Did you know?

One of the perks of being an IDE family member (including our IDE students) is that you can contribute to this Newsletter. We would love to have any news or information you would like to share with the rest of our IDE family. To contribute updates and/or information you'd like communicated in the next issue of the newsletter, please forward your contribution in a Word format to lnsimelane@uniswa.sz Any supporting photographs you may wish to share should be saved as a hi-resolution Jpeg and attached to your mail.

Important: Students, all contributions will be scrutinised to see if they are not slanderous, intimidating or fraudulent before they are accepted.

Student Alert!

Remember, the examinations are just around the corner! Students who did not receive all their modules should visit the Print shop.

DO NOT FORGET TO BRING YOUR ID's ALONG WITH YOU.

NO CHANCERS PLEASE !!

…….from page 1

Be Self-driven– it is imperative that you become an active-learner who takes responsibility for his/her own learning. Be persistent, motivated, determined and work diligently to achieve your learning goal.

Have good literacy skills –your subject content will mostly be in reading form than face-to-face with your lecturer. Your communication with your lecturer will mostly be through writing. You therefore have to read the modules that you will receive/use and the modules have exercises, activities, assignments and mini research work you have to engage in as you learn. You need to sharpen your reading and writing skills.

Study skills – have the right study skills as you study at the comfort of your home. Studying at Distance Education requires more of your time despite having other responsibilities. Form study groups with other peers and consult your Lecturers. There's no doubt that studying at University will impact on your life and therefore schedule your time profitably to balance your academic work and social needs.

The future belongs to those who believe in the beauty of their dreams— (Unknown)

…….from Page 5

cases where a student has problems with late submission of assignments or failure to take a test, etc.;

- recommends part-time staff for appointment;
- ensures that classes run smoothly by providing logistical support; e.g. availability and suitability of classrooms;
- prepares the programme's timetables;
- ensures that Part-time Staff attend lectures and tutorials and give the requisite pieces of work to students for CA purposes;
- checks and approves Part-time Staff financial claims for further approval by the Director;
- with the co-operation of Centre Coordinators, ensures that tutorial in Manzini and Mbabane run smoothly;
- performs the functions of a Tutor by processing and preparing examination results and presenting the same at IDE Staff and Academic Board meetings and finally at Senate.

Students should note they may seek assistance from the Coordinator about academic matters however, matters concerning their social lives should be referred to the Coordinator, Student Support Services (IDE).

Institute of Distance Education Newsletter

Foreword - Prof. C.W.S. Sukati - IDE Director

I am delighted to, once again, write this foreword for the first edition of our IDE Newsletter for the 2014/2015 Academic Year.

This newsletter, as you will soon find out, contains several useful, informative and interesting articles, which in great part, demonstrate IDE's pursuit of its vision of becoming an International Centre of Excellence in Distance Education, Access, Delivery, Practice, Research and Life-Long Learning.

The Institute is proud to be registering more and more students each year, indicating that it is fulfilling its vision and mission of opening access to University Education in the country. This trend, *ceteris paribus*, is projected to continue at least for the next ten years.

We also continue to diversify the programmes that we offer, and are currently working on several new programmes that we will offer shortly.

I am also pleased, on behalf of the IDE Team, to welcome two staff members who recently joined the Institute. Dr. A. Akintola joined the Institute as Coordinator and Lecturer, Humanities and Ms. L. Simelane joined the IDE as Copy Editor. We know that they are bringing their expertise, skills, vast experience and enthusiasm to their jobs in addition to their hard work and commitment.

We are happy that one of our staff members, Dr Karen Ferreira-Meyers, was granted sabbatical leave by the University. She is spending her sabbatical leave at the Shanghai Open University (formally known as Shanghai Television University). This Open University conducts its Distance Education programmes based on telecommunication, broadcasting and television, computer and other technology based media. Dr Ferreira-Meyers will benefit immensely from this sabbatical, and the Institute's plan of offering Distance Education supported by modern technology will benefit on her return.

As the Final Examinations for the First Semester of Academic Year 2014/15 will be starting soon, I wish all our students the best of luck in their examinations. I urge them to work hard and use all the examination tips that they get and those that appear in this Newsletter.

