INNOVATING ODL PRACTICE THROUGH BLENDED E-LEARNING

A REPORT ON THE 2013 WORKSHOP SESSIONS
FOR CREATING LEARNING MATERIALS

Institute of Distance Education
UNIVERSITY OF SWAZILAND
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Abstract

On July 8 to 13, 2013, then on 30 September to 5 October, 2013 the Institute for Distance Education and academic staff from collaborating University of Swaziland (UNISWA) departments, who are part of the IDE teaching and learning Community of Practice, gathered for two main workshop sessions that focussed on blended learning design. This report is a synthesis of the key ideas, themes, and concepts that emerged from those sessions. The report also includes links to supporting focus session materials, to represent a harvesting of the key elements that we, as a teaching and learning community, need to keep in mind as we work to refine the blended instructional delivery model in higher education for the benefit of open and distance students.

Acknowledgement

Dean for Faculty of Health Sciences makes appreciation remarks, while ICAP Senior Clinical Adviser listens

Prepared by: N Vilakati
Final validation by: IDE Director

1.0 Introduction

Blended learning in higher education continues to progress in promising new directions. A pre-workshop session on blended learning was held at the Kwaluseni Campus of the University of Swaziland on 24 June 2013, facilitated by the Institute for Distance Education in collaboration with the Information and Communication Technology Computer Centre. About 20 educators participated in the pre-workshop session all from UNISWA collaborating departments. They formed a general consensus that blended learning in higher education can enhance distance teaching and learning practice. Such improvement can be a result of combining elements of online and distance learning activities in much more effective ways than simply for information and communication functions (such as uploading syllabus, course announcements, and the like).

The June pre-workshop session was planned to support the evolving Community of Practice on blended learning to adequately prepare for the main residential workshops. The pre-workshop and main workshop sessions were fully sponsored by the University of Swaziland which made it possible for the Community of Practice to begin to engage with conceptual issues of blended learning. Also, during the pre-workshop session an opportunity was provided for authors to engage in practical hands on activities on the UNISWA Moodle Learning Management System platform within the enabling SDL Digital Gateway environment.

The Institute for Distance Education (IDE) Unit responsible for Instructional Design and Development then hosted a series of residential workshops for academic staff from collaborating departments, to create open and distance learning materials. The follow up workshops were held on July 8 to 13, 2013, then on 30 September to 5 October, 2013. The focus sessions during the workshops included keynote presentations, progress reports, discussions and activities. Some of the discussions explored the current state of blended learning and its future prospects at IDE in the University of Swaziland (UNISWA).

The main workshop outcomes were outlined as follows:

► To orient educators from all collaborating departments into the process of designing and creating open and distance learning materials (for blended learning purposes)

► To create a forum for academic staff to exchange ideas and experiences about designing good quality blended learning materials

► To explore the possibility of a blended learning approach for distance education delivery

► To plan for developing course learning materials, by using an existing blended learning design template

► To get started in creating course learning resources in the Moodle Learning Management System

► To develop content for blended learning materials by using an existing template

2.0 Main Workshop Strategy

The workshop mode of interaction comprised of interactive session presentations preceded by brief welcome remarks delivered by the IDE Director, Professor CWS Sukati. The main session presentations were led by key/resource persons, followed by "question and answer" discussions and collaborative tasks. Opportunity was also provided for the educators to plan for blended learning courses using an existing planning template to prepare to start offering their courses through a UNISWA Moodle Learning Management System (LMS) platform blended with other technologies. An opportunity was also provided for practical hands on activities on the blended learning resource development templates. The following are the highlights of the main presentations at both the pre-workshop and main workshop sessions.

IDE Director makes official welcome remarks

FOCUS SESSIONS: JUNE, JULY AND OCTOBER WORKSHOPS

►**Reconceptualising distance teaching and learning:** *Implications for module design and development.* Presented by Dr S Chakanyuka, Coordinator, Academic Services, Institute for Distance Education, UNISWA

►**Research and quality assurance:** *Scholarship of Teaching and Learning (SoTL) at IDE: a focus on implications:* Presented by Ms JN Vilakati, Head of Theology and Religious Studies and Researcher, Faculty of Humanities, UNISWA

►**Transition towards a blended e-Learning approach.** Presented by Professor CWS Sukati, Director, Institute for Distance Education, UNISWA

►**Content development, language use and student learning through distance learning materials.** Presented by Mrs G Nsibande (July workshop), Editor, Institute for Distance Education and Dr K Ferreira-Meyers (October workshop), Coordinator, Linguistics and Modern Languages, Institute for Distance Education, UNISWA

►**Mapping your pedagogical approach during the design of distance learning materials.** Presented by Dr SS Shongwe. Department of Curriculum and Teaching, Faculty of Education, UNISWA

►**Designing Open and Distance Learning (ODL) materials using an existing template.** Presented by Ms N Vilakati, Coordinator, Instructional Design and Development, Institute for Distance Education, UNISWA

►**Practical Session**: Getting started in the Moodle Learning Management System session facilitated by Mr T Thwala, Director, UNISWA Information and Communication Technology Computer Centre.

►**Showcasing a blended learning course on the UNISWA LMS, by Mr PL Biswalo.**

Presentation slides and resources for all sessions can be found at
http://elearning.uniswa.sz/course/view.php?id=223

3.0 Focus Session Themes

Over the past 10 years, blended learning has matured, evolved, and become more widely adopted by institutions of all types. The evolution of the instructional model, along with the complementary use of learning technologies and the institutional implementation experiences has opened new possibilities for curriculum design. In particular, there is a notable increasing ability to design courses that uniquely blend print, face-to-face contact sessions and online interactions, in order to allow institutions to address learners' specific needs and customize the learning environment rather than rely on a one-size-fits-all approach.

