection strategies or change the reflection mechanism. Some of the questions addressed at this step are: What products will demonstrate learning? What criteria will be used to assess learning? What assessment mechanisms will be used? How will reflections be factored into grades?



Pic: IDE Director engages in reflective practice with Dr Kelly, HOD Curriculum Studies & Teaching

Workshop Closing

During workshop closing, Dr M Habedi commended authors of IDE modules for their active engagement with core module design issues throughout the workshop. 'You are all smart partners within a dynamic organization founded on values of *team-work* and *shared responsibility*. You have all demonstrated a group culture with a sense that 'a group is always more than the best among us.'



Dr M Habedi, Lead Workshop Facilitator

Conference Travel and Papers Presentations

By K. Ferreira- Meyers

- 2011 17-19 May 2011, 3rd International conference, « L'Enseignement du français et de l'arabe, A l'ère de la Mondialisation », Mons en Baroeul, France, paper presented entitled **Le pluriculturalisme et le plurilinguisme au Swaziland**
- 2011 19-21 May 2011, Le journal intime, Enjeux et mutations d'un genre hybride, Université catholique de Louvain (Louvain-la-Neuve), Belgium, paper presented entitled **Amélie Nothomb, Une forme de vie (2010), l'autofiction épistolaire**
- 2011 23-24 June + 27-29 June, Writers' Workshop, IDE, Luyengo Campus (facilitation), paper presented entitled **Language use for writing learning materials**
- 2011 11-14 July 2011, 7th Pan African Conference of the International Reading Association, University of Botswana, Gaborone, Botswana, paper presented (with Jane Nkosi) entitled **Strengthening literacy at the University of Swaziland**
- 2011 26-28 July 2011, 14th Boleswana Symposium, University of Swaziland, Kwaluseni, paper presented (with Jane Nkosi) entitled **Strengthening literacy: academic and digital literacy in competition or in complementarity at Uniswa?**
- 2011 1-5 August 2011, gave 30h training course on Court and Community Interpreting at the University of Pretoria (organized by AUF)
- 2011 29-30 August 2011, NADEOSA Conference on Open Learning and Distance Education, St. John's College, Johannesburg, South Africa, paper presented (with Nokuthula Vilakati) entitled **Contribution of the Certificate in Community- Based Work with Children and Youth towards the development of human resources among marginalised groups in Swaziland.**



Paper prepared by Dr. Sharayi Chakanyuka, Ms. Nokuthula Vilakati, Mrs. Karen Ferreira-Meyers

The University of Swaziland in conjunction with the University of KwaZulu-Natal is offering the Certificate in Community-Based Work with Children and Youth to people working with children and youth in Swaziland. The programme is offered through supported open and distance learning to people working with children and youth who have not had opportunities for study in psychosocial support. These people have worked as caregivers in their communities without any formal training. The programme had one cohort of graduates in its pilot phase and has recruited a second cohort which is more than half-way through its training. The Certificate programme has been welcomed as an initiative that will professionalise the whole arena of psychosocial support. This paper evaluates the certificate programme to determine the extent to which it is imparting the knowledge and skills required for psychosocial support, improving the performance of the graduates and contributing to graduates in the sparsely resourced area of psychosocial support in Swaziland. The study used questionnaires to capture the attitudes and perceptions of current students on the effectiveness of the programme and document analysis.

OFFICIAL OPENING OF IDE COMPUTER LABORATORY

We are pleased to report that the IDE Computer Laboratory was officially opened on Thursday 10 November, 2011. This laboratory has been made possible by the generous contributions from several donors, who will be mentioned in our next Newsletter. Now that the laboratory is officially opened, staff and students will be given further information on the usage of this new IDE facility.



(Picture sourced from the internet)

SADC FORUM ON REGIONAL ODL STRATEGIC PLAN

The Director of IDE, Prof. Sukati, attended a SADC Regional ODL Strategic Planning Forum that was held at the Birchwood Hotel in Johannesburg, South Africa, from 24 to 28 October 2011. The major aim of the forum was to identify key issues, priorities and strategies that will inform the development of the Regional ODL strategic plan and operational framework. The Forum used an innovative method called "Appreciative Inquiry" to come up with the Strategic Plan and Operational Framework. Professor Sukati was one of the five Facilitators for this Forum.

Paper Presented by IDE Staff Member

Copy Editor G.N. Nsibande attended the International Reading Leadership Workshop & the 7th Pan African Conference of the International Reading Association at the University of Botswana, Gaborone between 8th July – 15th July, 2011. She presented a paper entitled '**A National Book Development Policy in Anglophone Africa (Swaziland): A strategy to Assist the Publishing Industry Grow.**'



(Picture sourced from the internet)

Strategies and Skills in Developing a Reading & Writing Culture for Distance Learners

Ctd from page 3

Prescribed Text.

Browse through the table of contents.

- ◆ Read only the relevant chapter for information.
- ◆ Browse through the index for specific key words and /or names
- ◆ Write down only new information that complements the course content that is in the module.
- ◆ Now that you have gathered new information, write the citation in the format that is your course lecturer's preference.

Readings from other learning resource:

Library

Apply the above cited approach using the skills that you learnt in the Academic Communication Skills (ACS) course.

Computer Centre

- ◆ Visit the computer centre as the need arises.
- ◆ Consult your course lecturer to find out if some support material is available in Moodle LMS because your lecturer may post slides that were used during your study session.

Make time to do your course work on a daily basis.

You may plan each day as follows:
(employed student)

Below is an example which may suit an unemployed person who has a number of home chores.

I will do two courses daily for 6 hours

N.B. Plan on the fact that everybody has 24 hours

- 6hrs to study
- 6hrs to sleep- minimum time to rest and renew your strength for the next day.
- 8hrs at the workplace
- 4hrs for family and leisure

This is a breakdown of 6hrs of study per day

4.00 a.m. - 6.00 a.m.
10.00 a.m. - 12.00 noon
8.00 p.m. - 10.00 p.m.

Laugh a Little

A Bribe for your professor

A professor was giving a big test one day to his students. He handed out all of the tests and went back to his desk to wait. Once the test was over, the students all handed the test back in. The professor noticed that one of the students had attached a E100 bill to his test with a note saying "A lilangeni per mark." During the next class the professor handed the tests back out. This student got back his test and E56 change.

(adapted from <http://www.ahajokes.com/bribe2.html>)



IDE MOTTO
"Taking the University education and professional programmes to the people rather than the people coming to the University."

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More on IDE 2011 Orientation, 2011



Mr. R N Masuku
Director, Academic Studies



Mr. M. Kunene, D.S.A.



Dr T R Mathunjwa
Lecturer, General Nursing



Dr PM Mashwama,
HOD Computer Science



Mr. J P Anbu, Ass. Librarian



Mr. D F Nkambule
Ass. D.S.A



Ms L Khumalo, Director,
Bookshop



Ms. N L S Zwane, HOD,
Academic Communication Studies



Ms. M Mlangeni,
Campus Nurse



Ms. F Mamba, Campus
Nurse

Profound Thanks to the people reflected above who delivered excellent presentations on relevant IDE issues and to all Programme Chairpersons and Lecturers who spent their time with the IDE Newcomers during the meetings held for the Commerce, Humanities, Law, Portuguese & Education Programmes.

Time to Reflect

*Encouragement costs you nothing to give,
but is priceless to receive.*

Anonymous