

The Institute of Distance Education Newsletter



FOREWORD—THE IDE DIRECTOR

I am happy to write this foreword for the first edition of our IDE Newsletter for the 2016/2017 Academic Year. This newsletter, like the previous ones, contains several useful, informative, educational, and interesting articles, which to a large extent, demonstrate IDE's various activities.

These activities are undertaken by the Institute in pursuit of its Vision of becoming an International Centre of Excellence in Distance Education Access, Delivery, Practice, Research and Life-Long Learning.

A number of the articles talk about the workshops that IDE has conducted (many with the support of the Commonwealth of Learning (COL). These workshops were mostly targeted at our module writers and also encompassed two other related key areas, such as; Blended Learning (BL) and Open Educational Resources (OERs).



Professor CWS Sukati, IDE Director

We are also happy that two of the articles in this issue have been written by our students. One of these articles gives advice about studying at IDE and life as a student here. The other talks about Students Governance. We applaud this contribution by our students and look forward to receiving more of such contributions in our upcoming newsletter (s).

It is also my pleasure, on behalf of the IDE Team, to welcome one

new staff member (Dr. M. N. Shongwe), who recently joined the Institute. We know that with his experience, knowledge, expertise and industriousness, he will contribute to making our Institute be the Powerhouse in the Region, we envisage.

As the Examinations for the first Semester of Academic Year 2016/17 are drawing closer, I wish all our students the best of luck in their examinations. I urge them to take their work seriously and use all the examination tips that they get and those that appear in our Newsletters. Do enjoy reading this Newsletter, and if you have any questions, comments, views, criticisms and suggestions on the IDE, or on any of our activities, products and services, please feel free to communicate this directly to me or to any of my Team Members.

Professor CWS Sukati

COL RECEIVES DESERVED RECOGNITION FROM UNISWA

Congratulations to Professor Asha Singh Kanwar who received a Honoris Causa Doctorate of Education from UNISWA during the 36th Graduation Ceremony on 15 October, 2016.

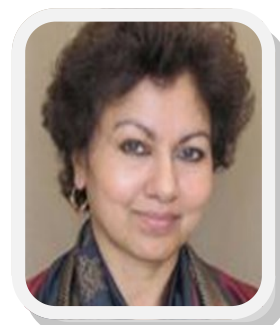
Some background details which vouch for Professor Kanwar as a worthy recipient of this Honorary Degree is that she became President and Chief Executive Officer of the Commonwealth of Learning (COL) on June 1, 2012. Since then she has served COL for over 12 years, first as an Education Specialist – Higher Education and Policy and then as its Vice President for six years. Before joining COL, Professor Kanwar was a consultant in open and distance Learning at UNESCO's Regional Office for Education in Africa (BRED) in Dakar, Senegal. She has over 30 years of experience in teaching, research and administration. Professor Kanwar received the International Council for Open and Distance Education (ICDE) Prize of Excellence in 2009. In 2014, she received the AAOU Meritorious Service Award for outstanding contributions in the areas of open and distance education. She has been awarded honorary doctorates by four universities. Effective September 2015, she was elected as a member of the ICDE Executive Committee for a four-year term.

Congratulations

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Professor Asha Singh Kanwar, through COL initiatives has assisted Swaziland receive support to develop the education sector.



IDE Workshop Highlights *compiled by Dr K. Ferreira-Meyers*



Participants posing for a group photo with Mr. Lesperance and Prof. Human (middle, back row)



Prof. Human, Mr. Lesperance, Prof. Sukati and Dr. Ferreira-Meyers

IDE's Faculty of Health Sciences (FHS) residential Writers workshop took place at the Lugogo Sun Hotel between 10-14 October, 2016.

On behalf of the participants, Prof. Nonhlanhla Sukati, Dean of the Faculty of Health Sciences, gave a special thanks to Prof. Sarie Human from UNISA for her expertise, Dr. Johansse from ICAP and Mr. John Lesperance from COL for their sponsorship and continued support.

Prof. Sarie Human facilitated a practical session for participants which assisted them to connect theory to practice. She achieved this by guiding them on how to incorporate practical components into their modules.

Prof. CWS Sukati, Director IDE, in his remarks, noted the importance of quality assurance through collaboration.

Mrs. K. Magagula offered secretarial services throughout the workshop.

Facilitation Workshop Strategies

Presentations by experts (integration of practical components, blended learning, learning activity alignment, content development, language usage), followed by intense writing activities coupled with group discussions and consultations.

IDE BACHELOR COMMERCE ADOPTS A SIX-YEAR PROGRAMME

S. C. Shezi (IDE Commerce Coordinator)



Mr SC Shezi, IDE Commerce Coordinator

IDE Bachelor of Commerce (B. Com) is in the process of phasing out its seven year programme and converting it into a six year one. This means it will align with the full-time B. Com. programme which changed from a five year into a four year programme.

Previously, students were required to first complete a four year Diploma in Commerce before being admitted to the various streams (Accounting & Finance, Management or Marketing stream) in their final three years of study. Now students enrol directly into a six year B. Com. programme from first year and only start specialising in their chosen streams in their year fourth year of study.

In light of the above, this will undoubtedly be good news to prospective students, as it means a reduced length of time to complete the programme, hence reduced fees. It is envisaged that the old programme will be completely phased out by the end of 2017/2018 academic year.

Benefits of new system

In future, specifically with the commencement of the credit system, IDE contemplates re-introducing the Diploma before the degree. This is a result of a huge demand from the job market, particularly, the banking sector and some government departments.

Future Improvements

"...the old programme will be completely phased out by the end of 2017/2018 academic year."