Blended learning is an expansive topic area, and in organizing the focus sessions, we were interested in assembling a programme that was relevant to authors and served to update our thinking in several critical areas. While preparing for the workshop sessions with key resource persons as an evolving blended learning community, we arrived at the following focus areas with the overall outcome of re-designing learning materials for blended learning purposes: *Reconceptualising distance teaching and learning and its implications for blended learning design and development*; *Specifying preferred pedagogical approaches during the design of blended learning materials*. Other focus areas included: *Implications of language use during content development for effective blended learning purposes; Effective design of blended learning materials through an existing template; Research and quality assurance through Scholarship of Teaching and Learning;* and *Best practice example of a blended e-learning course.* It might be worth noting that although all the topics were of interest to our participants, there was indication of specific areas where participants felt that continuous improvement was imperative.

3.1   DEFINING BLENDED LEARNING

During both main workshop focus sessions, participants discussed the importance of arriving at some consensus, at least at the institutional level, on what is meant by "blended." This does not mean that the same definition or formula has to be used across the institution but that some careful thought and consideration should inform the definition, which should then be clearly and consistently communicated across the institution, both internally and externally to those being served. Picciano (2011) concurs that any attempt to define blended learning serves as a guideline and should not be viewed as an absolute, limiting declaration.

> *The importance of arriving at some consensus, at least at the institutional level, on what is meant by "blended learning"*

Towards a blended e-learning approach for distance education delivery

Professor CWS Sukati highlighted that blended learning is usually the delivery mode that is used by most institutions. IDE too plans to go the Blended e-learning route

A working definition adopted by Professor Sukati was as follows: "Blended e-learning implies a pedagogical approach in which students have some control over their learning; and the teaching is through online delivery, combined with the use of online learning tools (e.g. discussion boards, online collaboration, blogs, etc.), and technology tools (computers, digital white boards, cameras, etc.) so that instruction and learning can be accessed at any time by the student, through multiple electronic devices".

3.2   RESEARCH AND QUALITY ASSURANCE

As blended learning is being introduced at IDE, one area that needs to receive increased attention is research. One presentation by Ms JN Vilakati promoted the need to research our practice.

The Scholarship of Teaching and Learning (SOTL) in IDE: An Exploratory Reflection on Dilemmas and Opportunities

The need to seek ways in which our practice as teachers can be re-engineered towards being appropriately responsive to the learning needs of both DE students and others. Such reflective practice can then lead to an open conclusion (to develop an agenda for institutional systems of innovation). The presentation was theoretically grounded on the multifaceted concept of the Scholarship of Teaching and Learning (SoTL) to explore the implications of the same for the interlocking tasks of instruction and learning at IDE.

3.3   PREFERRED PEDAGOGICAL APPROACHES

Significant variation among blended courses and curriculum means also that similar variation exists in the pedagogical approaches and technologies employed. A presentation

by Dr SS Shongwe focussed on preferred pedagogical approaches that can inform our blended learning practice.

Conceptualising a pedagogical approach for open and distance learning: From a model to an approach

In his presentation Dr SS Shongwe pointed out that while a model provides a mental picture that helps us understand something we cannot see or experience directly (Dorin, Demmin & Gabel, 1990), a pedagogical approach does more than this. Distance Education pedagogical approaches can be categorised as follows: *Instructor-led & Blended Learning* – that is, online, or e-learning
Key Characteristics of the blended learning approach: *Teacher as facilitator; Learner in control, participative, interactive etc.*

Purposeful knowledge construction may be facilitated by blended learning environments which provide the following:

- *Multiple representations of reality – to avoid oversimplification of instruction by representing the natural complexity of the world;*
- *Authentic tasks – to contextualize learning and provide real-world, case-based learning environments, rather   than pre-determined instructional sequences, in order to foster reflective practice and enable context- and content-dependent knowledge construction.*
- *Reference was made to Jonassen, (2009) whose view is that there is need to support collaborative construction of knowledge through social negotiation, not competition among learners for recognition.*

3.4   SHOWCASING AN INTERACTIVE BLENDED COURSE

Mr PL Biswalo led as focus session on the Sharing of an Example of a Blended e-learning course, combining a print learning resource (module) and an online learning platform (Moodle Learning Management System).
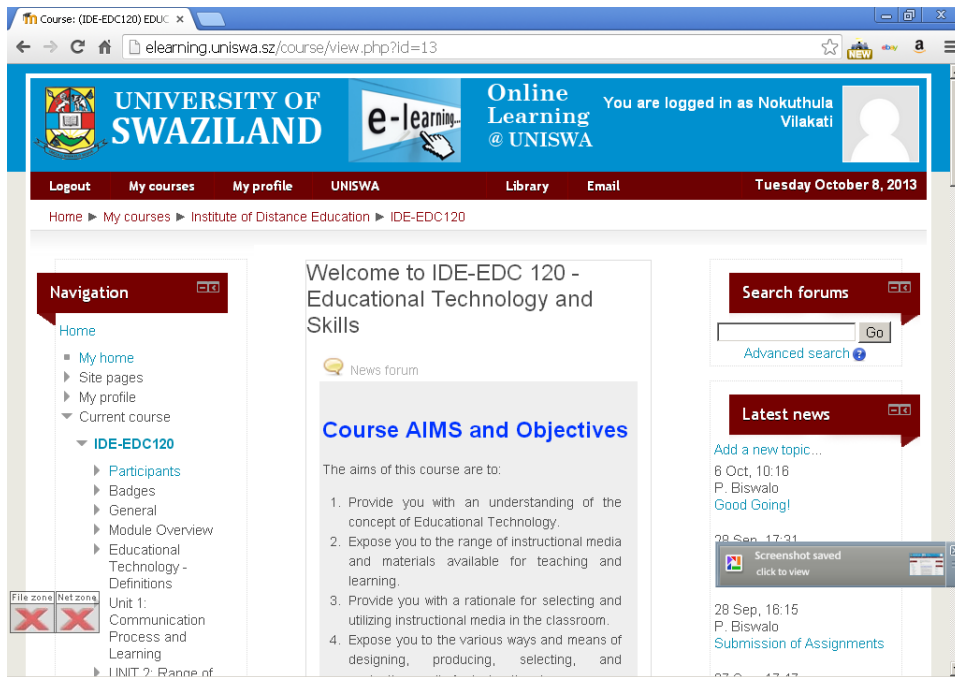
Screenshot of blended EDC120 course

