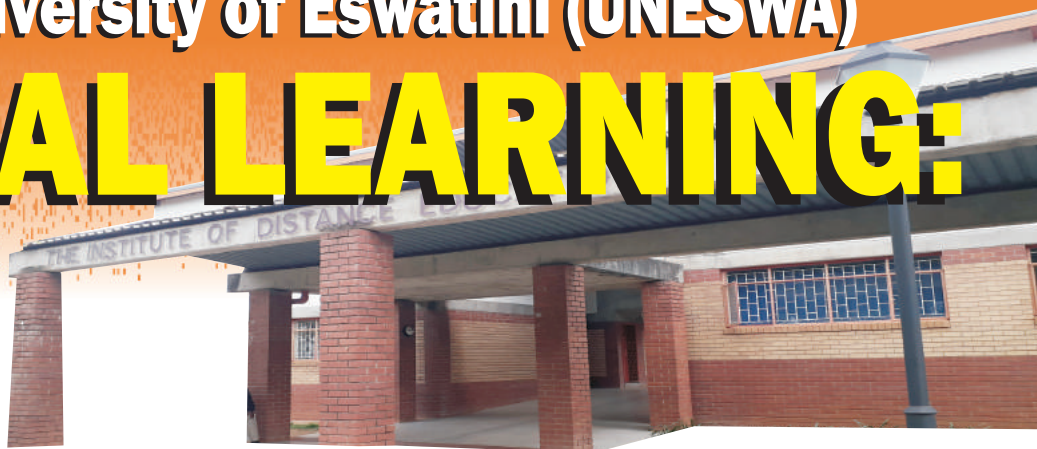# Institute of Distance Education

The University of Eswatini (UNESWA)

DIGITAL LEARNING:

PURSUING EXCELLENCE IN DISTANCE EDUCATION

Foreword from IDE Director

IDE Director: Professor C. Maphosa

I welcome you, heartily, to this edition of the Institute of Distance Education (IDE) Newsletter. It is our prime aim as IDE to continuously interface with all our stakeholders. Publication of the Newsletter is one way of reaching out to our stakeholders by relating activities in the Institute. Our full story is also told through our recently revamped website accessible on www.ide.uneswa.ac.sz. In line with the UNESWA mission and vision, as an Institute we strive to be an open and distance learning Institute of choice. This is achievable by adhering to high-quality measures in all our processes. We seek to enhance the quality of open and distance learning experiences for all our students by keeping abreast of the latest developments in pedagogical and technological trends on open and distance learning. To this end, the Institute of Distance Education has a clear agenda to institutionalise blended learning by ensuring that available technologies are utilised to complement traditional face to face instruction. We have a programme in place to train all our practitioners on the effective use of the Moodle Learning Management system.

This edition comes at a time when the Institute continues with its qualitative and quantitative growth. In line with our maxim of bringing university education to the students' doorstep, three digital learning centres have been established in Siteki, Nhlangano and Piggs Peak. The learning centres were established as a result of partnership with our strategic partners. This edition carries a report on the launch of the

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centres. It is our humble appeal for staff and students to effectively utilise the Moodle Learning Management System and make the centres hubs of open and distance e-learning activities. The 39th UNESWA graduation ceremony held on the 5th of October 2019 and presided over by the UNESWA Chancellor, His Majesty King Mswati III saw IDE contributing 342 graduates to a total of 1321 undergraduate and certificate students who graduated. We are proud of Lindelwa Simelane who passed her Bachelor of Commerce degree with a first-class thereby earning the Director's Prize. Such exceptional performance, as exhibited by Lindelwa, is a testimony to the fact that with hard work and commitment one can excel in open and distance learning. As statisticians would contend, numbers do not lie. IDE continues to produce more graduates than any other Institute or Faculty at UNESWA thus providing access to higher education to a lot of Eswatini citizens who are willing to take advantage of the flexible mode of delivery. Our current student enrolment in the 2019/2020 academic year stands at 1889 students, making IDE the largest Institute in the University, larger than any other Faculty or Institute. Our students are self-sponsored and we applaud them for persevering with their studies amidst financial challenges.

In the 2019/2020 Academic Year, new programmes such as the Bachelor of Science in Computer Science and the Bachelor of Nursing Science (Completion programme) were offered for the first time through IDE. More programmes will be offered through IDE to ensure that aspiring students have a wider selection. Due to the increase in the number of students, the Institute of Distance Education has also moved to decongest the Kwaluseni campus by identifying and utilising alternative venues for contact classes. The Law programmes utilised the William Pitcher College as a study venue.

Staff members in the Institute of Distance Education continue to engage in research and community engagement activities. The Institute has witnessed a significant increase in the number of published articles, book chapters, and conference presentations. Some of the published works are reported in the Issue. While the Institute welcomed Ms. Siphiwe Shongwe who joined as a Copy Editor in June, the departure of Dr. Sipho Shongwe from IDE to the Centre of Excellence in Learning and Teaching (CELT), left a huge void in the IDE Education Unit.

Take your time to read and enjoy all the contents of this Issue. We also value your feedback. I wish our students all the best in the end of semester examinations. I further take this opportunity to wish all our staff and students a restful and peaceful Christmas break.

Thank you.
Professor C. Maphosa

By: Professor C Esampally
(Professor and Coordinator - Academic, IDE)

UNESWA EXPANDS ONLINE LEARNING TO REACH THE UNREACHED

In this digital era, new technologies open up a new teaching-learning system through Online Teaching and Learning. The Moodle Learning Management System (LMS) has become an integral part of the teaching-learning systems all over the world. The Moodle LMS technology is crafting the role of teaching-learning in the University of Eswatini in general and in the Institute of Distance Education (IDE) in particular.

Embracing this growing trend in online learning and as part of its revised Strategic Plan (2018-2022), the University of Eswatini (UNESWA) through the IDE started implementing online learning using the Moodle LMS.

In the first phase, the Institute of Distance Education is recording learning content and lectures, and then uploading them onto the Moodle LMS to make them accessible to students on campus and in the established Digital Learning Centres. In the second phase, IDE plans to produce video lessons and upload them into the Moodle LMS so that the students can have access to the lectures from the Learning Centres or from anywhere as long as they have Internet access.

In the third phase, IDE plans to telecast video lessons through a TV Channel. Also in the pipeline is to offer Course Lectures via Live Teleconferencing / Web-conferencing, where a lecturer delivers a lecture from the studio and learners watch the lesson from the Digital Learning Centres or from their home or from any place as long as they have Internet access.

IDE Director, Professor C. Maphosa

What is digital learning?

Digital learning is web-based learning which makes use of information technology to share knowledge to learners (https://www.educba.com/digital-learning). Digital learning, exploded with the advent of the digital era. It is a new development in distance education which began in the mid-1990s with the advent of the internet and the world wide web.

The web made it possible for teachers and learners to interact in a space that is not tied to place or time. Online learning contrasted to the conventional courses that are taken in a classroom setting. It involves a variety of practices, including blended and virtual learning. Digital learning has also seen the increase of blended/hybrid learning that combines technology and learning. In this newsletter issue, IDE demonstrates the bold move to embrace blended learning by hosting workshops specifically to promote blended teaching and learning. IDE, like most distance learning institutions, utilises Moodle as its learning management system to administer online courses and to support learning and teaching to transform lives.

Digital learning has come a long way. From as early as the 1800s, academic institutions were already thinking beyond the conventional classroom as the only mode of teaching and learning. Let us appreciate the historical progression of distance education and how, over time, it integrated various technologies.