POWERFUL IDE DELEGATION FOR PCF8

The next PCF Conference will be held in Kuala Lumpur, Malaysia from the 27th. to the 30th, of November, 2016. The PCF Forums are held biennially and are designed to explore application of Open and Distance learning in widening educational access, bridging the digital divide and advancing the social and economic development of communities and nations at large. This year's theme is 'Open Online and Flexible Learning: The Key to Sustainable Development.' The Conference will be preceded by an Interlocutors workshop that will take place from 24 to 26 November. A number of staff members from IDE will attend this Conference as they have been given financial support to participate in it. The IDE staff members will further be delivering a total of five papers at this Forum.

Critical Examination Tip

hey Google, why don't you sit next to me during my exam?

Image sourced from the internet

Do not cheat .
Cheating never yields anything positive. The best strategy to make sure you pass , is to prepare & study fully .

The Supremacy of the Constitution: Latest Developments at the High Court of Swaziland

By Dr Musa N Shongwe, IDE Coordinator Law



According to section 2(1) of the Swaziland Constitution, the Constitution is the supreme law of Swaziland and if any other law is inconsistent with it that other law shall, to the extent of the inconsistency, be void. The High Court of Swaziland recently had occasion to reassert this constitutional principle in the case of *Hleta vs Swaziland Revenue & 2 Others* (22/15) 2016 SZHC 22. The background of the case is the following: Whilst driving a South African registered motor vehicle along the Matsapha-Manzini Public Road, Dumisani Hleta was stopped at a road block mounted by the Royal Swaziland Police and officials of the Swaziland Revenue Authority (SRA). The motor vehicle was impounded by SRA officers on the grounds that it had been imported into the country without being declared as required in terms of the Customs and Excise Act of 1971. In other words, it had been imported into the country without the payment of the necessary customs dues or in a manner that sought to avoid the payment of such dues.

Hleta was charged with violating Section 81 as read with Section 87 (1) of the Customs and Excise Act of 1971 in that he had wrongfully and unlawfully imported a motor vehicle into the country from South Africa and failed to declare it. Hleta consistently denied having imported the motor vehicle but contended that the vehicle had been given to him by its owner, a South African citizen for it to be used by Hleta in furtherance of their joint business venture. He argued that on each occasion he drove the vehicle into Swaziland, he was issued with a Road Tax Clearance Certificate as proof of payment of a road usage levy at the Border Post. He therefore argued that those certificates were proof of the fact that no import tax was due when the vehicle was brought into the country.

In terms of section 274 of the Criminal Procedure and Evidence Act, No. 67 of 1938 (the CPEA), Hleta had the responsibility to prove his innocence before the court. Section 274 provides that:

"If a person is charged with any offence whereof failure to pay any tax ... is an element, he shall be deemed to have failed to pay such tax ... unless the contrary is proved".

Hleta argued that section 274 shifted the onus of proving his guilt from the prosecution to the accused himself, and thus **required him to prove that he did not commit the offence**. According to him, section 274 effectively created what is known as a 'reverse onus'. Hleta therefore argued that section 274 violated his constitutional rights to presumption of innocence and the right to a fair hearing as guaranteed by Section 21 of the Constitution. In this regard that he contended if section 274 would apply to this matter his trial would not be fair because he would not be presumed innocent until proven guilty.

The High Court therefore had to determine the constitutionality of section 274. In its determination, the Court observed that in matters of failure to pay tax, section 274 directs the court to deem or treat the accused as if he has already committed the tax offences concerned, unless he produces evidence to the contrary. The court confirmed that section 274 clearly places the onus of proving innocence in respect of the tax offence(s) on the accused person, which is contrary to the normal requirement that it is the Crown (or the prosecution) that is required to prove the accused person's guilt. Justice Hlophe together with Justice Mabuza Q and Annandale J.P. concurring declared that **section 274 of the CPEA was indeed unconstitutional and that it must be struck down from the statute books**. Without a doubt, this judgment is a reassertion of the supremacy of the constitution and constitutional norms. By striking down section 274 of the CPEA, the court reaffirmed that the constitutional rights to a fair trial and presumption of innocence must be held in higher esteem over any other piece of legislation that may be at variance or in conflict with these principles.

"If a person is charged with any offence whereof failure to pay any tax ... is an element, he shall be deemed to have failed to pay such tax ... unless the contrary is proved".

It is an absolute pleasure for IDE to welcome on board our newest staff member, Dr Musa Njabulo Shongwe. He is IDE Coordinator, Law and comes with vast academic experience in his area of expertise. We are honoured to have him as part of IDE and know that he will add value to the institution.

Welcome, Welcome
Welcome!!!



Pic sourced from the internet



Students Voice @ IDE 2016 Orientation



Nokubonga Zwane
IDE Year 4
Bachelor of Commerce

"To enjoy the greatest success here in the university you must have a high level of self-motivation. Start out with a clear idea of what you want to achieve in the long run..."

Good afternoon ladies and gentlemen....my name is Nokbonga Zwane I'm doing a Bachelor's Degree In Commerce, popularly known as B com. I'm here to say a few words about the social life and skills needed to survive in the university.

Academic and Practical skills:

Written English and reading abilities: having a strong grasp of the ins and outs of the English language is essential. You will be able to express yourself articulately in a number of written context such as essay writing and reading since in the university you are going to have a large volume of reading material thrown in your way.

Note taking: is also a useful skill to have because it is useful in a lecture or in independent research in the library finding a way to summarize the vast information to which you will be exposed to. It is vital if you are to make sense of it and commit to long-term memory. eg shorthand is one approach, audio recorder.

Independent learning: the ability to study independently without that much guidance from teaching staff is essential at the University. You need to be able to structure your time effectively, find things out for yourself without being told to and learn how to make the most of the resources you are being given on your reading list.

Exam techniques: study groups are important and helpful provided you choose people from whom you know you will get help from and prepare yourself before going for discussions, schedule your time profitably have a timetable to follow when studying have breaks in between the studying, manage your time by spending as little time as possible with friends and on nights outs. Also you have to eat healthy as in eat breakfast, lunch and supper.