4.0   Blended Learning Design Workshop Evaluation

To better inform discussions and focus session activities, we administered a short, pre-workshop survey to our participants on the first day of each workshop. Overall, most participants expressed the need for guidance on how to develop interactive learning resources for print and e-learning. Some also indicated a need for support on how to create learning tasks and activities for learners to be able to relate theory to practice. Others indicated an expectation to gain skills on facilitating e-learning and uploading online resources. Then at the end of each workshop, we administered a workshop evaluation tool to our participants.

4.1   WORKSHOP PLANNING AND ORGANISATION

Overall, most of the July workshop respondents indicated that they were very satisfied (76%) with workshop planning, (see Figure 1).
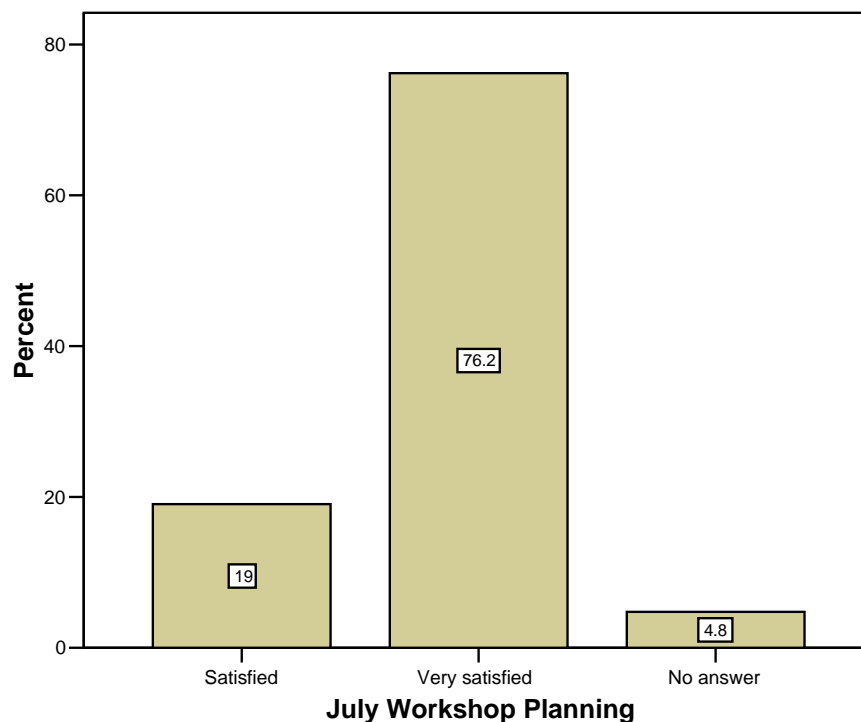

Figure 1: July Workshop Planning

When asked about reasons for their satisfaction about the workshop planning and organization, they indicated the following:

- The workshop was well-organised, except for the presentations that ran too long
- The organisers were able to clearly communicate their expectations
- The invitation was sent a long time before the date of the workshop; and

- The pre-workshop seminars held at UNISWA, in June, were a great help.

Similarly, for the October workshop planning and organisation, overall close to half of the respondents were satisfied with the workshop planning(54%) , with 39% of them who indicated that they were very satisfied (see Table 1).

Table 1: October Workshop Planning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dissatisfied	2	7.7	7.7	7.7
	Satisfied	14	53.8	53.8	61.5
	Very satisfied	10	38.5	38.5	100.0
	Total	26	100.0	100.0	

The reasons for satisfaction cited by most of the October workshop respondents included the following:
- The workshop was well planned and organized. The timing was good as the majority of them could attend.
- Essential information was provided.
- Some indicated that they had hungered for a workshop of this nature
- Some felt that the planning and organizing were perfect; and
- All included topics were very relevant.

However, participants also indicated the following challenges:
- The module outline template had been sent to them very late and yet they were expected to submit them completed upon arrival
- Dissemination of information about the workshop at faculty level was scanty. Clarity was made when IDE was communicating directly with participants
- The planning of the workshop was satisfactory except for the timing. Initially participants were told that they would arrive on Sunday and it later changed yet it had already affected planning for the weekend.
- Some stated that despite the aforementioned challenges, the October workshop was overall well planned.

Nevertheless, most of the outlined challenges affected the Faculty of Health authors, whose attendance depended upon ability by the Faculty to secure funding from ICAP to attend the workshop. Some of the participants acknowledged that the funders and faculty coordinators kept them uncertain about the logistics for the workshop such as the time for departure to attend the workshop.

Participants made the following suggestions for future workshop planning and organization:

- For writers to have more time, perhaps presentations are to be held on campus then authors would come for the writing only
- Such workshop can be conducted after the May examination.
- Some indicated the need for consultation about arranging the date so that they would make appropriate plans
- The e-mail about the planning could have been sent earlier than the week of going to the workshop; and
- A needs assessment should have been done to find out those who have written or those who never wrote a module.