The IDE has adopted strategies to strengthen online learning systems

By Professor C Esampally
(Professor and Coordinator-Academic, IDE)

These include:

■ Producing Blended Learning Course Materials/Online Learning course materials.
■ Planning to produce video recorded lessons and integrating them with Online Learning Course Materials.
■ Exploring the possibilities of introducing of academic programmes using Open Educational Resources (OER), where the Teaching-Learning Resources reside either in the Public Domain or released under Intellectual Property Licenses.
■ Seeking Partnership with other Educational Institutions to make the Teaching-Learning System accessible and available to all the Students of UNESWA and the Partner Institutions.
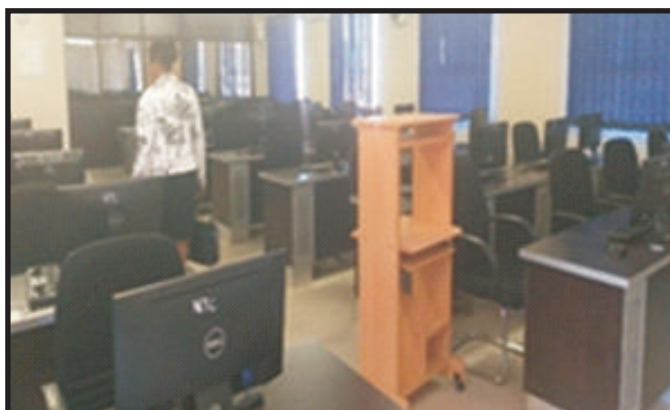
The Digital Learning Centre at Ngwane Teacher Training College – Nhlangano

WHAT IS moodle?

By Ms T. Rugube
(Lecturer And Coordinator – Multimedia)

Moodle stands for Modular Object-Oriented Dynamic Learning Environment. It is a Learning Management System (LMS). The platform is built from different modules. These modules can be exploited in such a way that they facilitate the transfer of knowledge.

What exactly is a course management system?
UNESWA already has a Student Management System. The question is, why add another management system? Well, Moodle helps lecturers manage their content in a meaningful and pedagogically-sound manner by providing different activity modules based on the socio-constructivist approach. Students adopt new concepts by discovering things along with their peers.
With Moodle, this is accomplished either in a pure online or virtual environment, or in a blended delivery approach. Now that you know what Moodle is, perhaps you are asking why you should use Moodle. The Internet has become an essential part of our existence and online learning environments are global. These online environments are also useful for facilitating teaching and learning.

Moodle has a variety of complementary activity modules like discussion forums, chats, quizzes and many more. The quizzes, in particular, make life easier and help a lot with grading. With more than ten types of questions, Moodle can automate part of the work of grading.

Moodle Mobile is Moodle's official mobile app which lets users access their courses and studies directly on mobile devices. With Moodle Mobile, students can:
■ Browse the content of their courses.
■ Upload images, audio, videos and other files from their mobile device
■ Attempt quizzes and post in forums.
■ View their course grades.
Now that you are more familiar with Moodle, and possibly have some reasons to try it out, perhaps you are asking yourself who can help you to get started. At IDE we offer Moodle support, troubleshooting and training. There are also Moodle experts in all the UNESWA faculties to help you with any questions you may have.
For more information contact Mrs T. Rugube, trugube@uniswa.sz or Mrs B.B. Dlamini, bbdlamini@uniswa.sz.
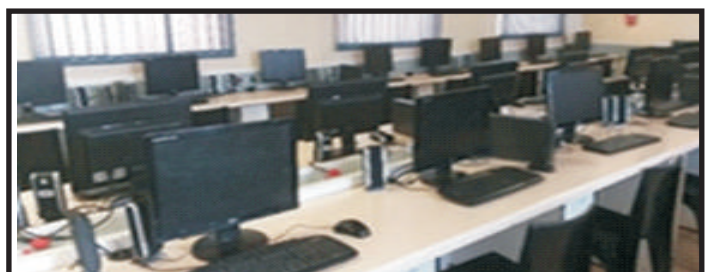
The Digital Learning Centre at Mhlatane High School – Pigg's Peak

DIGITAL LEARNING AT THE LEARNERS' DOORSTEP

By Professor C. Esampally,
Professor and Coordinator-Academic, IDE

Since many of our learners do not have access to digital and networked technologies, UNESWA partnered with three educational institutions and signed a Memorandum of Understanding (MoU) with these institutions to join the net-work. The Digital Learning Centre partnership is based on the principle of "sharing of educational resources to achieve inclusive and equitable quality education and lifelong learning for all", through open distance and technology enabled learning.

IDE is in the process of identifying other educational institutions to establish further partnerships with Digital Learning Centres to expand access to online learning. The process to establish a partnership with William Pitcher Teacher Training College to join the network of Outreach Partners is ongoing.

In these decentralised learning facilities, the students can learn more effectively and perform better given the increased access to online learning.

The Digital Learning Centres enable convenient access to computer laboratory facilities and UNESWA Library facilities on weekdays from Monday to Friday during office hours and on Saturdays from 9am to 5pm. As the whole concept of Open Distance and e-Learning is based on flexibility and convenience, the partnership will ensure the delivery of programmes through these Digital Learning Centres. Furthermore, the technology enables the students to access a global network of education and knowledge via various websites.

IDE LAUNCHES THREE DIGITAL LEARNING CENTRES

By: ST Shongwe (Copy Editor)

"Students will be able to learn anywhere and anytime using online lessons" this was said by Professor Justice Thwala, the Vice Chancellor, during the official launch of three Digital Learning Centres that were established by IDE. A partnership was established with; the Southern African Nazarene University (Siteki Campus), Ngwane Teacher Training College (Nhlangano) and Mhlatane High School (Pigg's Peak). The purpose of the Digital Learning Centres is to enhance the teaching/learning experience of IDE learners who are located in the different parts of the Kingdom, so that they do not have to travel to UNESWA.

The long awaited day arrived on the 19th of August 2019, UNESWA, SANU, Ngwane Teacher Training College and Mhlatane High School representatives were joined by Mr Bertram Stewart – PS Ministry of Education and Training who represented the Honourable Minister of Education and Training Mrs Lady Howard-Mabuza, and Mr Jeremy Liang from the Embassy of Taiwan (China) and representatives from institutions of higher learning and media houses in officially launching the three Digital Learning Centres.

Professor Thwala, the Vice Chancellor, Mr Stewart (PS Ministry of Education and Training and Mr Jeremy Liang(Embassy of Taiwan –China) hand over a computer to Professor W Nhlengethwa – Vice Chancellor Southern Africa Nazarene

The Vice Chancellor thanked the Embassy of Taiwan (China) for contributing E2 534 300 (US$282 000), funds which were utilised to purchase 41 desktop PCs, wireless networking, four digital projectors, two high definition studio cameras, DVD and CD production units, interactive white boards and video conferencing facilities. Professor Thwala stated that the facilities would enable learners in remote areas of the Kingdom to access learning materials online, enable employed learners to study whilst working, remove the hurdle of managing a timetable.

Professor Thwala, the Vice Chancellor, making his remarks

Professor Thwala, the Vice Chancellor, Mr Stewart (PS Ministry of Education and Training and Mr Jeremy Liang(Embassy of Taiwan –China) hand over a computer to Dr Mahlalela, Ngwane Teacher Training College.

IDE STUDENTS APPLAUD ESTABLISHMENT OF DIGITAL CENTRES

By Mr Welcome Motsa (IDE student representative)

Mr welcome Motsa (ide-B.Ed) conveyed the ide students' appreciation for the significant strides taken by UNESWA through ide to ensure that learners receive convenient and good quality education through distant learning. Mr Motsa expressed delight in the benefits of the learning centres which include:

■ Internet access
■ access to the UNESWA moodle LMS
■ downloading of learning material
■ use of the uneswa online library
■ facilities for typing of assignments, and
■ space to hold discussions

students also stated that they hoped the centres would be operational throughout the week, and especially on Saturdays and Sundays, since that is when most ide students have the time to attend to their course work. Mr Motsa also anticipated that, through the LMS platform, the following would be achieved: issuing of tests, assignments and examination results, online lectures and discussions. This too will ensure full utilisation of the digital learning centres.