SOCIAL SKILLS

Conversational skills: You are going to meet a whole lot of new people in the university from all walks of life who might be leaders in their field. You will find yourself in a variety of social situations with these people in addition to the time you spend with them in the academic environment, so it is important to be assertive, that is express what you think and feel in a positive way and create mutual respect.

Self-motivation: The ability to motivate yourself is a skill that you can develop and one that will come in handy when you are faced with the choice between an afternoon off or an afternoon in the library. A lot of time you spend in the university will be unstructured, it is therefore important to be able to make good use of your time. To enjoy the greatest success here in the university you must have a high level of self-motivation. Start out with a clear idea of what you want to achieve in the long run, this goal will at all times remind you of what you are working towards. In the short term, you can motivate yourself with the promise of small treats or breaks at regular intervals to reward yourself for your hard work.

With all that I have shared I'm saying welcome to the university of eSwatini!!!!!!

Reference: Notes compiled by self during March, 2016 the Peer Counsellors & Educators Workshop, hosted by the UNISWA Dean of Students Affairs Office

Student Governance

I.D.E Students must be aware that there's no 2016/2017 Student Representative Council (SRC) as yet. Rest assured efforts to create such an important structure are actively being pursued.

Currently, IDE students have Board Representatives which are elected in a forum whereby class representatives and students are urged to elect responsible candidates to represent their issues. These candidates are expected to be dedicated, dignified individuals, who should not compromise themselves and at the same time be capable of addressing any problems they encounter. In short, the class representative(s) are considered as the anchor for every class.

Responsibility and Leadership

Class representatives are responsible for all student related matters. Whenever any issue is reported to them, they are the ones to take action and approach the relevant people within the established UNISWA, IDE structures. Emphasis was made to the effect that class representatives are not



By Thembumenzi Nxumalo
2016 IDE Student Board
Representative

"Enjoy your stay while you are here guys and work hard to fulfill your dreams."

References:
-The Statutes of the University of Swaziland, 1983.
-IDE Policy Guidelines and collaboration between IDE and Conventional Faculties Departments

to be viewed as objects to be abused by fellow students. For instance, "...issues like late submission of assignments, absenteeism from class, timetables, funds... are not matters to be taken care of by class representatives" explained Nxumalo. In other words, all student should be responsible and make it their duty to make sure they are up to date with issues which affect them and need to know.

Students are also urged to suggest amendments of any regulations which they feel need to be reviewed. Their suggestions should be voiced through their class representatives, who in turn will present them to the appropriate officials through the relevant structures. Thereafter, feedback to students will be relayed after the board meetings which class representatives sit in.

Last, but by no means least, in this day and age where computers play a critical role as a communication and teaching and learning tool, students are urged to familiarise themselves with the internet so as to check on any announcements or assignments from their lecturers.

SIMUNYE IDE AUTHORS WORKSHOP 2016

A high level University of Swaziland (UNISWA) delegation attended the opening ceremony for the Institute of Distance Education (IDE) workshop for creating blended learning materials. The UNISWA Pro Vice Chancellor (PVC), Professor MD Dlamini delivered a keynote address. The IDE Director, Professor CWS Sukati, made welcome remarks and also outlined new IDE policy directions. He emphasised that the focus of this workshop was to create blended learning materials and the potential role blended learning played to improve student learning outcomes and successful implementation practices.

The intended outcome of the workshop was to explore the feasibility of a collaborative design of courses that blends face-to-face and distance learning approaches, that is, online, print-based, as well as limited contact sessions, in a bid to address learner specific needs and to customise the learning environment.

Commitment

In his remarks, the Pro Vice Chancellor (PVC) made known UNISWA management's commitment towards a successful implementation of blended learning and that an enabling institutional position was clearly articulated in the UNISWA Strategic Plan for the period 2016 - 2021. He then identified key strategic objectives, one of which was an organic integration of thoughtfully selected and complementary face-to-face, online learning approaches and accessible technologies. Another was an opportunity to fundamentally redesign how to approach teaching and learning in ways that higher education may benefit from increased effectiveness, convenience and efficiency.



PVC Professor M Dlamini delivered the key note address during the 2016 IDE Authors

Keys to Successful blended learning

The PVC further acknowledged that the success of blended learning was highly correlated with an institution's ability to support the blended instructional model and a high quality, well-implemented (and supported) faculty development programme. As a result, the role played by IDE as well as the Academic Development Centre (ADC) in faculty development was highly commended. For example, IDE, in collaboration with strategic partners from within and beyond Swaziland, has played a key role in coordinating activities aimed at implementing blended learning. The workshop was cited as an example of such an initiative.

An outcome of such on-going capacity building was a growing community of practice that had been involved in piloting blended learning as well as by conducting research to ensure that theory drives blended learning practice at UNISWA.

In the end, "UNISWA expects to see the teaching and learning materials which are under development to be made available online and to be used by the IDE students -

Quality criteria followed by course teams and evaluators or reviewers of blended learning materials.

1. Planning for Content and

Activities: i) Create print-based module and online learning material, categorised as core, further and background material, such as content, articles, reports and readings; ii) to embed a variety of learning activities such as reading tasks, discussion, practical and collaborative learning tasks.

2. Communication and Collaboration: This involves providing tools and resources that will enable ongoing peer communication and collaboration during blended course delivery.

3. Reflection and Demonstration: Provides tasks that compel students to reflect upon their progress in blended learning.

4. Guidance and Support: Considers tools and resources to be provided for student guidance and support in the form of course guides, links to digital repositories and library resources, general and café forums, and so on.



IDE Director Representative, Professor Esampally, recognising a participant's hard work.

where they were and at any time convenient to them," said the PVC.