4.2   WORKSHOP OUTCOMES

When asked about the workshop outcomes and strategies, most of the July respondents were both very satisfied (42%) and satisfied (48%), (see Figure 2).

July Workshop Outcomes

- Satisfied
- Very satisfied
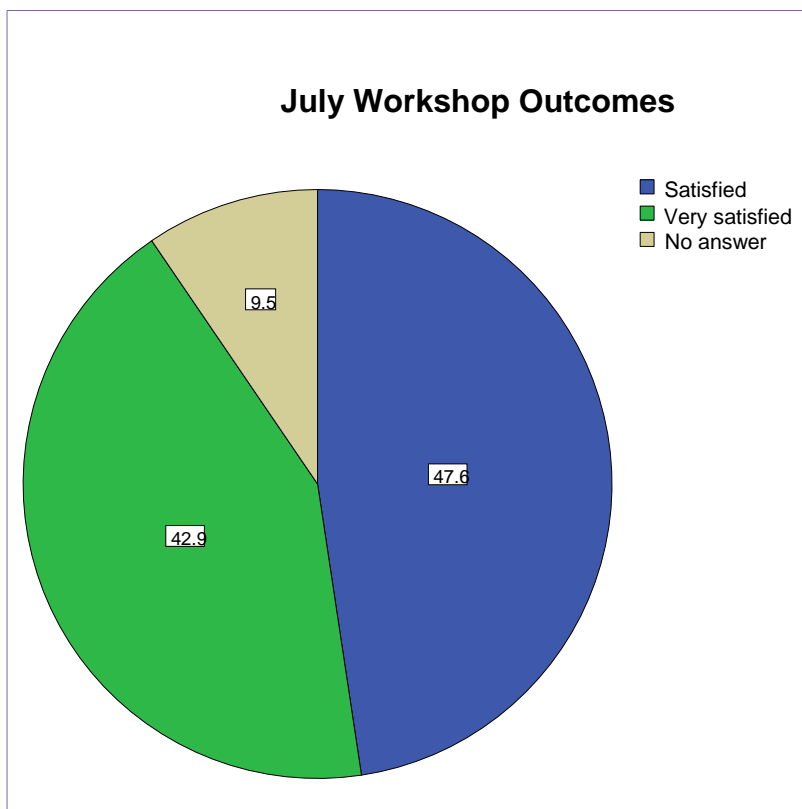- No answer

9.5

47.6

42.9

Figure 2: July workshop outcomes

Similarly, more October workshop respondents were very satisfied with the workshop outcomes and strategies, as well as those who were satisfied, (see Table 2). None was dissatisfied.

Table 2: October Workshop Outcomes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfied	12	46.2	46.2	46.2
	Very satisfied	14	53.8	53.8	100.0
	Total	26	100.0	100.0	

Participants in both workshops explained reasons for their satisfaction as follows:
- The IDE team was able to assist the writers to come up with the necessary outcomes and strategies
- Some also noted that:
  'I think the essence of Distance Education was underscored and this should reflect in the way we construct the modules.'
- They found the outcomes not only relevant to strategies but also realistic and achievable as encapsulated in the following: '*I learned what module writing is and reached the target on units I had proposed to complete. I was assisted to learn new strategies for assessment.'*

4.3   WORKSHOP FACILITIES

Far more July workshop respondents were very satisfied with the workshop facilities. However, there were a few who were very dissatisfied with the facilities (see Figure 3).

Workshop Facilities
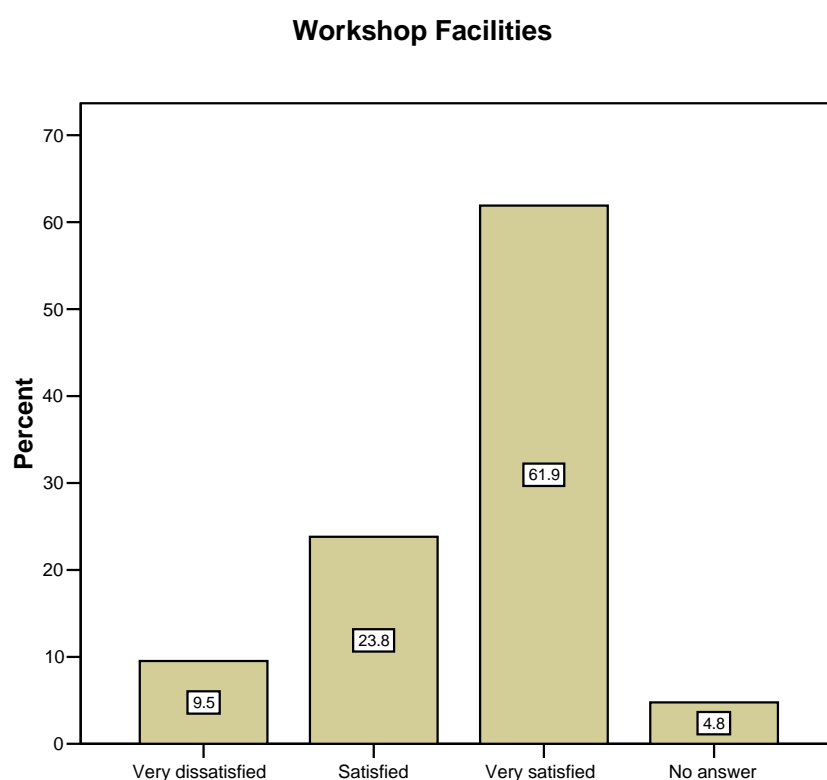
Figure 3: July workshop facilities

Similarly most of the October workshop participants also found the workshop facilities very satisfactory (62%). In contrast, none was dissatisfied with the workshop facilities, (see Table 3).