Mr Welcome Motsa - IDE student's representative

Professor Thwala, the Vice Chancellor, Mr Stewart (PS Ministry of Education and Training and Mr Jeremy Liang(Embassy of Taiwan –China) hand over a computer to Dr Dlamini, Principal - Mhlatane High School

Professor C Esampally (Professor and Coordinator - Academic, IDE)

Learning resources are made available through the Moodle LMS to be accessible to all UNESWA-IDE students and students of partner Institutions.

■ Audio-Visual lessons and live lectures will be made available via the Moodle LMS, which shall be accessible to all UNESWA IDE students and students of partner Institutions

■ The Moodle LMS provides accessible exchange of information between Lecturer and Student(s) and between Student and Student

■ Assessment tools such as assignments, tests, quizzes and others, will be uploaded asynchronously by the Lecturers to be accessible to UNESWA IDE learners and they will attend to them at their convenience and submit the assignments online.

■ However, synchronous Teaching and Learning System are featured live and they require scheduled time between Lecturer and a Student.

Technology empowers lecturers to monitor learners

WELCOME TO THE WORLD OF ONLINE CLASSES

By: Professor C Esampally (Professor and Coordinator - Academic, IDE)

continuously. Their progress in terms of reading, participation in discussion forums and even the amount of time they spent on the virtual learning platforms is easily followed-up.

The main advantages of an online learning system are convenience, flexibility and freedom. For example, if a learner in a full-time programme misses any class, then it is impossible to attend the missed lesson. Whereas, an online learning student can watch a pre-recorded video of a missed lesson a countless number of times until he or she understands and assimilates the content.

As such this system enhances the quality of education - as the online learning system is based on the principle of "Research based Teaching and Enquiry based Learning". In pursuit of academic global relevance and excellence, to achieve IDE's vision of being the International Centre of Excellence in Distance Education access, delivery practice, research and lifelong learning and in fulfilment of the vision of UNESWA being the University of Choice in Africa, IDE, is planning to offer many programmes fully online within and beyond the Kingdom of Eswatini in the near future.

DIGITAL LANGUAGE LEARNING

By: Dr K Ferreira-Meyers:
Coordinator: Modern Languages and Literature

Not so long ago, technology in the language classroom meant a tape recorder and a pair of headphones. But language learning technology has evolved quickly. Let us look at new trends in digital language teaching and learning, in particular for foreign languages. Recent developments in computer technology have led to necessary changes in language teaching and learning. The digital environment has become quite normalized. So has the presence of mobile technologies in people's daily communication. The example of our daily use of WhatsApp makes it clear how pervasive this usage has become.

It is now important for digital language teachers and learners to understand and employ appropriate and effective learning strategies. The strategies under review include those for language learning skill areas, language subsystems and self-regulated learning. Today's language learners use digital tools and self-regulate their behaviour in order to facilitate their learning or make their language use more effective and efficient. This happens consciously or at least partially consciously.

One example of the current students of the Certificate in Portuguese programme clearly shows this: after the first class, the 1st year WhatsApp group talked about online dictionaries and translations tools. One of the students immediately shared a list of good online resources for the learning of Portuguese. Obviously, he had been doing his own research immediately after the first face-to-face interactions. This shows motivation and interest as well as the intention to share, which are all features of a 21st-century student. It shows also that the rapid technological changes of 21st-century teaching and learning. For example, in the images below you can see some of the online environments that can help you learn French and other languages:

Why use a digital learning environment?

Research shows that reading comprehension in a foreign language can be enhanced by using instruction through a blended learning approach. On the basis of their technology-assisted research involving 137 sixth-grade learners of English in South Africa's Western Cape, Klapwijk and Toit (2009) noted that using an instructional approach composed of an interactive, multimedia lesson on CD-ROM, an online assessment version of the comprehension test and a booklet to guide the learners through the lesson steps significantly improved their participants' reading comprehension skills. The interactive multimedia lesson included basic sound, a short video clip and interactive exercises. These activities addressed three reading strategies: activating prior knowledge, summarization and look-back. What in particular turned blended learning appropriate? The researchers concluded that the digital environment which afforded immediate feedback, self-paced learning and exposure to a variety of media (audio and video) motivated students to read more and better.

When it comes to writing, similar conclusions were drawn in a Chinese university, Tang, Xie and Wang (2011) designed a Wiki-based collaborative writing environment for their e-Commerce Specialty English course. The tools for completing writing assignments they used in this environment included: (1) tag web resources, an online semantic annotator allowing learners to conceptually model semantic relations, (2) peer revision and feedback to assist group members in coordination of collaborative learning process, (3) semantic search that facilitated search and retrieval options, and (4) page histories that recorded every major review version. Again, one may ask how this digital environment improved learning. The researchers identified three important learning strategies namely collaboration and knowledge sharing, peer assessment and monitoring the writing process' stages. While this can all be done in a non-digital learning environment, it is enhanced and facilitated in a digital one.

Language learning is exciting. There are many ways to learn a language and technology allows us to enhance our learning and to make it more motivating. When you are able to learn wherever you are, you do not have to wait until you go to a formal class, it is your responsibility now. Learn, learn, learn because a new language opens the doors of the world wide open for you.

PRODUCT	Memrise	Quizlet	Busuu	Beelinguapp	50 Languages
BEST FOR	Building Concepts	Custom study sets	Vocabulary	Reading	Repetition

IDE PERFORMANCE REVIEW WORKSHOP

By: Ms S.T. Shongwe (Copy Editor)

On the 22nd of October 2019 the IDE members of staff held a workshop where they reviewed their performance in line with the UNESWA Strategic Plan. The Director, Prof Maphosa, explained the purpose of the workshop, namely to:

■ Reflect on UNESWA's repackaged strategy and assess IDE staff performance in line with the objectives of the Strategy;

■ Remind members about the IDE Action Plan, which requires each IDE member of staff to design an action plan that feeds into the overall IDE plan;

■ Examine methods through which staff can quantify/measure individual work, monitor progress and ultimately conduct self-evaluation for the purpose of assuring quality in delivered work, and

The Director proceeded to unpack what he labelled "IDE Hallmarks" which are teamwork, targets, work ethics, self-management and self-evaluation, collegiality and career development. His emphasis was on each IDE Staff Member to; appreciate each other's strengths, put effort into achieving one's targets, engage stakeholders with a helping attitude, conduct oneself professionally, track progress in attaining IDE's mandate and continuously

develop and improve one's expertise. All these values were discussed and consensus was that by excelling in them, would improve the quality of IDE services for current and prospective clients. Professor Gadaga, Pro-Vice Chancellor – Academic applauded IDE for pioneering a workshop that addresses UNESWA's Strategic Plan. Participants were encouraged to be efficient in what they do in order to improve in delivering IDE's mandate, particularly in the prevailing dire economic circumstances.

The Pro- Vice Chancellor - Academic proceeded to explain issues that relate to creating sources of income, customer service and efficiency which he unpacked in this manner; as an institution, UNESWA should be aware of communities' learning needs and respond to them by designing the required programmes, UNESWA must reposition herself in a way that will attract clients. Diversifying programmes will make UNESWA the "University of Choice" and it will improve student experience and increase student enrolment by including those who will not enroll in the conventional UNESWA set-up.

Professor Gadaga, Pro-Vice Chancellor-Academic, applauds IDE for increasing learner intake by 30% this year (2019/2020), an achievement which exceeded the initial target of 10%.

Professor C Maphosa, IDE Director outlines the purpose of the workshop

THE DEPARTMENT OF GENERAL NURSING IS WORKSHOPPED ON REVIEWING CONTENT OF BLENDED LEARNING MATERIAL

By ST Shongwe (Copy Editor)

On the 4th of October 2019, IDE's Material Design and Development Unit held a workshop for lecturers from the Department of General Nursing. The objectives of the workshop were: to familiarise course lecturers with the IDE Blended Learning Course Quality Assurance checklist and for developing gender-responsive learning materials. The emphasis was on the fact that UNESWA is pursuing the Blended Learning route.

