Open Learning Seminar

Provisioning @ Unisa

Define tomorrow.

UNISA university of south africa

PRINCIPLES OF OPEN LEARNING

Open Learning Principles

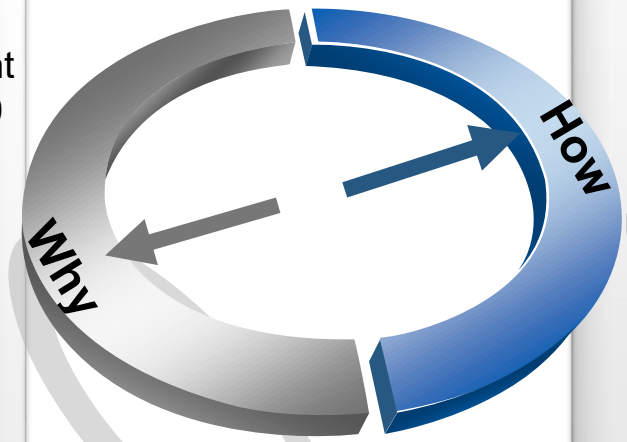
- Learning processes center on students and contexts of learning, build on their experience, encourage active engagement
- Learning provision is flexible
- Students have access to learning opportunities, barriers to access removed
- Learning and experience is recognized
- Credit transfer and articulation between qualifications facilitate further learning
- Providers create the conditions for success
- Students are provided with opportunities for lifelong learning

Thus, about access and success

SECTORIAL VIEW

National Context

Students' Voices (#s)
Education White Paper 3
Higher Education Act
National Skills Development Strategy III
Human Resource Development Strategy of South Africa (2010 – 2030)
National Development Plan
White Paper for Post-School Education and Training
Policy for the Provision of Distance Education in South African Universities In the Context of an Integrated Post-School System
CHE
SAHRC Report on Transformation

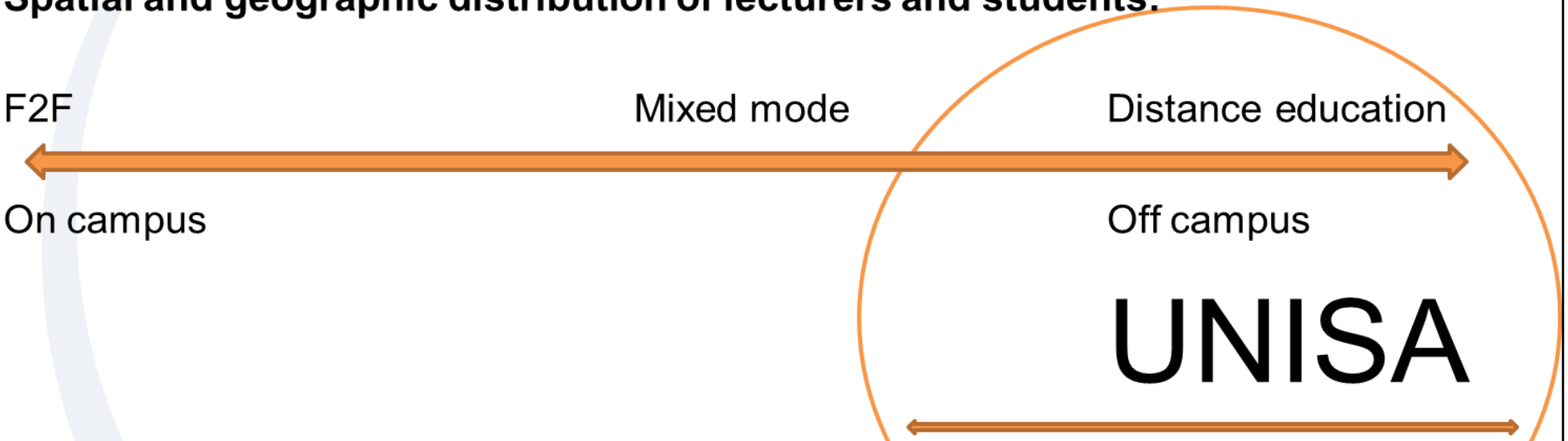


Unisa Institutional Context

Unisa Vision
Unisa Academic Plan (2015)
Unisa ODeL Business Model (2013)
Unisa's Organizational Architecture (2012)
Unisa Strategic Plan 2016-2030 (2015)
Dean's Position on Odel (2015)
Leading Change Initiative (2017)
Transformation Charter

CHE (2014: 93)

Spatial and geographic distribution of lecturers and students:



Exceptions:

Practical (science, clinical psychology, visual art, social work)