Table 3: October Workshop Facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dissatisfied	1	3.8	3.8	3.8
	Satisfied	8	30.8	30.8	34.6
	Very satisfied	16	61.5	61.5	96.2
	No response	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Participants indicated the following reasons for their satisfaction with the workshop facilities:
- The hotel staff was very friendly and supportive
- It was a very good place and well organised. Some even indicated the following: *I will live to remember this place*.
- They found the facilities good, particularly the availability of the internet. The rooms were described as nice too. The facilities were rated by some to be of a high standard.
- The venue was described to be free of distractions and quiet which enabled the participants to concentrate on the task at hand.

However, some of the July workshop participants also identified the following challenges:
- Access to the internet was unstable and the absence of technicians to assist in such. For example some indicated that there was no internet access in the room
- There were no TV channels to watch and unwind at the end of each day. For example, there were no SABC channels in the rooms. A mobile phone network problem was yet another challenge in that mobile phones were not functioning
- The hotel was described by some as too old and some of the hotel staff was not friendly.

4.4   WORKSHOP PRESENTATIONS
Most of the July workshop respondents were satisfied with workshop presentations (57%), followed by those who were very satisfied (38%). None was dissatisfied, (see Figure 4).
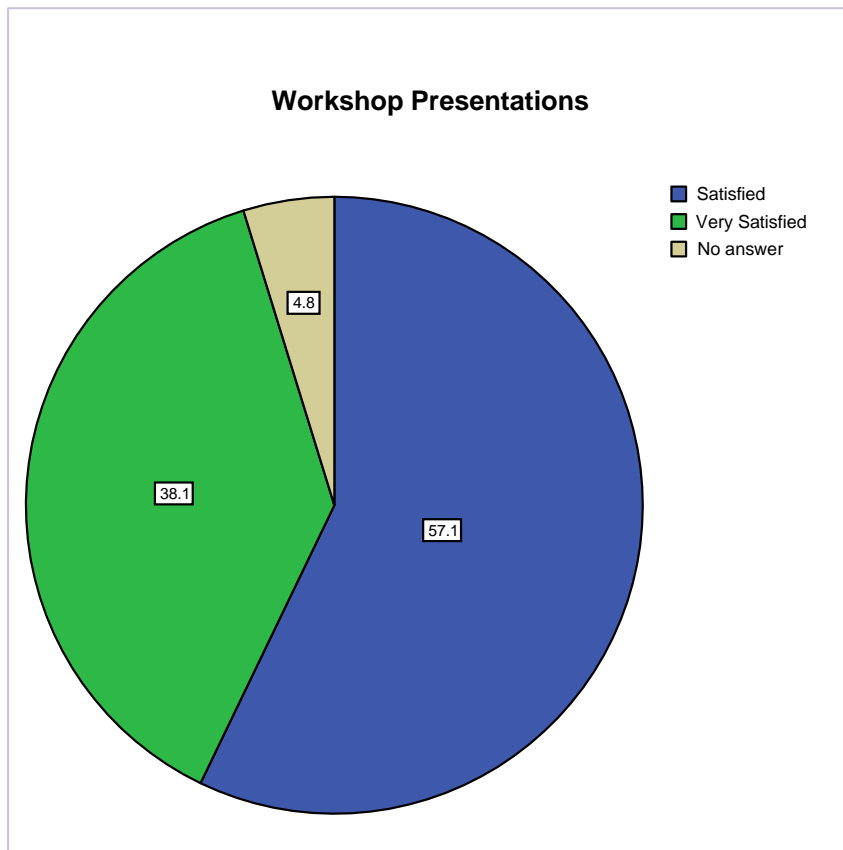
Workshop Presentations

- ■ Satisfied
- ■ Very Satisfied
- ■ No answer

4.8

38.1

57.1

Figure 4: July workshop presentations

Participants commented on the following challenges:
- The presentations were too long and ate into the time to begin writing
- Another challenge was with regards to educational terms such as pedagogical approach and template
- Even though the presentations were fine and very informative, the constraint was time. It was too short to be able to treat topics exhaustively
- Clarity was necessary on the presentation on pedagogy; and
- Some presentations were too technical and rather too detailed for non-technical people.

Participants also commented on the following reasons for their satisfaction:
- The presentations exposed them to various aspects of module writing, particularly e-learning
- The sessions on content development and blended e-learning were exceptionally good
- All presenters were well versed with their topics
- Presenters made effort to explain concepts clearly. Some cited that they learnt a lot about the blending of learning materials
- Presentations were clear, meaningful and questions handled well
- They were very informative, easy to assimilate and engaging. They made one just want to implement
- Very helpful, especially the one on the Scholarship of Teaching and Learning

Participants also made the following suggestions:
- Next time it would be better to do things step by step, not just show the complete example, such as the course on the Moodle LMS; and
- Some indicated that they still needed more exposure to blended online learning.

Similarly, most October workshop respondents were both very satisfied and satisfied with the workshop presentation. However, some were dissatisfied, (see Table 4).