The programme director, Dr PS Dlamini, (Assistant Coordinator, Instructional Design and Development) stated that blended learning encompasses different learning styles, where a variety of media (print and electronic) are clearly designed and structured to enhance the teaching/learning experience.

Dr K E Mthethwa-Kunene, (Coordinator, Research and Evaluation) spoke about quality assurance and stressed that learning resources are products that IDE produces for its learners. Therefore, learners who are our clients should derive value from learning materials so that these serve the purpose for which they are designed.

Ms T Rugube (Coordinator, Multi-Media) and Ms S Shongwe (Copy Editor) then proceeded to explain the blended learning checklist which includes: course overview, introduction, course goals and learning outcomes, assessment, course materials, learner engagement and learner support resources. The gender-responsive tool was introduced by Dr K E Mthethwa-Kunene. In a detailed explanation she stated that, whilst sex is

Dr E Mthethwa-Kunene delivering her presentation and below, Ms T Rugube goes through the blended learning checklist with participants

biological and determined by X and Y chromosomes, gender relates to socially construed sentiments about men and women. She explained how such attitudes may creep in [unconsciously due to an individual's socialisation] when planning and designing learning materials and stressed that Lecturers and content reviewers be sensitive about such discrepancies.

Lecturers from the Faculty of Health Sciences during the workshop

THE DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION (JMC) ATTENDED A WORKSHOP ON CREATING BLENDED LEARNING MATERIALS

By: Ms S.T. Shongwe (Copy Editor)

IDE collaborated with the Journalism and Mass Communication Department (JMC) during a workshop for developing blended learning materials. The objectives of the workshop were to: capacitate course lecturers on principles of Open and Distance Learning (ODL) and to orient course lecturers on designing blended learning materials using an existing template. This exercise exposed lecturers to ODL principles in preparation for the introduction of the JMC programme at IDE.

Ms Siphiwe Mohammed, Head of the JMC Department, appreciated the opportunity the department received to be trained on developing blended learning instructional materials. She stated that, for the last three years, the Department has been trying to adopt a distance learning approach. She stated that the staff members were keen on learning about the ODL principles which would enable them to develop effective learning materials.

She further thanked IDE for cooperating with the department in planning for the workshop. She promised that as a department they would work diligently to see the proposed programme succeed.

The JMC course materials need to be prepared before the programme is launched. Participants were tasked to complete the module planning template. The IDE staff pledged their support throughout the process; members were encouraged to come for individual consultations to meet their needs.

Participants at the JMC workshop

RESEARCH AT UNDERGRADUATE LEVEL AT UNESWA: THE RESEARCH PROJECT

**By Dr Hlengiwe Portia Dlamini
(Coordinator and Lecturer, Humanities IDE)**

Introduction: Why Initiation into Research Project Writing?

Undergraduate research is defined broadly to include: preliminary scientific inquiry, creative activity and scholarship. This is shaped by a university's resources. A well-funded and supervised undergraduate research project might result in a musical composition, a beautiful work of art, an agricultural field experiment or a thorough analysis of historical documents. The key is that the research project produces some kind of original work which reflects the student's thinking.

There are many benefits to undergraduate research including, but not limited to, the acquisition of reading skills, exposure to literature beyond what is acquired in the classroom, acquisition of some research and professional experience, and sometimes the development of better relationships with lecturers and peers.

Research project writing is ideal and should be encouraged because it initiates students into independent data collection and

CONTINUED FROM PAGE 9

writing. However, this exercise requires both human and financial resources for it to be effective. The total number of courses that students take in the semester system must be taken into consideration as well if the exercise must be given a human and a realistic face. If students are not allocated enough time, the research project exercise will face lots of challenges. It should be noted that, in other African universities, undergraduate research project writing is optional. The exercise is restricted to either honours students or it is substituted with two or three courses. The bottom line is that students are at liberty to write a research project or to replace it with other courses.

What I gathered from my colleagues during our last methodological workshop (The CODESRIA Methodology and Scholarly Writing Workshop) at Abidjan, Côte d'Ivoire, from 1 to 5 April 2019, is that undergraduate students in Francophone universities do not write research projects at all. They explained to me that they are not aware of such a culture of requiring students to write a research paper or a mini-thesis at the undergraduate level. However, Francophone students may write a term paper of 5-10 pages on a topic of their choice which is typed using double-spacing and submitted for evaluation. But the Francophones lay a lot of emphasis on the structure of student essays and their philosophical underpinnings given that philosophy and sociology are taken very seriously in all humanities disciplines. Research projects are therefore not a requirement in all African universities. Disciplines in the humanities and sciences are autonomous. Research methods vary depending on the field of study in which a student is engaged. These fields of study may be broadly broken into three categories: the humanities, the social sciences and the natural sciences. The humanities include, but are not limited to, fields such as history, theology and religious studies, English language and literature, African languages and literature, philosophy and the performing arts. The social sciences include economics, law, etc. The natural sciences include physics, biology, mathematics, chemistry, computer sciences, etc.

Undergraduate research in humanities promotes the same values like that in the sciences. Such values include original thinking, collaboration and interdisciplinary approaches. It differs from the sciences in that it is based more on qualitative research than laboratory research. The most important point to note is that each discipline has its own methodology of collecting and presenting data. This has to be respected because a university is always multidisciplinary.

A student must start by writing a research proposal. Those reading a proposal want to know the research questions you intend to address. The reader wants to know how your project relates to other work that has already been done on the topic. Note that writing Undergraduate research projects are no doubt useful. They require human and financial resources to be truly feasible.

TOWARDS IMPROVING GRADUATE EMPLOYABILITY:

<u>A CASE STUDY OF THE CERTIFICATE IN PSYCHO-SOCIAL SUPPORT (CPSS)</u>

By Dr K E Mthethwa-Kunene
(Coordinator, Research and Evaluation)

The Government of Eswatini through the Ministry of Education and Training desires that higher education institutions produce graduates that are employable and relevant to the needs of society. The National Education Sector Policy of 2018 - Higher Education policy objectives advocate for "quality higher education programmes that respond to labour market needs and meet the needs of learners and those of industry" (Ministry of Education and Training, 2018).

This demand of relevancy is not only for conventional programmes, but also for those offered through Open and Distance Learning. The Commonwealth of Learning (COL) defines employability simply as 'a quality or characteristic that describes the readiness of an individual to enter the workforce, stay in a place of work, and move to other jobs' (COL, 2019).

A self assessment review was undertaken in July-August 2019 when IDE participated in the piloting of the Commonwealth of Learning Graduate Employability Quality Guidelines, which were developed in a Community of Practice, CoP 2. The Certificate in Psycho-Social Support (CPSS) programme of study was selected for the piloting. The focus was on creative problem-solving skills, teamwork, communication skills, self-management, promotion of entrepreneurship, technology skills, networking skills, integrated career guidance and counselling, graduate attributes, and internationalisation as espoused by the skills' framework. A Focus Group Discussion (FGD) was conducted with the programme Supervisors and five Mentors. Those had been part of the programme since its inception in 2011 and were regarded as key informants. They provided rich in-depth information about the programme, learning resources/materials and delivery in response to the employability quality criteria being piloted.

The programme scored an average of 62% with a range of 67. The maximum and minimum scores were 100% and 33% respectively. In decreasing order, the skills scored were: graduate attributes, self-management, communication skills, teamwork, creative problem-solving, technology skills, entrepreneurship, networking skills, internationalisation, and integrated career guidance and counselling. Based on the results, the CPSS programme does promote and develop employability skills, but there is still need for improvement, particularly in relation to the criteria that scored low. The integration of technology in the delivery of the programme and the use of the Moodle learning management system can significantly improve the scores in many of the employability quality assurance standards.