Strategic partners

The UNISWA PVC, extended sincere appreciation to the Republic of China on Taiwan for donating state-of-the-art Information and Communication Technologies to IDE. "With the availability of such equipment, the Institute is expected to now successfully implement blended learning", stated the PVC. He also applauded all academic and support staff at the workshop, drawn from many collaborating departments, for their commitment to this course of action. Likewise, he commended workshop participants for investing quality time towards creating blended learning materials. He also, emphasised that through blended learning, both IDE and the rest of UNISWA students are more likely to benefit from the resources that were being created. Such an undertaking by UNISWA staff was described as notable, considering the persistent low rates for developing the learning materials due to the reality that UNISWA currently faces financial constraints.

Nevertheless, the UNISWA staff was urged to continue to be productive and to be part of the community that enhances the quality of teaching and learning.

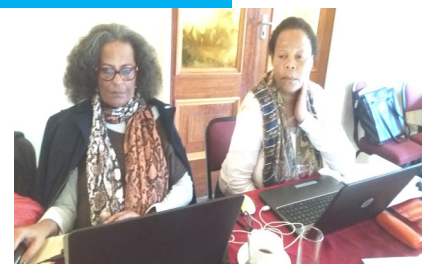
"...appreciation to the Republic of China on Taiwan for donating state-of-the-art ICTs to IDE. ...expected to now successfully implement blended learning."



Right hand-side: IDE author and Adult Education Lecturer Mrs S. Maduna making a submission about progress made during the workshop.



Left: Participants seen working industriously on developing of their modules.



IDE Portuguese Lecturers & Authors were also part of the workshop participants.

Report compiled and contributed by NT Vilakati
IDE Coordinator, Materials Design & Development



"The good thing about Distance Learning is that it is easy to pace yourself such that you do not spread yourself too thinly until you are stressed by your studies"

A NOTE FROM THE STUDENT SUPPORT SERVICES DESK "SHEDULING"- THE ESSENTIAL LIFESKILL FOR THE DISTANT LEARNER.

While the experience of distant learning may be a worthwhile and interesting venture for learners it may at times feel cumbersome. This could result from the fact that the Distance Learning (DL) schedule has to be fitted into an already busy life.

Being isolated from class and other students requires one to be efficient, thus have excellent time management strategies and skills. More so because the flexible nature of Distant Learning requires a lot of discipline from the learner when it comes to time management and his/her ability to be able to work effectively and efficiently on the studies engaged in. Notably this is true for a number of the students we have at UNISWA-IDE. Not having these prerequisite time management skills is not a crime. Instead it is an indication of the need to acquire the necessary skills to cope.

It is on this basis that the Student's Services desk is offering a simple technique to assist DL students to cope with studying at a distance.

Developing a plan is the first step towards coping with studying successfully, but it is not enough. As a student you need to start working according to this plan immediately. Remember to set apart time for revising the plan each week. Using the same time for planning is a simple way of getting you to adopt a routine. Once you are able to embrace the weekly plan as a routine, you may improve it by inserting specific times in the first column.

The good thing about DL is that it is easy to pace yourself such that you do not spread yourself too thinly until you are stressed by your studies. Also you must avoid giving yourself too much time such that you fail to meet deadlines. One last trick is to avail your schedule to people you live with so that they know when you are available. Should you need more support, contact the Student Support Services office.

My Weekly Plan

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
MORNING							
AFTER-NOON							
EVENING							

Good luck as you make the turn around to the right direction.

IMPORTANCE OF ICT IN TEACHING AND LEARNING IN THE 21ST CENTURY



Professor OI Oloyede, Mr TP Thwala & Dr GN Nsibande represented UNISWA in Singapore.

Between 16–20 May, 2016, the Ministry of Foreign Affairs, Singapore in conjunction with the Commonwealth of Learning (COL) hosted and sponsored a significant and exciting training programme on the Importance of ICT in Teaching and Learning in the 21st Century. The training itself was conducted by The Institute of Education Nanyang Technological University (NIE).

UNISWA sent three participants from various significant and relevant sections within the education institution to partake in this training programme. These individuals were; Professor O.I. Oloyede - Faculty of Education, Curriculum and Teaching, Mr T.P. Thwala - Director, ICT and Dr G.N. Nsibande - Institute of Distance Education, Distance Education Practitioner and Copy Editor. This training aimed at instilling participants with knowledge and skills on how to incorporate into teacher education change strategies to deal with the challenges

which thwart effective ICT integration within the education sector in Sub-Saharan Africa.

Outcomes

By the end of the course, participants were able to:

- ◆ determine the roles ICTs play in enriching teaching and learning.
- ◆ understand the pedagogical implications of infusing ICT into teaching and learning.
- ◆ identify, use and integrate appropriate ICT tools in a teacher education curriculum.
- ◆ prepare teacher trainees to fruitfully use ICTs in their lesson
- ◆ mount change projects on infusing ICTs in their own Institutions.

(NIE. 2016)

Certificates of participation and completion were received by all participants.



Team leader, Professor S Rastogi, IDE Research & Evaluation facilitating a session



Group discussions was one of several strategies employed to facilitate the Teaching & Learning during the training sittings

Participants Dubbed 'Agents of Change'

The Institute of Distance Education (IDE), at University of Swaziland (UNISWA) launched one out of several need based programmes for Swazis within the education sector. This was achieved, when IDE conducted a staff development programme targeted at school teachers from all primary and high schools within the four regions of the Kingdom.

Concentration area

The training concentrated on the use of technology in the classroom. The objectives of these training sessions were;

- ◆ to raise teachers awareness of various innovative ideas derived from Educational Technology insofar as their application of classroom activities;
- ◆ to enhance participants Classroom Managerial Skills;
- ◆ To develop a positive 'Attitude' in teachers towards Educational Technology application in classroom; and

'attitude' in teachers towards Educational Technology application in the classroom; and

- ◆ To seek feedback from participants regarding the proposed print media self-instructional (SIM) teaching and learning materials.