Table 4: October Workshop Presentations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dissatisfied	2	7.7	7.7	7.7
	Satisfied	9	34.6	34.6	42.3
	Very satisfied	11	42.3	42.3	84.6
	No response	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

Comments made by the October workshop participants on the presentations, included the following:
- Focus sessions were well-presented and informative; they were empowering and directing the way to write. The presentations were excellent, professional and enlightening.
- Presenters were well prepared, gave interesting insights into module writing, the new phenomenon of distance education and discussions were simplified
- The presenters were 'masters of their subjects'
- Presentations were interactive

However, more challenges cited by the October workshop respondents about the workshop presentations were indicated as follows:
- These were relevant but all cramped into a short space of time
- They were rushed and yet well presented;
- The presentations were good but the presenters rushed in such a way that it was difficult to grasp the concepts
- Good but we were at different levels of knowledge
- Some of the presenters were too fast yet this was the first time to undergo module writing
- The oral presentations were good and interactive. However power point slides were very congested. That can be improved
- Though presentations were good, in future the facilitator should move together with the participants
- Most were fine but some were given too short time
- Facilitators were good, however some topics were rushed; and
- Some of the presentations were fast and the education jargon was not well explained. Otherwise some were quite good.

Even though very few of the respondents were totally dissatisfied with the workshop presentations, those who were, explained the main reason for dissatisfaction as follows:
- Some presentations were not organised according to the module development process.

4.5   SAMPLE MATERIALS AND/OR TRAINING MATERIALS

Equal proportions of the respondents (43%) were both very satisfied and satisfied with the sample materials and/or training materials. Fewer were dissatisfied and very dissatisfied, (see Figure 5).
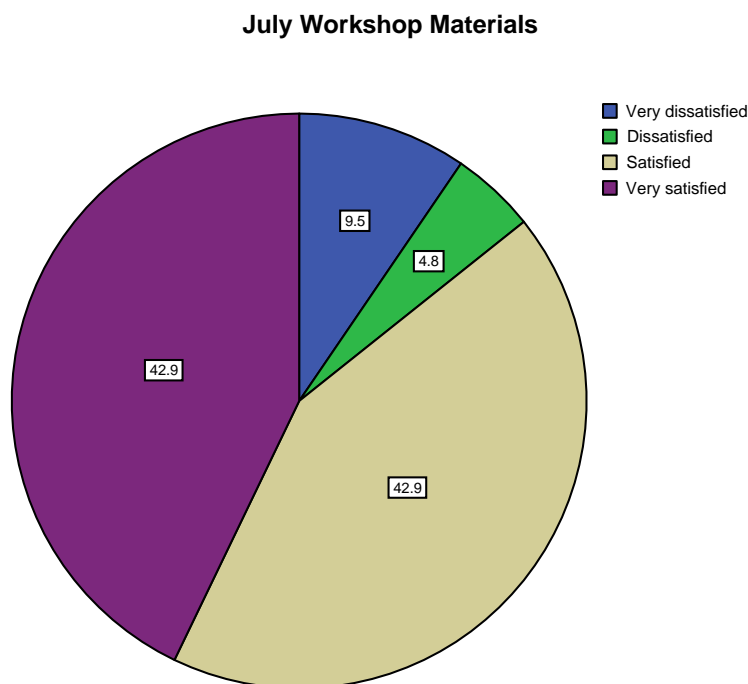
July Workshop Materials

Figure 5: July sample training materials

Comments made by the participants about the sample workshop materials and/or training materials were as follows:
- Quite helpful and interesting in that they had clear illustrations
- The materials were of high standard and served as a guide; and
- The sample materials were excellent and provided good guidance for developing modules.

However the noted challenges were cited as follows:
- The sample materials were fine but some things were not clear when you read on your own.
- A little more time is needed to digest materials because they were found by some to be too wordy.

A majority of the October workshop respondents were very satisfied (42%) followed by those who were satisfied (39%). However, some were dissatisfied, (see Table 5).

Table 5: October workshop sample materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dissatisfied	4	15.4	15.4	15.4
	Satisfied	10	38.5	38.5	53.8
	Very satisfied	11	42.3	42.3	96.2
	No response	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Comments by the October participants were as follows:
- The sample materials were not only of a good standard; very informative and user-friendly; the Handbook was found to be very helpful and set the direction towards module development
- They assisted as a reference point; through demonstrated illustrations and consistency
- They were easy to follow and to use.

However, some reservations were expressed as follows:
- They were confusing at first. They were understandable if you were not new but a little confusing for newbies. Some indicated that they had to closely read and digest the sample learning resources to apply the ideas provided
- The sample modules given had formats that were different from the IDE format, making it difficult to follow with respect to format and expressions
- There was some confusion especially if you are computer illiterate especially in rushed presentations; and
- Some of the sample materials were applicable, while others were not.

Suggestions for further improvements were indicated as follows:
- More examples could be given in each and every column so that what information is needed is clearly understood; and
- In future the Handbook should be distributed in advance.