Part of the CPSS Team during a Focus Group Discussion about QA employability guidelines and the course modules

IDE Star Dazzles

Ms. Lindelwa Simelane, IDE best student - 2018/ 2019

After completing high school Ms Simelane applied to undertake a BA Humanities programme, full-time UNESWA. She was not admitted for the course and then she decided to pursue her passion, and applied for a B.Com through IDE. We have had the privilege to chat with the gem and this is how the conversation went:

Who is Lindelwa Simelane?

Lindelwa is a twenty-five year old lady from Mbabane who is one of six siblings. I am a born again Christian who attends Jesus Calls Worship Centre. My passion is Accounting hence I enrolled to undertake a Bachelor of Commerce Accounting and Finance. When I am not studying, for leisure, I enjoy music, movies and as a part time entrepreneur I run my clothing business.

How did you feel when you learnt about your outstanding performance?

I felt great. It was actually the highlight of my life honestly and because of this experience, every day, I am reminded of how God has been faithful to me.

Tell us about your experience as a Learner at IDE.

I have good and bad experiences. Let me start with the good ones, my experience at IDE was amazing. I had time to focus on my business on the side since I was a distance learner and that taught me a lot about handling pressure from both school and business.

Moreover, it taught me to be disciplined by understanding that there is time to play and time to focus on serious issues. However, the only bad experience was when I was at level 1, where I was criticised for undertaking distance studies by my high school friends, but look who has the last laugh now –LOL.

What did you find exciting about B.com?

Well, I enjoyed having lectures on Saturday and actually undertaking a course that I am passionate about. Accounting is the most interesting programme. You get to learn a lot such as how your finances can be spent wisely, reducing debts as much as you can and the fact they you are taught how to budget your finances.

Where do you see yourself in five years' time?

I see myself as a Chartered Accountant in a reputable company where I will be able to grow career-wise and also grow as an individual. I shall gain experience and exposure in my Finance and Accounting career.

In ten years' time, I see myself both as a CA and also as a Chief Financial Analyst. I shall be running a thriving Accounting Consultancy business and using my accounting experience to grow my business.

Any gems of Wisdom to IDE Students?

First, I encourage IDE Students to have a goal and a vision, see yourself every day in whatever career that you are undertaking. Secondly, once you know your goal, focus on it. Daily, when you study do take notes and reconcile what you have learnt to what you are gaining from your reading material. Moreover, if you have questions, do visit your lecturers in the office or else, ask your classmates to help you. Finally, trust in God and understand that He is faithful to His word. You can be anything that you want to be under the sky, as long as you put all your effort towards attaining that dream of yours.

IDE FEATURES PROMINENTLY AT THE ESWATINI INTERNATIONAL TRADE FAIR 2019

By: Dr P.S Dlamini (Assistant Coordinator Instructional Design and Development)

The 2019 International Trade Fair theme 'Open for Business' resonates well with the IDE mandate of opening access to education. IDE's vision is underpinned by the following ODeL principles: open to people; open to places; open to methods and open to ideas.

The 2019 Trade Fair gave IDE a good opportunity to raise more awareness on her new programmes and support for aspiring students who desire to enroll at UNESWA through the Mature Age Entry Scheme (MAES) Examination. Large numbers of people at the Trade Fair were seen crowding the UNESWA stall desiring to know more about newly introduced programmes. In the 2019/2020 academic year, IDE has introduced two new programmes: a B.Sc. Nursing Completion programme and a B.Sc. in Information Technology. The introduction of these programmes is part of the institute's initiative to open access to education for people from all walks of life.

IDE personnel were part of the UNESWA team that assisted the public by sharing what UNESWA is doing in the different departments and also the latest developments in terms of programmes and entry requirements. ICTs were also used at the Trade Fair to disseminate information to the public. Video clips showing different programmes and entry requirements were played throughout the Trade Fair period.

Also of interest to the public was the improvement on the Mature Age Entry Scheme. The public was made aware of the fact that IDE will be offering support to aspiring students who have applied through this Scheme. There will be a one-week training in November offered by course lecturers from the different departments involved in the Scheme. These include the departments of Mathematics, Biology, Chemistry, Physics, English and Commerce. An Aptitude Test prepared by the Ministry of Labour and Social Security (Human Planning and Development) is also included. Aspiring students will receive support until they write

Second from right, Dr P S Dlamini and a colleague engage a visitor to the UNESWA exhibition stand during the Eswatini International Trade Fair 2019

Ms N Mabuza (Coordinator Student Support Services) engages a visitor at the UNESWA exhibition area.

the MAES examination in January. IDE's move to increase student enrolment has been realised through the support of the Commonwealth of Learning (COL) when it came to developing manuals to support aspiring students.

IDE STUDENTS EMPHASIZE THE HIDDEN CURRICULUM

By Ms N Mabuza (Coordinator Student Support Services)

Our IDE students have lived up to this statement. While working hard to achieve their academic goals, they have not forgotten to extend the humanitarian spirit to one community where they felt their help was needed. It is not the size of the project but the thought and sacrifice that count.

The students decided to adopt Mafutseni West Primary School as their community project. They started off by providing a set of tables and chairs for the grade one class. The school visit was marked by a range of activities, from delivering the consignment, tour of the school to lively and constructive interaction with the pupils. At IDE, we are grateful for the positive representation and contribution made by the students.

Pupils enjoying their new furniture while listening to a motivational session by an IDE student

Diaries of an IDE Intern

MY LIFE AT THE FEEDMASTER HUMAN RESOURCES DEPARTMENT

BY SANDZISILE MAGAGULA

Sandzisile Magagula IDE LLB level 3 currently an intern at Feedmaster Human Resources Department

Sandzisile Magagula describes herself as; "a humble, hardworking young woman who strives to follow her dreams regardless of circumstances, a selfless woman who loves to help others. Sandzi — as she is affectionately known, is from Kwaluseni, Matsapha. Below, she shares her experience as an Intern. "I have been placed at Feedmaster in Matsapha as an assistant to the HR Manager.

My experience in the DR department is an eye-opener. I work with employees concerning their employment contracts, payments, annual leave, sick leave and I also represent the company at the CMAC whenever there is a dispute between the employer and an employee. I conduct my CMAC business with the guidance and supervision of the company attorney and legal advisor. In 5 to then years' time, I see myself as an admitted attorney and a legal advisor. I also aspire to be a big player in real estate as I intend to own property which I will let out to tenants.

Ms Sandzisile Magagula

HERE IS HOW TO SWIM AGAINST THE TIDE AS A DISTANT LEARNER: MOTIVATION

By Ms N Mabuza (Coordinator Student Support Services)

As a distant learner, one's experiences sometimes differ to those Students in the conventional mode of study. Loneliness is one feeling which may result in students feeling isolated, an emotion most likely to cause demotivation. The lonesome journey of distant learning might also trigger negative thoughts that may impact negatively to learners such as learners not performing to the highest level of their abilities or worse dropping studies. There are several ways that as a learner you may stay motivated, one of which is :

1. **Establishing a manageable routine:** The importance of a routine is that it t enables one to adopt a particular habit. Make sure you find what works for you and stick to it.

2. **Planning:** This involves setting clear targets and deadlines for each day. As you work towards making sure everything is done, each day you complete the self-assigned tasks which sets a good mood for the next day as you will ask yourself "what's next"?

3. **Taking a breather:** There is need for you to "take it easy" at times. Avoid going crazy because you are stuck on your chair surrounded by four walls doing your school work, why don't you find an alternative place for your studies. Varying environments can help you stay motivated refreshed and focused. Also, closing your books for some time and concentrating on other things interesting and beneficial to you may do the trick. This could be meeting a friend, doing your shopping, cleaning the house, as long as you have closed your book. And when you get back you will be energised. Seeking assistance: Remember a school is a community, with learning as the main objective for all. If you feel you are not coping, it is not a problem to reach out to someone. It could be your tutor, lecturer, classmate, fellow student who has also taken the course. You will certainly find somebody willing to listen and assist.