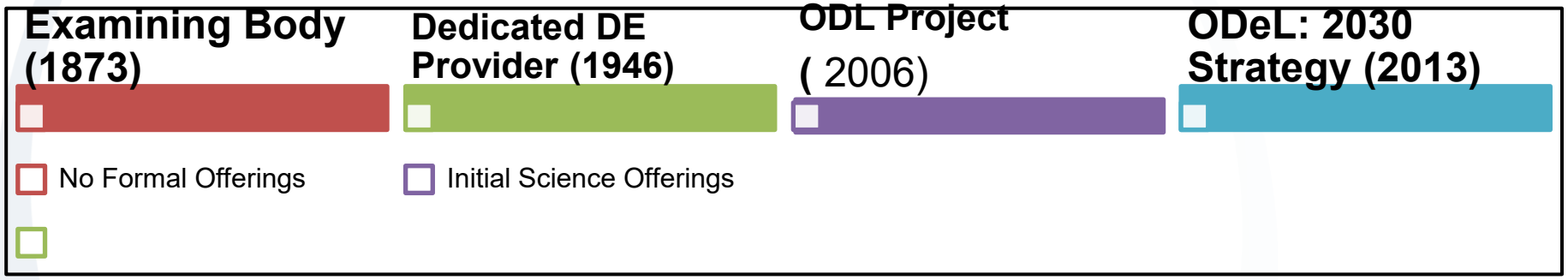
WIL (engineering, social work)

Learner support (regions and f2f tutors)

CHE. (2014). *Distance Higher Education Programmes in a Digital Era: Good Practice Guide:* 90-118.

HISTORICAL JOURNEY

TOWARDS ODEL



TOWARDS ODL AT UNISA

"Quality access and learning through **effective transactional capacity and processes**"

Towards ODL at Unisa

BACKGROUND: ODL INITIATIVE

- South-East Asia Visit
- Council Decision in 2006
- Project Initiated in 2007

Towards ODL at Unisa

PURPOSE OF THE PROJECT

Transform Unisa by establishing effectively contextualised ODL best practice at the institution through:

- Developing an appropriately contextualised ODL model for Unisa through:
  - Interrogation of current ODL best practice internationally and
  - Assessment of the current approach and practice at Unisa
- Introducing change initiatives to establish a relevant ODL culture and practice throughout the institution
- Impact directly on the **effective access, retention and success** of learners through establishing an appropriate service and learning environment

SCOPE OF THE PROJECT

- Optimisation of learning opportunities to enhance access, retention and throughput including:
  - Teaching and Learning approach
  - The product range and the assessment approach
  - Learner support functions including administrative, psycho-social and academic aspects
  - Access approach and facilitation of admission into UNISA and to the services of the institution
  - Business processes enabling the teaching, learning and support functions
  - Roll and position of ICT to create a technology-enabled organisation and learning environment
  - Basis for resource allocation to facilitate ODL implementation including finances, human resources and infrastructure
  - Input into the establishment of an appropriate organisational culture
  - Human resource ODL competency
- Appropriate evaluation mechanism to continuously determine relevance, effectiveness, efficiency and impact of the new approach and its development

WHY CHANGE (1)

Internal Requirements

- Retention
- Quality of Learning
- Success
- Throughput
- Dysfunctional Service Delivery:
  - Appropriateness
  - Timeousness
  - Reliability
  - Relevance
  - Accessibility
- Meeting the mandate, identity and strategic commitments

WHY CHANGE (2)

External Requirements:

- Paradigm shift in Distance Education
- New understanding of the nature of learning
- Rote learning to knowledge creation (social constructivism)
- Shift from
  - Teaching to a learning approach
  - Delivery to learning facilitation
- Focus on transactional processes in the context of transactional distance
- Radical development in technology and the new opportunities in terms of:
  - Access to information
  - Processing of information
  - Learning facilitation options
- DoE Compliance issues
- Industry expectations: knowledge society
- CoL audit
- Accenture report

Trends in DE

Technology	Pedagogy	Student Support	Organisation and management
•Intelligent flexible learning model •Full online learning and teaching	•Post-modernist influences: socio-constructivism, critical theory	•Renewed focus on two-way communication and social learning •Computer conferencing	•Post-industrial transactional •A shift in focus in real and sustained communication through emerging technology •Systems approach necessary
•Flexible learning model •Emergence of online teaching and learning	•Constructivism	•Students support provision increases as a result of new technologies: email, video-conferencing, computer conferencing •Individual student focus increase through new technology	• Industrial Quasi-industrial approach • Systems approach emerges
•Tele-learning model •Still print-driven, but materials designed for DE integration of other media •Two-way communication introduced	•Two-way interaction rather than one-way transmission •Learning rather than teaching, student centredness	•Term "student support" coined (OUUK) •Two-way communication •Continuous assessment	•Industrial •Mass production & distribution of learning materials
•Multi-media model •Correspondence with the 'new' media	•Introduction of behaviourism •Examination-driven	•Correspondence support: assignments	
•Correspondence	•Transmission approach: the teacher is the expert provider of information	•Correspondence support	