Do enjoy reading our Newsletter, and if you have any questions, comments, views, criticisms and suggestions on it, or on any of our activities, products and services, please feel free to communicate this directly with me or to any of my Team Members in IDE.

IN THIS ISSUE:

Charting Your Future after Orientation

By L. Simelane (Copy Editor)

Sourced from the Internet

You excitedly attended orientation week, an exercise that gives you an insight to the courses you will pursue at the University, particularly with IDE among other things. The excitement you had during the course of orientation week kept you away from thinking about the seriousness of what lies in the subsequent weekends you will be attending classes.

Your life after High School has now come to a crossroad where in one direction, for some, lies a bright future and for some, lies a cul-de-sac. These two paths never yield the same fruit therefore know which path is duly yours.

Being a university student and studying through Distance Education is different from being a High School student where you always had face-to-face interaction with your teachers whenever you needed them or encountered problems.

As a Distance Education student, you will study most of the time, in the absence of your Lecturer. You are responsible for managing your time profitably for your own success or perhaps failure (something you are not here for).

If IDE is your vehicle, then you are the driver and IDE specialized staff and fellow students your academic companions. You need to explore knowledge cautiously as you journey along with them to your bright future. Worthy to note though is that it will not be easy, but once you rise to the occasion you will be surprised at how much you will attain. Below, among others, are some skills that educators have suggested might help you as you trudge along in pursuit of your success:

Have a motive – you are at University because you are aiming to become a Graduate. Having a good motive will drive your mind to achieve the same. This motive will generate motivation which is a force within you to work and achieve your goal.

IDE speaks to Ricoh Dealer Principal—Swaziland

The IDE Print shop prides itself for being the first in the Kingdom of Swaziland to purchase and own the Highly-Powered Pro 8110S State-of-the-Art Photo Copier, from Ricoh Swaziland. After the handover of the giant machine to the IDE Director, Professor Sukati, I sat down with the excited and enthusiastic Ricoh's Dealer Principal, Goodwill Vilakati and this is what went down, enjoy!

PS: Remember '= interviewee *and* * = Copy Editor

How did UNISWA get to know about this product?
'After the Baron Pro 8110s was released we took advantage of our 7 year relationship with UNISWA and approached her authorities and presented our case. Actually, we had also seen some of the modules that have been produced over the years by IDE and knowing the advantages of the machine, we knew that our presentation would appeal to UNISWA. We then invited the Print shop personnel to our 'Print Expo' that was held in Johannesburg. The team was able to view various devises

Leading by example, Prof. Sukati, being the first to operate the state-of-the-art machine.

that were show-cased which among them was the Pro 8110s machine.' ***sighs***

Tell us about the Pro 8110s machine.
'It is a high volume multi-functional device. It offers a wide range of paper latitude-supporting SRA3 paper size as standard and up to a maximum of 320mm by 480mm size. All paper sizes help in capturing a lot of jobs, i.e. from books and manuals to envelopes, invoices and direct mail. The machine produces 110 pages per minute in black and white and has scanning speed of 120 (simplex) and 220 (duplex). It uses the latest VCSEL (Vertical Cavity Surface Emitting Lasers that transmits data) technology to ensure supreme image quality for consistently professional results. Its VCSEL

resolution of 1,200 x 4, 800 dpi creates outstanding image quality.' ***Wow a great machine indeed!***

Will Print shop personnel find the machine user-friendly?
'Definitely! As the machine is designed to maximize uptime and simple trouble shooting processes, after its installation we will register it in our server, in Europe to send notifications to our Service Centre in Matsapha, about the status of the machine. We recommend that once the device is installed, an Internet active computer be used to enable users to print and enable updating of firmware and the software of the device among other things. Part of servicing this state-of-the-art machine is also by updating the software and firmware than physical servicing alone. Over and above the use of Internet, we will provide training to Print shop personnel so that they can do minor service themselves.'

Any interesting features we need to know?
'With its new large colour LCD touch panel with customizable home screen, the machine allows programming of short cuts for frequently used job operations. It includes status light pole for monitoring operation from a distance and on the fly toner replacement and stationery to maximize up-time and productivity. It has a life span of 60 million prints capable of supporting high volume usage and seasonal peak printing volumes. UNISWA can also extend her productivity, i.e. from modules to text books, office documents, manuals and posters. The machine also has the advantage of having wider choice of peripherals including multi-folding unit, d-curl unit, perfect binder, ring binder, booklet finisher and more.