4. **Staying connected:** Indeed, connecting with your classmates and course instructors brings a sense of belonging and companionship as you journey along together. Whenever possible also connect with other existing groups in your institution. That shall give you a sense of community. These may provide an opportunity to engage in other non-academic activities that benefit your institution and you that pat on the shoulder you deserve.

5. **A goodnight sleep treat:** Sleep deprivation is common when studying. Just one night of good sleep when you feel you are about to jump over the edge may do the trick.

LEARNING FROM CONFERENCE PARTICIPATION

Scholars, students and professionals need to stay abreast of recent developments in their area of expertise. This can be achieved through reading (on paper and online), through interacting with experts, through networking.

International conferences are one way of making sure that the knowledge and skills you have are updated regularly.

By: Dr K Ferreira-Meyers: Coordinator Linguistics and Modern Languages

Published Papers

■   PROF C ESAMPALLY, PROF C MAPHOSA, DR KE MTHETHWA-KUNENE, & MR S SHEZI 2019. Entrepreneurship Training through Open Distance and eLearning at the Institute of Distance Education, University of Eswatini Dynamic Research Journals (DRJ) Journal of Economics & Finance (JEF) Volume 4, issue 3, 2019

■   IMPEDOVO, M and DR K FERREIRA-MEYERS 2 0 1 9 . Expanding use of research-based teaching practices after an international Masters course   Transformative Dialogues: Teaching and Learning eJournal Volume 12, Issue 1, April 2019, How Do We Know⬚What Do We Do⬚13 pages.

■   PROF C MAPHOSA, S BHEBHE, T.RUGUBE.2019. Interrogating the Art of developing self-Learning Material for Open and Distance (ODL) Students   The international Journal of Innovative Research and Development   Volume 8, Issue 6,191-199

■   DR K FERREIRA-MEYERS, 2019 Medical narratives in the South African novel: Case Study of Chris Karsten's trilogy The Skin Collector (2012), The Skinner's Revenge (2013) and Face-Off (2014) In Arno Görgen, German Alfonso Nunez and Heiner Fangerau (Eds), Handbook of Popular Culture and Biomedicine, Knowledge in the Life Sciences as Cultural Artefact Cham: Springer International Publishing AG, Part of Springer Nature, ISBN 978-3-319-90676-8, 2019, pp. 195-206: 11 pages.

■   DR FERREIRA-MEYERS K 2019.   La migration inter-africaine et sa représentation dans le roman policier sud-africain. Victoria Ferrety and Martine Renouprez (Eds), Les Migrations entre Méditerranée et terre promise Littérature, philosophie et linguistique Editorial UCA Servicio de Publicaciones de la Universidad de Cádiz C/ Doctor Marañón, 3 - 11002 Cádiz (España), ISBN, ISNN, 12 pages.

■   MAFUGU, T & PROF MAPHOSA, C. 2019. Training, monitoring and support given to key role players in the School Nutrition Programme: A quantitative approach. Journal of Economics and Finance 4 (1), 9 – 21

■   BHEBHE, S & PROF C MAPHOSA 2019. Digital literacy: a must for open distance and e-learning (ODeL) students. European Journal of Education Studies 5 (10), 186 – 199

■   DR KE MTHETHWA-KUNENE, MS T TRUGUBE, DR PS DLAMINI, MS VT DLAMINI-AKINTOLA, Stakeholders' views on the introduction of a Mature Age pre-entry support programme at the University of Eswatini. Pan-Commonwealth Forum (PCF9). Conference theme was 'Innovations for quality education and lifelong learning'. 9th – 12th of September 2019. Edinburgh, Scotland, United Kingdom

■   DR KE MTHETHWA-KUNENE & PROF C MAPHOSA. An Analysis of Factors Affecting Utilisation of Moodle Learning Management System by Open and Distance Learning Students at the University of Eswatini South Africa International Conference of Education 16th – 20th of September 2019.   P r e t o r i a , S o u t h Africa

Papers Presented at Conferences

■   DR K FERREIRA-MEYERS, DR K E MTHETHWA- KUNENE, DR S SHONGWE, DR PS DLAMINI, MS T RUGUBE Implementation of learning analytics at IDE. UNESCO Chair. August 2019. Pretoria, South Africa.

■ MS T RUGUBE, DR K FERREIRA-MEYERS, DR K E MTHETHWA- KUNENE, DR SHONGWE, DR PS DLAMINI. Why should we be looking at MOOCs in Eswatini? UNESCO Chair Aug 2019 Pretoria .

■ DR KAREN FERREIRA-MEYERS. Indigenous-Southern African crime fiction: a new sub-category? International Conference on Race, Identity and Globalisation in Southern Africa and Beyond 22-24 February 2019 University of Botswana, Gaborone, Botswana

■ DR KAREN FERREIRA-MEYERS. Deon Meyer's 2016 Fever: on which moral grounds can a new community arise? International NEMLA conference (North East Modern Language Association) 20-24 March 2019. Washington DC, USA

■ DR KAREN FERREIRA-MEYERS. Bontle Tau, a Francophone autofiction, International NEMLA conference (North East Modern Language Association). 20-24 March 2019. Washington DC, USA.

■ DR K FERREIRA-MEYERS, DR K E MTHETHWA - KUNENE, DR S SHONGWE, DR PS DLAMINI, MS T RUGUBE. Enhanced stakeholder participation in IDE collaborative programme development NADEOSA conference. July 2019 Monash University, Johannesburg

■ DR KAREN FERREIRA-MEYERS. Eswatini's journey towards a more multilingual environment. 50 years Independence Celebrations 21 March 2019. University of Eswatini, Sports Emporium, Kwaluseni, Eswatini

■ DR KAREN FERREIRA-MEYERS. Indigenous Southern African crime fiction: the case of the San people. International Conference of the English Studies' Department 30 March 2019. Seton Hall University, USA

■ DR KAREN FERREIRA-MEYERS. Changement, impasse ou renouveau: l'écriture nothombienne International Conference 30 April-2 May 2019 Palms Hotel, Tozeur, Tunisia

What researchers usually put on posters — What viewers care about

■ DR KAREN FERREIRA-MEYERS. L'impasse ou le renouvellement: le cas de l'autofiction. International Conference 23-24 May 2019 Université Omar Bongo, Libreville, Gabon

■ DR HP DLAMINI. Engendering Constitutionalism and the Constitutionalisation of Gender Stanley Trapido Seminar, 30 September 2019. University of the Free State

■ DR HP DLAMINI. King Sobhuza II vs the British 9 May 2019. Delivered a lecture at Kent University, Kent, UK

■ DR HP DLAMINI. Contestation of Wholesale Implementation of British Political Modernity in African Colonial Southern Africa: King Sobhuza II of Eswatini. 7 May 2019. A lecture delivered at Durham University

■ DR HP DLAMINI. Methodology and Scholarly Writing Workshop MRI 2018&2019 "Towards Unpacking irredentism and Border Conflicts in Africa: The Case of Swazi irredentism 1-5 April 2019 Abidjan, Côte d'Ivoire,

■ DR HP DLAMINI. Leadership and Gender in Swazi Politics African Studies Association Atlanta, 29 November 2018- 1 December 2018. Atlanta, USA

■ DR HP DLAMINI. Contestation of Wholesale Implementation of British Political Modernity in African Colonial Southern Africa: King Sobhuza II of Eswatini. Delivered a lecturer at Brown University 27 November 2018. Brown University USA

■ DR KAREN FERREIRA-MEYERS. L'avenir du français en Eswatini. 24-28 June 2019 International conference on the teaching and learning of French (FIPF-APF-AAOI) Dakar, Senegal

■ DR K FERREIRA-MEYERS, C LUNGA. Do Journalism students benefit from Open Educational Resources at the University of Eswatini? NADEOSA Conference 3-5 July 2019. Monash South Africa Campus, Roodepoort, South Africa,