4.6   LENGTH OF WORKSHOP

Figure 6 helps to illustrate some variation in the way respondents regarded the length of the workshop. Even though a majority was very satisfied about the length (38%), an almost equally high number was dissatisfied (33%). These were followed by those who were satisfied (19%).
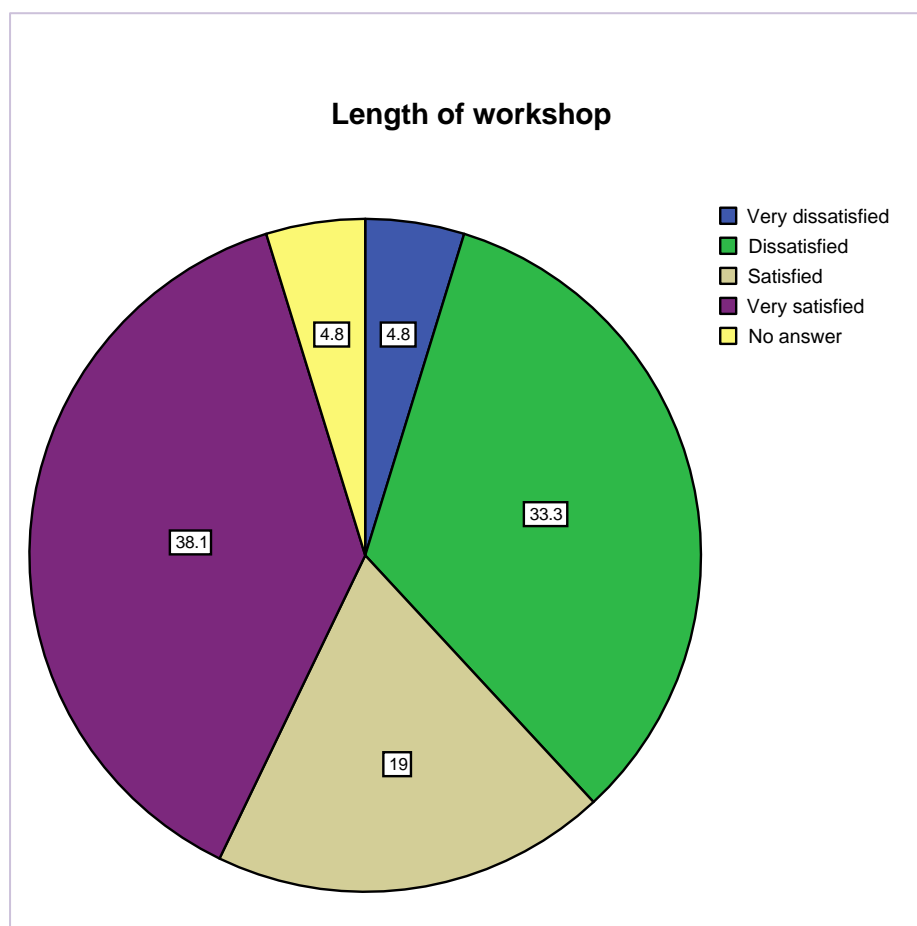
Length of workshop

- Very dissatisfied
- Dissatisfied
- Satisfied
- Very satisfied
- No answer

4.8 4.8
38.1
33.3
19

Figure 6: Length of July workshop

Unlike the July workshop participants, most respondents were both satisfied and very satisfied with the length of the October workshop. Fewer were dissatisfied and very dissatisfied, (see Table 6).

Table 6: October Workshop Length

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	2	7.7	7.7	7.7
	Dissatisfied	3	11.5	11.5	19.2
	Satisfied	12	46.2	46.2	65.4
	Very satisfied	8	30.8	30.8	96.2
	No response	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

The July workshop participants commented that:
- Time was a constraint because the presentations were congested yet working on the blended learning resources was ideal because back at work, it was impractical

- Time was not adequate or the authors could have come up with more work given more time
- Even though it was satisfactory however this does not substitute for fully fledged Distance Education training
- The six days was reasonable standard
- The workshop length was very fine as it gave participants enough time to get the tasks at hand done; and
- The actual writing days were too few.

They then suggested that:
- Maybe a longer time would be advantageous
- Two weeks would do, the first week for groundwork and week 2 for starting off. IDE was urged to scout for a sponsor for this
- The entire week must be for writing only and no presentations. Instead the presentations were to be held on campus
- The overall length was acceptable but the talks were to be scheduled for a single day
- The time was not enough especially for first time attendees of the writer's workshop

The October workshop participants commented and suggested the following:
- Given the time and financial constraints, it was adequate. One more similar time frame may be needed to complete the module and clean it up.
- Some suggested that a longer time would be beneficial
- The workshop must be at least two weeks long to finish the writing.
- The time was not adequate for the amount of work that needed to be done and the writing and re-writing of the outline and first part of the module that needed to be done
- The week was fine although it was very intense.

4.7   FUTURE PLANNING
When asked about the most liked aspects of the workshop to better inform follow-up workshop planning and session activities, the respondents indicated the following:
- The workshop provided a peaceful environment to concentrate on writing
- The opportunity for collegiality, interaction and the support; and
- The discovery of blended learning.

Least liked aspects were cited as follows:
- No lighter moments such as for sight seeing
- Too many presentations
- Much time was wasted on presentations and training sessions

Participants suggested additional topics to be covered in follow-up workshops as follows:
- More practice on working online (Moodle) and how to blend print and online material

- More tutorials on sign posting during module development
- Examples on language to use in presenting academic work and preferred style to use
- Blended learning and effective use of e-learning devices such as Moodle
- Training on instructional design and Moodle
- Utilisation of media in teaching; and
- Simplified topic on pedagogical approaches

When asked about areas for improvement, the participants cited the following:
- To make it more practical, such as to have a blank Moodle course webpage and guide participants on how to design and develop their course web pages, instead of showing the complete online course
- To keep time
- The Moodle LMS presentation could have been hands on
- To dedicate one day to training on blended learning
- To provide hands on activity on the online learning system

Participants also shared additional comments as follows:
- A more practical step-by-step approach to filling in the template. To reserve a morning or so and all do it, so that by the end of the session everyone would have at least done the template objectives correctly
- A specific day to be allocated where particular attention will be given to new writers for that year, by giving them the basic information on module writing
- IDE needs to select a small group of trainers to be trained on module writing, who will be a pool for training writers.
- Module writing had not been so formally carried out and that there was more to module writing than just producing a module
- A day's session to be dedicated to the features and uses of Moodle, to make the new teaching platform much more easier to navigate
- To have a pre-session at UNISWA which will cater for the presentations
- To cut out the speeches. Just have opening remarks then let writing begin on the first day
- To invite first time writers to an induction session at UNISWA and to share expectations
- A more sustainable way is to be found on materials design and development
- IDE can facilitate half day workshops throughout the academic year to consistently check on progress
- The need to provide computers/laptops for those who do not have
- To increase incentives; and
- To benefit from a social network because some do not use blogs or Facebook.