The 554 participants who completed the training programme were enthusiastic and actively interacted when discussing the related topics presented during contact training sessions. They requested that this programme be offered again in future for the benefit of those who were unable to enrol this time.

Below: Participants are seen posing with their certificates received after completing the training curriculum.



On the right hand-side are some of the resource persons, Dr SS Shongwe and Mr PL Biswalo. Both are experts from the Faculty of Education



Resource Persons

Resource persons provided academic support under the guidance of Project Director Professor C.W.S. Sukati, Director, Institute of Distance Education, University of Swaziland. The team leader was Professor SR Rastogi, who is in charge of IDE Research and Evaluation Unit. Mr PL Biswalo and Dr SS Shongwe were co-opted from the Faculty of Education. Plus, there were three experts from within IDE; Dr K Ferreira- Meyers, Ms NT Vilakati and Dr GN Nsibande.

"..Raise teachers awareness of various innovative ideas derived from Educational Technology insofar as their application of classroom activities..."

'Feminism'—A WORD THAT MANY PEOPLE WOULD LOVE TO HATE

Dr S Nyawo, UNISWA Religious Education Lecturer & IDE Tutor

For many people, the word 'feminism' has a negative connotation. Any woman suspected of being associated with the feminist discourse is labeled a social deviant. People often imagine a stereotypical image of an angry, man-hating, unattractive and whiny woman screaming irrationally about imagined insults. As a result, women find themselves introducing statements about the need for equality and civil rights for women with the forewarn-

ing, "I'm not a feminist, but..."

In Swaziland in particular, a woman who is an independent thinker that swims against the tide to address feminist related dialogues is often negatively and spitefully referred to as 'umfati loyi Beijing,' (a woman who is Beijing). This is a name tag adapted from the 1995 Beijing Fourth World Women's Conference which some Swazi women delegates attended.

What exactly is feminism? Mercy Oduyoye an Afri-

can feminist scholar has explained feminism as an ideology that has become a shorthand for the proclamation that women's experiences should become an integral part of what goes into the definition of being a human (1986:121).

Feminism has pointed out that it is necessary for women to become independent economically and socially in order to be able to understand and value themselves as autonomous and responsible subjects of their lives.



Dr Sonene Nyawo

Continued on page 12...

CATALYSTS TO DISTANCE LEARNING- CONCEPTS RESULTING IN SUCCESSFUL INDEPENDENT STUDYING

Professor Satish Rastogi: srastogi@uniswa.sz

First time distance education (DE) students usually have certain expectations about their role as students and that of any lecturer during the Teaching and Learning (TL) process. Typically these expectations develop from their past experiences faced in traditional classroom settings. If these roles and/or expectations are not familiar the overall experience becomes frustrating for the students. Consequently, dissatisfaction is likely to occur, thus hindering and the learning process.

Sometimes society considers the DE education system as inferior in comparison to the conventional system. This may be because the DE learner is labeled as an 'isolated' learner. Yet, every learner irrespective of the T & L system is isolated because learning takes place in the student's mind when it's tuned to receive the information taught. After all, the key role of a teacher and or instructional materials is to create a learning environment which helps the learner receive the relevant information and retain it mentally. In fact, effective T & L in the DE system is achieved through using quality instructional materials, which can be produced in print and non-print format.

Recognition that key psychological variables determine the learning and retention speed by being catalysts to learning is important. These variables are 'Motivation', 'Intelligence', 'Creativity', 'Remembering & Forgetting', and, 'Aptitudes'.

Motivation

Getting good grades requires an abundance of curiosity coupled with enormous zeal and determination. Basically, successful personalities in different fields have emerged because they were motivated individuals. A motivated student has a definite goal to be achieved and this compels him/her to display instrumental behaviour aimed to achieve the set goal.

Two essential types of motivation are intrinsic and extrinsic motivation. Intrinsic motivation becomes critical for any student, especially the DE one who is required to be committed and focused when s/he studies alone. It becomes extrinsic motivation, if her/his grades are weak and s/he seeks and receive advice from his/his academic tutor on how to improve his/her marks, acts on it and sees an improved grade.

Intelligence

A DE learner should translate the above cited theory by practicing it through completing all learning assessment activities. This motivates the student towards achieving the determined 'goal.' Heredity and environment are sources of intelligence. It is true that genes are transferred from parents to the child through birth. Plus, people learn through their surroundings and help from others. So, here intelligence varies and refers to one's capacity to mentally think, act, and practice their decision making skills. It helps maintain a definite direction and allows you to make adaptations for the purpose of attaining a desired end, and the powers of auto-criticism.

Therefore, a distance learner who learns in isolation has to decide what to revise and the points to remember for the examinations. This skill assists DE students to adapt to the environment and solve problems life may throw from time to time.

What's more, a DE learner must maintain the knowledge gained while studying, so that s/he will complete the course enrolled for with fellow learners. In fact, it's advisable that a student group consisting of learners who are doing the same programme and are at the same level be formed. They should use different media to interact with each other about the subject content, so as to feel less isolated.

"Getting good grades requires an abundance of curiosity coupled with enormous zeal and determination."

Creativity

It is our duty to create a capable future generation. The word 'creativity' is like dipping a bucket into the subconscious and bringing up things you didn't realise you knew, combined with existing daily knowledge. So, the purpose of education is to develop a sense of creativity among students to enable them to be innovators in their respective fields of expertise. An example of a creative distance learner may be one which identifies an old model assignment and based on it, creates a new one. Thereafter, s/he circulates it via email to classmates to get their feedback and knowledge. In turn, students may request clarification of difficult content in the book, then distribute the correct explanation to other students. This creative way of sharing knowledge is encouraged as it benefits society and concurrently demonstrates the desired innovative future leaders. Barrett's Taxonomy SQ3R Technique - Remembering and forgetting

Memory is one of the essential ingredients of Intelligence. The human mind cannot store everything learnt though the learning phenomenon and from our daily routine work. It keeps information which is important, which we need to keep long term. Remembering and forgetting are a simultaneous process. So, Barrett's Taxonomy has advocated using SQ3R (Refer to boxed section on the right handside) technique during study by a distance learner. The role of Review and Recall is to bring a balance between remembering and forgetting activities occurring simultaneously. One enjoys learning when it is meaningful. Whatever doesn't make a sense is forgotten.