■ DR K. FERREIRA-MEYERS Language skills and knowledge dissemination in the 21st century: the case of Eswatini BIT Conference GSKE 2019 20-22 September 2019 Qingdao, China

■ DR K. FERREIRA-MEYERS Practical Application of OERs: English for IDE's Mature Age Entry Scheme pre-entry programme DEASA/DEATA Conference 25-27 September 2019 Dar-Es-Salaam, Tanzania
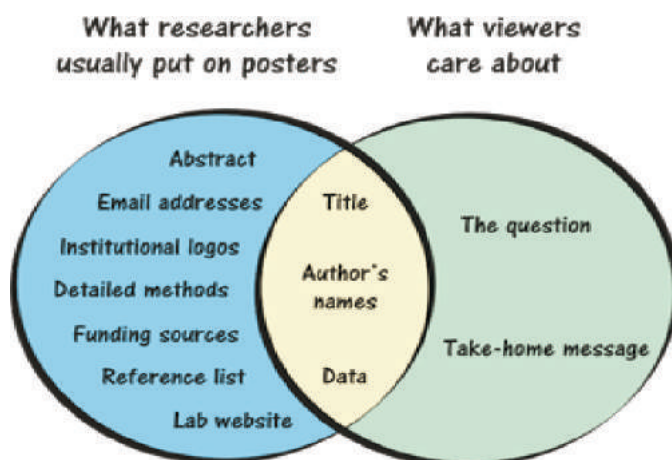
■ DR K. FERREIRA-MEYERS Le plurilinguisme en Eswatini Biennal de la langue française 2-5 October 2019 De Paul University and UIC, Chicago, USA

■ T. RUGUBE, DR K FERREIRA-MEYERS, DR S SHONGWE, DR KE MTHETHWA-KUNENE, DR PS DLAMINI. Research Tools at the University of Eswatini: does Google Scholar feature? UNESCO ODL Chair 28-30 August 2019 Irene, Pretoria, South Africa

■ DR KAREN FERREIRA-MEYERS AND C. LUNGA Research Tools at the University of Eswatini: does Google Scholar feature? UNESCO ODL Chair 28-30 August 2019 Irene, Pretoria, South Africa

■ T RUGUBE, DR K FERREIRA-MEYERS, DR S SHONGWE, DR KE MTHETHWA-KUNENE, DR PS DLAMINI Why should we be

looking at MOOCs in Eswatini UNESCO ODL Chair 28-30 August 2019 Irene, Pretoria, South Africa

■ DR K FERREIRA-MEYERS. Ensuring employability and widening access: the case of the University of Eswatini P C F 9 9-12 September 2019 Edinburgh, UK

■ DR K FERREIRA-MEYERS. Du "long" au "court" en pédagogie Brachylogy 15-18 October 2019 University of Cadiz, Cadiz, Spain

■ DR K FERREIRA-MEYERS. Traces of Ebola in African Literature Africa Chapter of Memory Studies A 17-18 October 2019 University of Pretoria, Pretoria, South Africa

■ DR K FERREIRA-MEYERS. Scriptural and visual autofiction: a way of representing and understanding the Self Autofiction, Theory and Practices 19-20 October 2019 Wolfson College, University of Oxford, Oxford, UK

■ DR K FERREIRA-MEYERS. Existe-t-il un lien entre le développement (collectif et individuel) et l'apprentissage du français au Royaume d'Eswatini POCLANDE (Development and Linguistics) 23-25 October 2019 University of Bordeaux, Bordeaux, France

■ DR K FERREIRA-MEYERS & C LUNGA. Exploring the adoption and integration of Open Educational Resources in the teaching and learning of Journalism in Eswatini. SAERA 22-25 October 2019 Durban, South Africa

■ DR K FERREIRA-MEYERS & C LUNGA. Impact of COL-sponsored projects on diversification of ODL programmes at the University of Eswatini. SAERA 22-25 October 2019 Durban, South Africa

■ DR K FERREIRA-MEYERS & C LUNGA. New Directions for Distance Education Institutions: the case of Eswatini E-Learning Africa 22-25 October 2019 Abidjan, Ivory Coast

■ DR K E MTHETHWA-KUNENE & PROF C MAPHOSA. An Analysis of Factors Affecting Utilisation of Moodle Learning Management System by Open and Distance Learning Students at the University of Eswatini. South Africa International Conference of Education 16th – 20th of September 2019 Pretoria

■ PROF C MAPHOSA & PROF C ESAMPALLY. (2019) Q aqnd Qq: Blended Learning Technology & Quality Assurance in Education Eswatini. Eswatini Economic Conference, October 23 – 25, 2019 Eswatini.

■ DR HP DLAMINI. The Spirit, Philosophy and Constitutionalisation of Tinkhundla. Ministry of Tinkhundla and Decentralisation 18 January 2019 Eswatini

■ DR HP DLAMINI. The Tinkhundla Monarchical Democracy. Cabinet, 19 February 2019 Eswatini

■ DR HP DLAMINI. The Tinkhundla Monarchical Democracy. Ministry of Foreign Affairs (Political Department), 18 January 2019 Eswatini.

■ DR HP DLAMINI. Elections Observer Missions and Monitors. Elections and Boundaries Commission (EBC), 22 June

2018 Eswatini.

Chapters in Books

■ PROF C MAPHOSA & DR K E MTHETHWA-KUNENE 2019. Foregrounding high-performance: raising levels of quality student achievement. In J. Nyoni (Ed) Shifting Perspectives on the Open, Distance and e-Learning (ODeL) Framework IGI Global, in Press

■ SHUMBA, J, REMBE, S ADEWUMI, T, CHINHARA, H, SHUMBA, S, PROF C MAPHOSA 2019. Maintaining Safety Nets and Peace for Children and Youth at Risk (pp 82 – 100). In SG Taukeni, Cultivating a Culture of Nonviolence in Early Childhood Development Centers and Schools. Hershey PA IGI Global
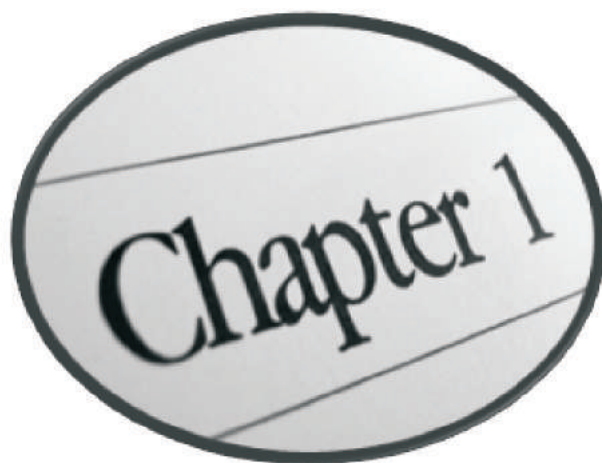
■ SHUMBA, J, PROF C MAPHOSA, TRIVEDI, S & CHINHARA, H 2019. The global, African and South African landscape: Provisioning of early childhood care and education. In A Moodly, N Sotuku, K. Schmidt & N Phatudi, Early Childhood Care & Education. Cape Town: OUPSA

■ DR HP DLAMINI, 2019. The Emergence and Development of the Community Police in Swaziland Urban Crisis and Management in Africa: A Festschrift for Prof Akin Mabogunje (Austin: Pan-African University Press)

■ DR HP DLAMINI 2018. Globalisation, Resurgence of Criminality and the Emergence of Community Policing in Eswatini UNISWA RESEARCH JOURNAL Co-authored

■ DR HP DLAMINI 2018. The Tinkhundla monarchical democracy: An African system of good governance In: New African Thinkers Agenda 2063: Culture at the Heart of Sustainable Development, Olga Bialostocka, (ed.), Cape Town: HSRC PRESS)