Thank you so much for your time. We trust that the state-of-the-art machine will indeed improve IDE productivity.

The Baron Pro 8110s

CONGRATULATIONS I.D.E.
CLASS OF 2014

34TH UNISWA GRADUATION

The **34th** Graduation Ceremony for the conferment of Degrees and Awards of Certificates and Diplomas at the University was held on 11 October 2014. A very large number of students, i.e. **1496** were awarded Certificates, Diplomas and Degrees. Highlights for IDE at this Graduation were:

♦ The Institute had the largest number of graduating students when compared to the numbers from the other Faculties of the University. This means that 40% of the Graduands were IDE students.

♦ The first cohort of students who were enrolled in the Certificate and Psychosocial Support graduated.

IDE therefore continues to successfully fulfil its mission of increasing access to University Education. We congratulate all our graduates for a job well done and wish them all the best.

Prof. C.W.S. Sukati

The other day a man asked me what I thought was the best time of life. ''Why,'' I answered without a thought, ''now.''- David Greyson.

2014 IDE Graduands, the above quote has a direct bearing on you. Yes indeed this was your time as you graduated after your rigorous work and enormous willpower.

CONGRATULATIONS!!

Birthday Wishes

To our colleagues who celebrated their birthdays:

Dr. Chakanyuka on 11 September 2014

AND

Prof. Rastogi on 15 October 2014

Live your life and forget your age— **Norman Vincent Peale**

Farewell

The hardest thing to do is to say goodbye, but at least it has a 'good' attached to it that promises a better tomorrow.

IDE would like to take this opportunity to say 'goodbye' to Lindelwa who has been with us for the last three months.

Lindelwa, do pop in and see us when you are passing because we will miss you. It won't be the same without you.

COL Mission to the Seychelles and Conference Participation
By Dr. Karen Ferreira-Meyers (Senior Lecturer and Coordinator, Linguistics and Modern Languages- on sabbatical leave at the Shanghai Open University)

The Commonwealth of Learning (COL) approached me to go to the Seychelles from 24 to 28 August 2014. I spent three days on Mahé, the main island of the Seychelles, doing a follow-up visit regarding the COL-RIM Application as the last visit by a COL Consultant was undertaken in 2011. Since then two major events have taken place: The physical relocation from an old building close to the Seychelles Hospital to a slightly bigger venue (a former Rehabilitation Centre) at North East Point. In addition to this, a structural change occurred, namely, the transfer of the responsibility of NIHSS from the Ministry of Education to the Ministry of Health (the plan is to make NIHSS a "Professional Centre"). In addition, one of the staff members became the Acting Director in the new set-up. She is very aware of all the quality assurance elements as she has also been part of the COL RIM exercise since its inception. All this had an impact on the implementation of the COL RIM recommendations, but it has to be stated that the staff (both academic and administrative) and the COL Consultant, were extremely positive and ready to take on change.

Karen with Mme Lucas, the Acting Director

Major improvements have taken place (with regard to internal communication and communication with the "mother" Ministry, Capacity Building and Quality Management). However, work remains to be done, especially in the fields of communication with particular stakeholders, needs orientation, engagement, innovation and creativity). The general sense of enthusiasm, dynamism and intention to work towards successful implementation of recommendations is omnipresent. Staff and students are keen to keep on engaging towards that goal.

The impact of the COL RIM implementation is felt. The consensus is that, even though the process was time-consuming, it helped to identify NIHSS' strengths and weaknesses, and to get involved in self-reflection on various procedures and strategies used.

The COL-RIM application and implementation is certainly something IDE could take into consideration. It allows for clear analysis of strengths and weaknesses of an Institution. The recommendations made by an outside consultant may give the necessary impetus for further growth. COL has been IDE's partner for quite some time now. We look forward to continued collaboration.

Conference Participation

In August, I had the honour to present a keynote paper in an International Conference on Autobiography, Autofiction and Writing of the Self (7-9 August 2014), held in Potschefstroom, South Africa. I spoke about the differences between autofiction and autobiography, with examples from recent Francophone literature.