BARRETT'S TAXONOMY SQ3R TECHNIQUE

S-Survey
Q-Questioning
R-Read
R- Review
R-Recall



Professor Satish Rastogi, IDE, Research & Evaluation

Aptitude

Aptitude are latent potentialities. Aptitude is an important catalyst to speed up the learning rate. Given opportunities for development, aptitudes result in great achievement. Some students have an aptitude towards academic studies while others have one more inclined towards technical or mechanical subjects. Needless to say, one flourishes when placed in his/her in an area aligned to his/her aptitude, while the performance in other areas might be unsatisfactory. For instance, an Educational Institution offers a variety of programmes like B.A. (Hum), B. Com. LLB, B.Sc. etc. because enrolling students have different aptitudes and choose a programme they are most suited for and want to do. Likewise, a distance learner at the University of Swaziland through Institute of Distance Education has the freedom to select a programme of his/her choice and complete a degree whilst studying at a distance.

From reading this article it is hoped that you understand and agree that 'Motivation', 'Intelligence', 'Creativity', 'Remembering & Forgetting', and, 'aptitudes' are important catalysts which play an important role in boosting all students learning rate, particularly in DE scenario where learner remains mostly isolated from classmates or classrooms on campus.

"...a distance learner at the University of Swaziland through Institute of Distance Education has the freedom to select a programme of his/her choice and complete a degree whilst studying at a distance."



Sincere congratulations to DE team member, Mrs Lungile Mabuza Gama on her recent achievement. She successfully completed and obtained a Degree B.Ed Adult Education from UNISWA.

We are so proud of her and believe that her newly acquired knowledge will undoubtedly add value to IDE professionally & otherwise.

Well done.



Intensifying Blended Learning Awareness

It was a privilege to present some of my research at the National Curriculum Centre's 4th Biennial Conference held at Esibayeni Lodge on September 29, 2016.

The title of my paper was 'Blended Learning- A Likely Solution to Conventional and Distance Education at the University of Swaziland.' It was categorised under the sub-theme 'Curriculum for Skills Development and Global Competitiveness.'

From the onset of the presentation I clarified that my study linked to the conference theme in that instructional skills (pedagogic practice) in a blended learning (BL) system are as important as our students' competency skills because they are interlinked. Both are essential towards ensuring that quality education insofar as teaching and learning occurs.

What's more, regardless of student profile (conventional full-time, distance education, primary or high school students), BL may appeal to our current digital savvy student type and their various learning styles.

So, the gist of my research, which my paper concentrated on, recognised the value of e-learning as a teaching and learning device. In addition, the question of whether e-learning was being used effectively in a BL system was probed. This was achieved through examining the key differences in pedagogical practices associated with and facilitated by different modalities of course delivery at UNISWA, IDE. These are: face-to-face instruction, print-based and Moodle-based online course delivery integrated into the lecture and tutorial-based environments. This was done to ascertain how the pedagogies established and practiced within the traditional delivery modalities are recontextualised in the digital delivery modality.

Recontextualisation

Recontextualisation in this framework refers to how the curriculum and pedagogic practice are transformed when interpreted and delivered by instructors to both Full-time (FT) and Dis-

tance Education (DE) students through the 3 cited teaching and learning content delivery modalities used at UNISWA, IDE.

The extent of the recontextualisation is accounted for through an experiential case study of 4 different instances in which the same course is taught by the same instructor to the two student groups (FT and DE).

Research Design & Methodology

Realising the research goal meant employing a multiple-case study design where the 4 instructors completed a 36 item Likert scales type questionnaire. I interviewed each instructor in-depth regarding their pedagogical practices to establish what lay beneath their beliefs in teaching and learning and enacted practices.

I strengthened the qualitative aspect of this study through documentary analysis of course texts ranging from printed course learning materials, such as; course outlines, handouts, modules and Moodle web pages. Plus, I conducted 3 recorded face-to-face as well Moodle/online observations, to once more contrast enacted pedagogic practice against espoused pedagogic beliefs.

Theory,

To conceptualise and analyse data, I applied extensively Bernstein's (1990,1996,2000) classification (C) and framing (F) principles in conjunction with the constructivist approach. Here, weak classification and framing (-C/F) signified substantial reference and use of e-learning with traditional modalities, as well as weak control by instructor over instruction. Similarly, strong classification and framing (+C/F) implied traditional modalities being kept apart from e-learning and explicit 'authority' of instructor in any teaching and learning.

Findings

The findings revealed that with the exception of 1 of 4 case study instructors, the practice is +C/F throughout. This indicated that the traditional approach was predominantly used when in the classroom.

As a result of this research discovery, this study recommended that multiple pedagogical approaches should be acknowledged and

"...traditional and progressive approaches can work concurrently because each has its pros and cons for meaningful learning to occur"

applied in all teaching and learning because there are ways in which the traditional and progressive approaches may work together more efficiently in a BL system.

Moreover, "I find it interesting that, strong framing (+F) (in face-to-face and print content delivery modalities) is evident in e-learning as well. It can be argued, that this signals the importance of 'structuring' the subject matter regardless of delivery modality used. It also highlights the role of the instructor as facilitator and mediator who provides this necessary structuring."

Way Forward

The emerging theory is that 'instruction' can be compatible with 'construction.' In other words, traditional and progressive approaches can work concurrently because each has its pros and cons for meaningful learning to occur.