■ DR HP DLAMINI 2017. Photographs as Complementary Sources of the History of Eswatini: The Case of the Visual Emerges of the Makers of Swaziland's Pre-independence Constitution. South African Historical Journal South Africa

IDE Organised Workshops

■ Enumerators training on data collection. 15 May 2019 at IDE Lecture Theatre (17 Participants)

■ Development of Entrepreneurship model – Needs analysis. Stakeholders meeting - IDE Seminar Room. 03-05 June 2019 28

■ Validation of National ODL Policy. 06 June 2019 at Bethel Court (60 Participants)

■ IDE Seminar Series: Lecture 1 – Dissemination of research and opening up of discussion on Learning Analytics. IDE Seminar Room 30 January 2019 (25 Participants)

■ Humanities Meeting for Lecturers and Tutors IDE Lecture Theatre. 11 February (45 Participants)

■ Workshop IDE-COL (rapporteur) IDE Seminar Room. 14-15 February 2019 (30 Participants

■ MAE Workshop (team leader English) IDE Seminar Room. 8-12 April 2019 (20 Participants)

■ IDE Workshop for Science module development (give presentation on language use) IDE Seminar Room. 13-15 June 2019 (20 Participants)

■ Moodle and Online Facilitation IDE IT Laboratory. 2 August 2019 (10 Participants)

■ Moodle and Online Facilitation IDE IT Laboratory. 7 August 2019 (31 Participants)

■ Moodle training Commerce Laboratory 3 September 2019 (8 Participants)

■ Moodle training Commerce Laboratory. 13 September 2019 (23 Participants)
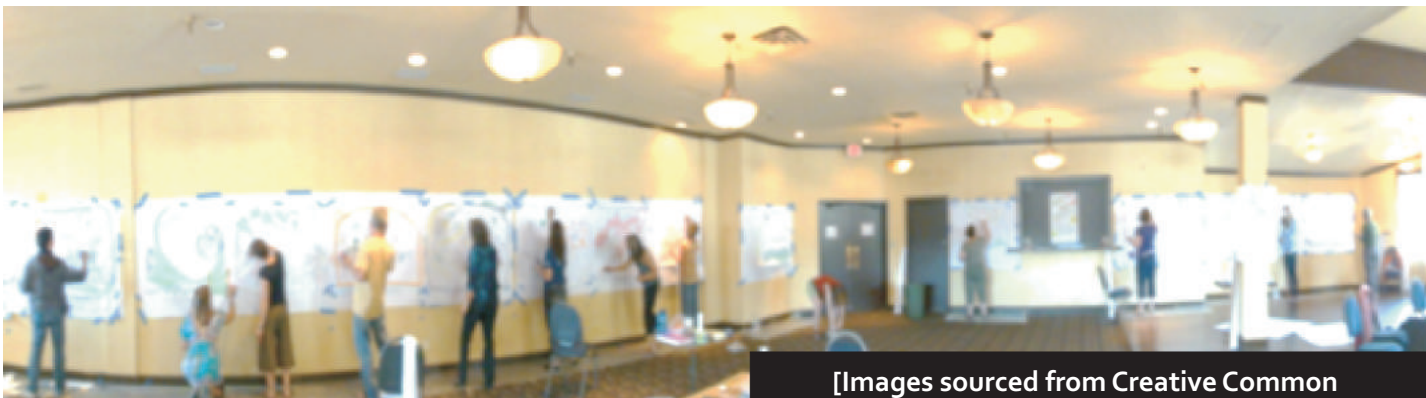
[Images sourced from Creative Common

MEET THE IDE PERSONNEL

Professor C. Maphosa: IDE Director

Professor C. Esampally: Coordinator-Academic & Evaluation

Ms S Nxumalo
Senior Secretary

Dr K E Kunene:
Coordinator Research & Evaluation

Ms N Mabuza: Coordinator Student & Support Services

Mr JM Shongwe:
Snr Assistant Registrar

Mr SP Maphanga: Snr Technologist

Ms L Simelane:
IDE Secretary

Mr Mr SV Dlamini:
Printshop

Ms B Dlamini:
Technologist

Ms ST Shongwe:
Copy Editor

Dr. PS Dlamini: Assistant Coordinator Instructional Design & Development

Ms T Rugube:
Lecturer & Coordinator Multimedia

Mr W Dlamini:
Printshop

Ms K Magagula:
Secretary

Dr HP Dlamini:
Coordinator Humanities

Mr S Shezi
Coordinator Commerce

Mr T Mavuso:
Coordinator Law

Ms L Gama: Secretary

Mr B Nhlabatsi:
Printshop

Ms NT Vilakati
Coordinator Instructional Design & Development

Dr K Ferreira-Meyers:
Coordinator Linguistics and Modern Languages

FAREWELLS AND NEW ADDITIONS:

While IDE duly and delightedly welcomes on board new recruit namely; Ms ST Shongwe: (Copy Editor), we are also grateful to express deepest appreciation to recently departed Dr Sipho Shongwe (Coordinator-Education) and Mr Sandile Hlophe for their immense contribution to the success of the institution. (See back page for details)

IDE FACTS & FIGURES

■**30%** increase in enrolment 2019/2020 way above the targeted 10%

■**25** years IDE celebrates a Silver Jubilee this year

■**41** desktops donated by the Republic of Taiwan (China) which are benefitting the digital learning centres in SANU (Siteki), Ngwane Teacher Training College (Nhlangano) and Mhlatane High School (Piggs Peak)

IDE Turns 25 Years
– A Walk Down Memory Lane

The IDE has reached a milestone. In 2019 we have been in existence for twenty-five years. In commemorating this silver jubilee, IDE is compiling a synopsis of our 25 year old history. Below is a summarised history of IDE's milestones, the Coffee Table Book will have more so, watch this space

1994
The then University of Swaziland establishes the Institute of Distance Education

1996/1997
All modules are designed and ready for the academic year when the Diploma in Commerce, Diploma in Law and BA Humanities (Languages) and Certificate in French were offered for the first time

1996/1997
The very first intake, 150 students register at IDE

1999/2000
308 Students enroll at IDE Total number of Students increases from 283 to 548

1999/2000
Construction of the IDE building is way underway. It consists 2 large classrooms, a 200 seater lecture theatre,

August 2003
The IDE facility is officially opened by UNESWA's Chancellor, King Mswati III

2017/2018
The Moodle Learning Management System is introduced in August 2017

2019
IDE launches 3 Digital Learning Centres which are at: SANU – Siteki, Ngwane Teacher Training College – Nhlangano and Mhlatane High School – Piggs's Peak

WELCOME ON BOARD...
Ms Siphiwe Shongwe Joins IDE

Ms Siphiwe Thembile Shongwe, IDE's latest staff member, joined IDE in July 2019 as a Copy Editor. Previously she worked for the Komati Basin Water Authority (KOBWA) as a Communications Officer. Ms Shongwe, who started her career as a teacher, has also worked for the Population Services International (PSI), the World Health Organisation (WHO) and the Alternative Information Development Centre (AIDC). In her experience, she has gained a passion in developing Information, Educational and Communication (IEC) materials, Information Management, Stakeholder Management, Corporate Communications, Behavior Change Communication (BCC) through social marketing corporate communication and writing. She holds a Master's Degree in Media and Globalisation, an Honours in Library and Information Science, a PGCE and a BA in Humanities.

FARE THEE WELL...
IDE Bids Farewell to Dr Sipho Shongwe and Mr Sandile Hlophe

IDE bade fare well to Dr Sipho Shongwe (Coordinator-Education) and Mr Sandile Hlophe. Professor Maphosa described Dr Shongwe as a dedicated and committed individual who defined the Coordination role as he took it to new heights. Mr Hlophe was applauded for his commitment and enthusiasm for work, his helpful attitude and a wealth of understanding in internal HR issues. Both Dr Shongwe and Mr Hlophe were moving to positions in UNESWA.