Since the beginning of my sabbatical leave on 15 September 2014, I have had the opportunity to participate in two International Conferences. The first one was held in Stockholm, Sweden. I was a member of the steering committee and so a lot of preparatory work was done in the months before the actual conference which was held between 1 and 4 October 2014. In addition to presenting a paper on the theoretical backgrounds of autofiction, I also chaired three sessions.

The second conference was held in Beijing, China, between 10 and 14 October. It was organised by Forum Mondial Héraclès. The main focus of the conference was on Innovation in Education, and many papers, including mine, focused on the use of technology in the teaching and learning of languages, in particular French and English.

Group photo on the last day in front of the conference banner, with colleagues from China, Mexico, Canada

Mr & Mrs A.T. Dlamini (Assistant Registrar (IDE)) celebrated their special day on 25 October 2014.

CONGRATULATIONS!

May all the days ahead of you be happy ever after.

Preparing for Examinations

By Dr S. Chakanyuka (Coordinator, Academic Studies)

The jacaranda is flowering, a sure sign that examinations are around the corner. You need to fast track your preparations for examinations now.

Take time to check the following: -

- Have you handed in all your coursework assignments?

- Have you studied all your modules thoroughly?

- Have you prepared adequately enough to be comfortable and confident to tackle each examination that you will write?

You need to consult as much as possible with colleagues and your lecturers and tutors to ensure you succeed in the end of semester examinations.

Here are a few tips borrowed from the Internet. I am picking those I think are more important than others. You can read the rest on the website below:

http//:ayurveda.hubpages.com/hub/Tricks-to-tackle-**exams**

Tip 1. Never fear or hate examinations and be confident. Fear does not lead to success in any area of our lives, as it destroys your confidence and self-esteem.

Tip 2: Prepare a good study time table and follow it religiously. This way you ensure that you give adequate attention to all your courses. No course benefits at the expense of all the others.

Tip 3: Find a place where you can study comfortably without disturbances or interference.

Tip 4: Make notes as you study. Writing helps you to remember what you are reading. Also take every opportunity to verbalise what you are studying; even if it means speaking to an empty chair. 'Practice makes perfect.'

Tip 5: Sleep well and eat well. Some people think that if they spent all their time studying without eating or sleeping they are using their time profitably. No. Your body needs to be strong and refreshed. Food and sleep are therefore absolutely necessary. You may reduce the time you sleep but do sleep each night.

Tip 6: No cheating in the exam room: Cheating is never good. There is always the danger of being caught. Prepare thoroughly so that you won't have the urge to cheat.

Tip 7: Believe in God, and also in yourself and your ability to pass. Prayer to God always gives you confidence and peace. Trust in God and He will guide you. Tell yourself over and over again that you can do it.

God bless you and give you success in the forthcoming examinations!

'When I am attacked by gloomy thoughts, nothing helps me so much as running to my books. They quickly absorb me and banish the clouds from my mind.'

Michel de Montaigne

Practical Session on Locating and using Open Distance Educational Resources in ODL Content Development
By L. Simelane (Copy Editor)

On 26 September 2014 IDE in collaboration with the Library Department, held a practical mini workshop to introduce the Curriculum and Teaching and Primary Education Departments to locating and using Open Educational Resources in ODL content development at the Library Apple Laboratory.

Mr Anbu from the Library Department facilitated this workshop. It took place prior to the main writing workshop that was held at Magadzavane on 29 September - 4 October 2014. It was aimed at equipping the IDE writers with material they will need during module content development.

Prior to the practical session, The Coordinator for Instructional Design and Development, Ms Nokuthula Vilakati, highlighted the objectives of the workshop as follows:

- to conceptualise the distance learning design process from different perspectives

- to apply a range of learning design resources, tools and methods to learning intervention

- to apply a range of learning design resources, tools and methods to a learning intervention

- to redesign learning outcomes, assessment activities and a structure for course implementation

Participants hands-on at the Apple Laboratory

- to embed quality enhancement mechanisms into the design and development of learning materials

- to locate and use relevant Open Educational Resources (OER) in ODL content development.