This justifies the decision to use a BL system at UNISWA, IDE, especially in the current age (21st Century) where ICT and e-learning are a vital part of the education sector globally. Combining e-learning with CF2F and print-based pedagogy remains pragmatic for our setting and through intense and continuous training, CF2F and print can be used in a complementary way with e-learning.



GN Nsibande LaMboni (Dr)
IDE, Copy Editor

OPEN LICENSES FOR OPEN EDUCATIONAL RESOURCES

Prof. Chandraiah Esampally, Professor & Coordinator-Academic, IDE, UNISWA.

Normally when an author creates an educational resource (Course materials, research papers etc) the copyright law grants the author full "copyright" over the work. This means that nobody is allowed to copy the author's work or alter it without the author's explicit permission. This granting of permission is referred to as "licensing."

Why Open licenses?

Open licenses (OL) have emerged in an effort to protect authors' rights in environments where content (particularly when digitized) can be copied easily and shared on the Internet. Therefore, OLs seek to ensure that copying and sharing happens within a structured legal framework which concurrently allows some flexibility than the all-rights reserved status of copyright.

Open Educational Resources (OERs) and Open Licenses (OLs).

OERs have gradually changed the teaching-learning system in education in general and Open Distance Education/Learning (ODEL) in particular. Many Educational Institutions world over have turned to develop and enhance the teaching and learning environment through OER-based online learning system. Consequently this, brought real opportunities for improving access and acquisition of knowledge and information to a wide range of users.

Now let's look at some key definitions from scholars which reflect how open they are? According to The William and Flora Hewlett Foundation - Open Educational resources (OER) are free and openly licensed educational materials that can be used for teaching, learning, research, and other purposes.

UNESCO explains OERs as "...teaching, learning and research materials in any medium, digital or other-wise, that reside in the public domain or have been released under an open license that permits no cost-access, use, adaptation and re-distribution by others with no or limited restrictions." By and large OERs have various types of licenses and each has some restrictions when using them. Fundamentally, when it comes to sharing of resources it is open with open licenses or with no or limited restrictions.

Now, this leads us to discuss what is called the Creative Commons (CC) as it is an

important link to this whole issue of licenses.

Creative Commons (CC)

Creative Commons is founded by a non-profit organisation called "Creative Commons" (CC) licenses. It developed the first set of open licenses in 2002. Moreover, it created a standard, easy to use and understand copyright license that anyone can use in their work, thus allowing others to share, remix or use the work without having to contact the copyright owner to ask for permission.

A Creative Commons (CC) license is one of several public copyright licenses that enables the free distribution of an author's copyrighted work. Plus, a CC license is used when an author wants to give people the right to share, use, and build upon a work that they have created.

In short, open licenses are simply to make access and sharing of educational resources process easy while protecting the intellectual property copyright and specifically state how the materials are to be used/re-used/adapted/shared.

Next, let's consider details relating to the use of OERs 'with no restrictions or with limited restrictions' by discussing the concepts of public domain and open licenses.

Public domain and open licenses

The public domain is most open, where the author of the educational resources gives away rights to the public for use. In other words, a public domain piece of work is creative work that is not protected by copyright. This means it is free for use without permission or without restrictions. Whereas, open license **does** recognise clear ownership of intellectual property and grants permission and states restrictions.

Anything labelled CC is enforceable under Copyright Law, whereas Public Domain is not legally operative. Now we see how these restrictions/permissions appear in Creative Commons licenses.

"OERs have been changing the teaching-learning system in education in general and in Open Distance Education/Learning (ODEL) in particular."



Prof. Chandraiah Esampally

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CONFERENCE PARTICIPATION
Multilingualism and multiculturalism as part
of language teacher training programme
4th Biennial Conference on Curriculum, National Curriculum
Centre, Esibayeni Lodge, 27-29 September 2016
by Dr. Karen Ferreira-Meyers, IDE Coordinator Linguistics and Modern Languages

Teacher training is, and has always been, an important way to develop skills in a given society. In Swaziland, the training of language teachers is done at different levels, in teacher training colleges and universities. The process is overseen by the Ministry of Education and Training (MoET).

This short article seeks to encourage the MoET through the Colleges and Universities operating in Swaziland to include a module on multilingualism and multiculturalism in the training of French and Portuguese language teachers.

Multilingualism and -culturalism

Multilingualism refers to a societal situation of people speaking / reading / writing various languages. It is common knowledge that, when a person learns a new language, s/he does not start from "zero". Instead, the existing language knowledge and skills are constantly expanded. Therefore, it is unnecessary to pursue the ideal of "near-nativeness" (near-native speaker level) for each new language we learn. After all, the level of competence may be very different for each of the languages learned.

Even though I concentrate on multilingualism in this contribution, we know, language and culture go hand-in-hand. Multiculturalism refers to a situation where people enjoy the variety of cultures surrounding them, benefit from cultural interaction and appreciate the values brought by these cultures.

In order to prepare teachers and lecturers to embrace multilingualism and multiculturalism in their classroom, a digital unit on societal topic is being prepared by a regional research team comprising of colleagues from Madagascar, Mauritius, the Seychelles, South Africa, the Comoros and Swaziland. This will be one of the outcomes of a regional project which started in 2013 and will run until 2017.

An extended version of this article appeared in the Proceedings of the 4th Biennial Conference on Curriculum, National Curriculum Centre, pp. 175-183.



Dr K Ferreira-Meyers delivering her presentation

After reviewing the main skill and resource descriptors, the multilingualism/culturalism unit, will prepare teachers to analyse learning in multilingualism and multiculturalism environments. Moreover, it will offer a range of evaluation approaches to learning as well as appropriate resources which will incorporate ways to evaluate the implementation of the intercultural approach and stakeholders improved language and culture awareness. enhanced through knowing, understanding, experiencing multilingual and multicultural contexts.