5.0   Summary
The workshops provided the authors and session facilitators with opportunity to approach the design and development of blended learning materials as a collaborative community. The Community of Practice also began to engage with key concepts and explore strategies

that can be used to implement blended learning at IDE and UNISWA. As expected there is significant variation among blended courses and curriculum which means also that similar variation exists in the pedagogical approaches and technologies employed. The comments from participants indicated areas where there is need for more engagement and practice, which can result in broader improvement. The summarised comments and suggestions can be used to inform future directions for those involved in course design for effective open and distance learning. Therefore, follow up blended learning sessions, in the long run, may assist IDE and UNISWA to enhance the quality of the teaching and learning system.

Collaborative design of blended learning resources during the July workshop

6.0   References

Diaz, V. & Brown, M. (2010). Blended learning. EDUCAUSE Learning Initiative Paper 2

Picciano, A.G. (February, 2011). Introduction to the Special Issue on Transitioning to Blended Learning. *Journal of Asynchronous Learning Networks*, Volume 15: Issue 1

Appendix 1: July workshop participants

NAME OF PARTICIPANT	EMAIL ADDRESS	MODULE TITLE
1. Prof. C. W. S. Sukati	sukati@uniswa.sz	IDE Director
2. Professor NF Awasom	awasomng@yahoo.com	HS213: Europe from 1789 to 1870
3. Dr S. S. Shongwe	shongwes@uniswa.sz	EDC475: Curriculum studies in Religious Education
4. Dr H. N. Nsibande	nhnsibande@uniswa.sz	EDF402 – Educational Administration
5. Dr B. T. Dlamini	betty@uniswa.sz	PEC320: Teacher Education
6. Dr HL Ndlovu	hlndlovu@uniswa.sz	REL103: Introduction to the study of Religion
7. Dr E Tofa	etofa@uniswa.sz	TRS100 – Introduction to Biblical Studies, Christian and Judaic Traditions
8. Dr. N. Dlamini	nhlanhla@uniswa.sz	HS103: Introduction to the study of History
9. Dr N. Mndebele	nomsa@uniswa.sz	COM400 – Research Methods
10. Ms C. Mkoko	mkokocynthia@yahoo.com	ENG201 – Introduction to English Phonetics & Phonology
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28. Ms Zodwa Nxumalo	znxumalo@uniswa.sz	PEC110: Children's literature

29. Ms J. N. Vilakati	nvilakati@uniswa.sz	TRS300 – Research Methodology
30. Ms Nosisi Dlamini	nosisipercis@gmail.com	EDC274 – Curriculum Studies in English
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34. Ms K. Magagula	khanyim@uniswa.sz	IDE Secretary
35. Ms L. Gama	lungile@uniswa.sz	IDE Secretary

Appendix 2: October workshop participants

Name of Participant	Email Address	Module Title
1. Dr R. N. Mkhonta	rmkhonta@uniswa.sz	NUR403-3 – Health Services Management II
2. Dr S. I. Sithole	sbarrow@uniswa.sz	HSC403-3 – Health Systems Research
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18. Ms S. K. Masuku	smasuku@uniswa.sz	NUR521-5.3 – Community Health Nursing IV
19. Prof. N. A. Sukati	nasukati@uniswa.sz	NUR451-3 Ethical Issues, Dilemmas and

		Professional Practice in Community Development I.
20. Dr J. S. Siphepho	ssphepho@uniswa.sz	NUR452-4 – Normal Psychological Development I.
21. Mrs PP Khumalo	pkhumalo@uniswa.sz	NUR420-3.6- Health Assessment Diagnosis and Treatment
22. Prof. O. I. Oloyede	oioloyede@uniswa.sz	EDC-CTE101 – Teaching Principle and Practice
23. Dr. S. Mamba	dsmamba@uniswa.sz	EDC278 – Curriculum Studies in Biology
24. Dr V. Kelly	vkelly@uniswa.sz	EDC279 – Curriculum Studies in Chemistry
25. Dr M. Ngcobo	minehle@uniswa.sz	EDC281 – Curriculum Studies
26. Mr O. Tagutanazvo	potagutanazvo@uniswa.sz	EDC282 – Curriculum Studies in Physics
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28. Mr M. Begede	pmbegede@uniswa.sz	EDC371 – Curriculum Studies in Business Studies
29. Mr D. Manyatsi	dman@uniswa.sz	EDC477 – Curriculum Studies in Geography BAE421
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31. Mrs TG Dlamini		ENG103: Introduction to formal writing
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37. Dr SS Shongwe	shongwes@uniswa.sz	Session presenter
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Appendix 3: ACTUAL BUDGET: IDE AUTHORS' WORKSHOPS FOR CREATING DISTANCE LEARNING MATERIALS

BUDGETED TOTAL FOR BOTH WORKSHOPS   **= E260,118.40**

EXPENSES FOR 7-13 JULY 2013 WORKSHOP

Full conference package for 35 participants for 6 days   = E150, 060.63
(Package includes single accommodation, dinner, breakfast and afternoon tea)

Out of pocket allowance for 35 participants for 5 days   = E35, 250.00

SUB TOTAL   =E 185,310.63

EXPENSES FOR 29 SEPTEMBER, 2013 TO 5 OCTOBER, 2013 WORKSHOP FOR FACULTY OF EDUCATION MODULE AUTHORS

Full conference package for 15 participants and IDE facilitators for 6 days = E54, 179.87
Out of pocket allowance for 15 participants   = E14, 208.10

SUB TOTAL   = E68, 387.97

TOTAL EXPENSES   **= E253, 698.60**