Participants were hands-on as the facilitator showed them how to access OER and other materials relevant to their writing needs.
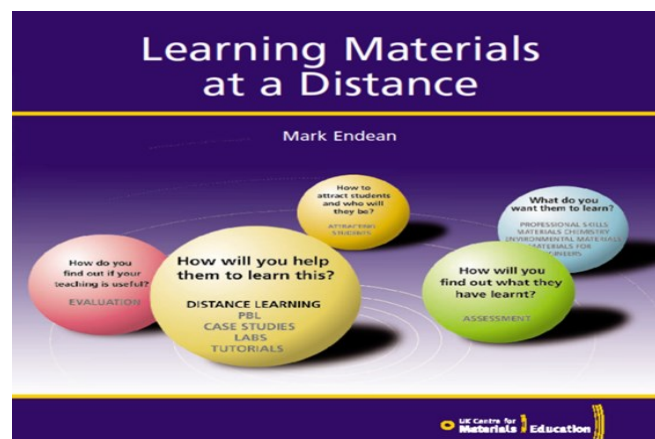
The practical session prompted much discussion amongst participants and the facilitator. The whole exercise was an eye opener as participants learnt a lot about how to access OER through the UNISWA OER Gateway at: http://www.library.uniswa.sz/oer/

ACHIEVING YOUR LEARNING OUTCOMES THROUGH LEARNING MATERIALS AT A DISTANCE
By Ms N. Vilakati (Coordinator Instructional Design and Development)

Source: http://www.materials.ac.uk/guides/5-distancelearning.pdf

IDE continues to explore innovative ways to support students and to access a wide array of learning materials at a distance. IDE provides students with print-based media or modularised instruction as a common resource-based learning approach used by distance learners throughout the world. Modules are part of technologies used to mediate learning from a distance, some blended with audio CDs and other course components enabled through a Moodle Learning Management System. To achieve this we are guided by the following questions as propounded by Endean (2003):

- What are the learning characteristics of our students and how do these characteristics impact the way the learning materials are designed to enable different types of learning?
- What do we want students to learn in terms of foundational knowledge or theory, professional skills or application skills, critical thinking skills, academic literacy, certain attitudes and values?
- How will students find out what they have learnt?
- How will we help them to learn these?

- How do we find out that their learning is useful?

IDE adheres to such and other guiding questions to ensure that the modules are fit for the main purpose of enabling different types of learning facilitated through various blended learning resources. For example, a combination of the learning resources can enable students to acquire basic understanding of course concepts; to construct knowledge and to apply knowledge; to engage in critical-thinking/reflection and problem-solving. A useful guide of other learning resources on each course is usually provided at the end of each unit in the module and in the course outline. Students may also access E-resources available at the UNISWA Library website at:

http://www.library.uniswa.sz.

Therefore new and returning IDE students can benefit from modules as well as by locating many educational resources, in order to achieve their learning outcomes as they study each course topic.
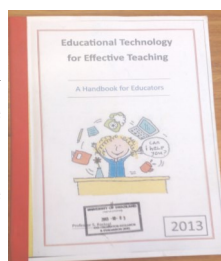
IDE Future Plans

In conformity with its vision and mission, IDE continues to increase her enrolments and hence access for many to University Education. At the same time IDE diversifies the programmes and courses that she offers. The future plans of the Institute are to offer; (i) an M. Ed. Degree in Educational Leadership in partnership with the Virtual University of the Small States of the Commonwealth, (ii) an LL.B Degree in collaboration with the Department of Law, and (iii) a Bachelor of Nursing Science completion programme in collaboration with the Faculty of Nursing Science. For the M. Ed. Degree the Institute is still conducting a needs assessment for the programme, and for the B.N.Sc Degree and the LL.B Degrees, the Institute is at the stage where it is working on the Academic Regulations for these proprammes.
                                    Prof. C.W.S. Sukati

A Pride for IDE

The Commonwealth of Learning (COL) CANADA has accepted the book, '**Educational *Technology* for Effective Teaching**' by Prof. Satish Rastogi for Online Publication under Open Education Resources (OER). It will be shortly on COL's new Website and will be available for all, free of charge.