Supporting this notion, the Framework of reference for pluralistic approaches to languages and cultures (FREPA—CARAP: Cadre de référence des approches plurielles aux langues et culture) states that "there is language awareness when part of the activities concerns languages that the school did not intend to teach" (p. 7), mutual comprehension between languages (and other relatives) and integrated language teaching."

Basically, integrated language learning will help learners make connections between the languages they learn in school (in the region of Southern Africa and the Indian Ocean - mainly French, English or Portuguese, and other some foreign languages such as Mandarin, Spanish, German, ...) with the aim to use the achievements of the first (foreign) language to facilitate access to the second, third, and so on.

Improving Primary and Secondary School Curricula

In its efforts to improve the primary and secondary school curricula the MoET of Swaziland, together with various internal and external stakeholders, has been evaluating its teaching and learning materials with the intention to ultimately propose a higher-quality version. One of the key attitudes and values highlighted in the revised French Syllabus for the Middle Primary Phase (current version, 2016) is the respect and appreciation for other cultures and languages. In agreement, this draft document (2016, p. 4) says, "learners will: develop an appreciation of, and respect for, Francophone cultures, develop a positive attitude towards learning other foreign languages". Lastly, a key point raised in this same document is that developing social skills, can be enhanced through knowing, understanding, experiencing multilingual and multicultural contexts.

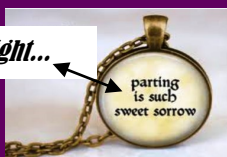
"...developing social skills, can be enhanced through knowing, understanding, experiencing multilingual and multicultural contexts..."



Dr Shokahle Dlamini, former IDE Humanities Coordinator NOW Fulltime UNISWA, History Lecturer

Dr Shokahle Dlamini, was the IDE Coordinator, Humanities Programme. She recently joined the Faculty of Humanities as a full-time History Lecturer. Her diligence and professionalism has served IDE well.

Shakespeare is right...



The Best of Luck to Dr Dlamini as she embarks on a new chapter in her new career path. We know she will excel



CONFIRMED



Pics sourced from the internet

more it calls for women and men's perceptions and attitudes towards women to change so that everyone would lead a meaningful life.

Space does not allow me to outline the major strands that can be detected within feminism. Consequently, in broad strokes, I will just comment on the type that has relevance to our context, which is African women feminism. As noted by Kanyoro (2001:153), an advocate of African women feminism, women in Africa are the custodians of cultural practices, and for generations, they have guarded cultural prescriptions that are strictly governed by the fear of breaking taboos. Taboos are the do's and don'ts that hedge women so that they fly an 'ordinary' pitch within the patriarchal space. Whilst there are good religious-cultural values that promote humanness and cohesion in the society, there are also harmful ones that dehumanise women's personalities and stun their growth, "reducing them to the size of a crippled tree" (Kabonde 1996:276).

"The word 'feminism' therefore, that many people would love to hate, offers a discourse that has the propensity to restore dignities of the crashed and dejected in the society."

Those that quickly come to mind are marginalisation of married women in their marital homes, discrimination of female pastors, and the stigmatisation of single women, barren women and widows.

Such a state of affairs illustrates the reality of women's powerlessness and vulnerability in the face of religio-cultural prescriptions.

African women feminists therefore call for re-scrutinising and re-examining of Christian and cultural constructions to lift up those that are empowering to Christian women, whilst deconstructing the negatives.

Most importantly African women feminists find Jesus Christ whom, to the chagrin of Jewish authorities of the 1st century identified with women, to be the Liberator of all Christian women that have been victims and survivors of the patriarchal agenda.

The word 'feminism' therefore, that many people would love to hate, offers a discourse that has the propensity to restore dignities of the crashed and dejected in the society.

FOOD FOR THOUGHT
Humility is a precious Quality

"Your attitude, not your aptitude will determine your altitude".



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Induction workshop on Open and Distance Learning (ODL)

Ngwane Teachers' College approached IDE with a specific request, namely to start the learning material design and development process at the College through a first, so-called induction, workshop. The objectives were to introduce the staff to basic ODL concepts, to give an overview of ODL's growth and status, to give an introduction on ODL learning materials as well as Open Educational Resources (OER). The objectives were complemented by a discussion on quality assurance mechanisms, on pedagogy and modes of delivery, on learner support and editing.

Delivery mode

In order to make the workshop as pertinent as possible, a variety of approaches were used, from PowerPoint Presentations, to group/individual activities and discussions. Sharing expertise and knowledge was part of the two-day



Pictured above are Ngwane College lecturers discussing ODL related issues.

workshop.

A team of facilitators from the Institute of Distance Education, namely; Dr. GN Nsibandze, Dr. S. Shongwe, Ms. NT Vilakati, Dr. K Ferreira-Meyers and Mrs. N Mabuza - Dlamini, worked with a large section the College's Staff, which comprised lecturers (from various departments, including Arts, Social Sciences, English, Geography, History, Music, Mathematics) and support staff.

Perceived benefits

To start writing modules, one (among several) challenges encountered regarding ODL programming is the "fear of the unknown,"

Participants felt they benefitted immensely from all the presentations delivered. Topics within ODL which they felt more information should be provided were: preferred pedagogical approaches in ODL, assessment, research in ODL, how resources and materials for technology-enhanced learning, ODL: its growth and status, mapping the content with pedagogy, practical application activities, step by step guide on designing and developing a module (Template), guidelines on how to access OER.

Fortunately, these cited topics are the ones IDE intends to cover during the follow up workshop scheduled for the near future.

"The objectives were complemented by a discussion on quality assurance mechanisms, on pedagogy and modes of delivery, on learner support and editing."



Knowledge Sharing & Collaboration in Action

Left: Principal of the college, Dr Mahlalela
Above: IDE facilitators who delivered various ODL specific presentations.