MASSIVE OPEN ONLINE COURSE (MOOC) – AN INNOVATION IN ODL SYSTEM

By Prof. S. Rastogi (Coordinator, Research and Evaluation)

The Open Distance Learning (ODL) system of Distance Education has witnessed tremendous developments within a very short span of time. This system depends on innovative technological support which is changing at a rapid rate. A journey from Correspondence Courses to Self-Instructional Materials, having a complementary role of Audio/Video support within 20 years, brought the concept of Openness in Distance Education system. However, during 1995, an invention of a Window-Based Computer and Satellite-Based Communication have jointly done a wonderful job by giving birth to E-learning. The use of Mobile Phone, Television, Community Radio lessons and now Online Education have made access of a Need-Based mass education free for all and easily available/accessible at the student's doorstep. The latest revolution in this field is Massive Open Online Course (MOOC).

The revolution is massive, as it covers mass in the true sense due to being Online. A group of hundred or thousand, or hundred thousand and even more persons can benefit at a time with this arrangement. The registration for a programme in MOOC is always open. It is cyclic and not a linear activity. A person can take admission on a day and date of his own choice, and join the cycle to complete various activities of a programme at his/her own convenience. The course content is open for all, and any person can download the same even if he is not registered for the programme. This is like a TV show which can be witnessed by every one free of cost if the person is sitting near a TV, and is interested to witness some episode on any channel. It may be treated as free of charge as there is no fee for a person who has not registered for the programme. Also, it is easily affordable to all irrespective of Age, Gender and Community.

Since this is an online activity, a person can use it at his/her own time and make real time interaction as per his /her convenience. It is a self-paced activity as a person can learn in parts as and when he finds it fit and proper as per his/her convenience. The start/end dates are not fixed as the activity is cyclical, and a person can join on any date of every month

The equivalence of a programme with other college degrees is a matter of consideration by respective Governments. A person in a developing country will join a programme through MOOC only if the programme meets three essential needs like obtaining knowledge, obtaining a higher level job and getting more money. It is possible only when the programmes offered through MOOC are granted equivalence to other similar programmes. Role of Instructor in a face-to-face situation is minimal as everything will be made available Online. The instructor will respond Online to all queries/questions/confusions raised by every student. The question and the Instructor's response will reach all students even if the student does not require it.

The assessments of students' performance will also be sent to students as Script and this will afford them to compare with one another after the assessment report has been downloaded. It will generate feedback from both sides. After interaction with the content, the student will submit his/her queries, questions Online to his Instructor who will then respond and send back the solution and suggestions for further reading Online. A question raised by one student and its answer Online by the Instructor will benefit all students through Online discussions.

This MOOC device will increase the number of learning community as it will produce learned persons in bulk. Recognition by society is also essential because in some developing countries the Distance Education Degrees are not recognized at par with Conventional Degrees. This feeling need to be abolished and step motherly treatment be stopped with the help of the persons having studied through Distance mode.

Professor Satish Rastogi has been opted as peer Group Editor for an Instructional Technology and Distance Learning (ITDL) Online journal, from New York, USA.

Role of the Programme Coordinator Law
By C. Osei-Abankwah (Coordinator Law Programme)

During the Orientation Ceremony at IDE, Level I students in the Diploma in Law Programme, were in addition to other matters, briefed on the functions of the Coordinator. For the benefit of those who were absent and also for students in the programme in general, a brief description of the Coordinator's functions is provided here:

The Programme Coordinator is responsible for the administration or management of the programme. His primary responsibility is to ensure that the goals and objectives of the programme are accomplished. Accordingly, he is accountable for the programmes's success or failure. The Coordinator works closely with a team of part-time Lecturers dedicated to the delivery and support of the programme.

The Coordinator plays a dual role in relation to the programme namely: an academic role and an administrative role.

Academic role

The Coordinator is a Lecturer. Like other Lecturers, he has to teach courses in the programme. He gives and marks assignments and tests. He also sets examination question papers and marks examination scripts.

Administrative role

The Coordinator:

- attends Admissions Committee Meetings and recommends qualified students for admission into the programme;
- participates in the registration of students after admission and for examinations;
- attends to students' academic concerns, e.g. the absence or lateness to class of a Lecturer, intervention in