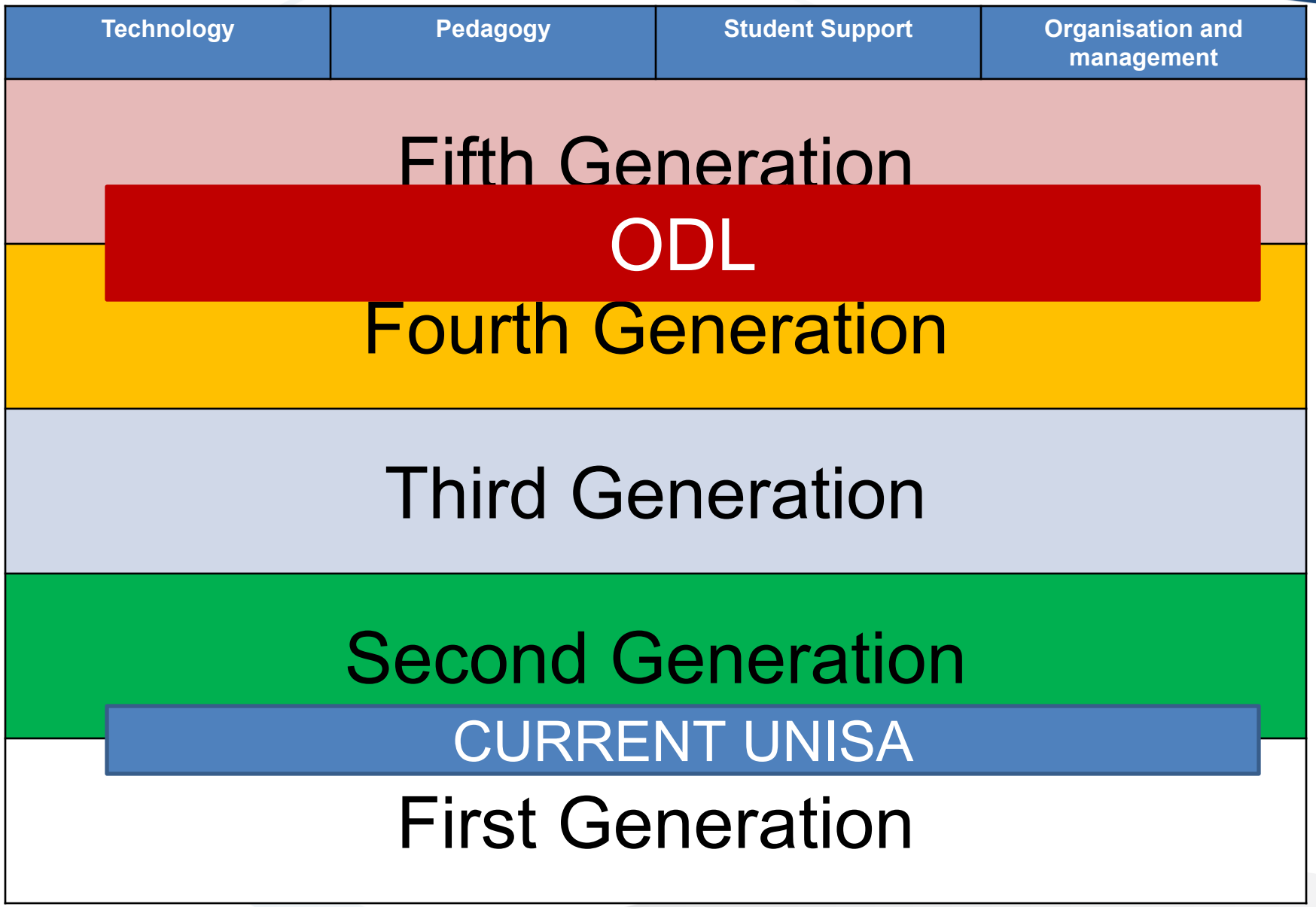
DE PEDAGOGIES

Table 1

Summary of Distance Education Pedagogies

Generation of distance education pedagogy	Technology	Learning activities	Learner granularity	Content granularity	Evaluation	Teacher role	Scalability
Cognitive–behaviourism	Mass media: Print, TV, radio, one-to-one communication	Read and watch	Individual	Fine: scripted and designed from the ground up	Recall	Content creator, sage on the stage	High
Constructivism	Conferencing (audio, video, and Web), many-to-many communication	Discuss, create, construct	Group	Medium: scaffolded and arranged, teacher-guided	Synthesize: essays	Discussion leader, guide on the side	Low
Connectivism	Web 2.0: Social networks, aggregation & recommender systems	Explore, connect, create, and evaluate	Network	Coarse: mainly at object and person level, self-created	Artifact creation	Critical friend, co-traveler	Medium

Where Do We Want to be?



DEFINITION OF ODL

CHARACTER

Open distance learning is a multi-dimensional system aimed at bridging the time, geographical and transactional distance between:

- Student/institution
- Student/teacher
- Student/peers
- Student/material

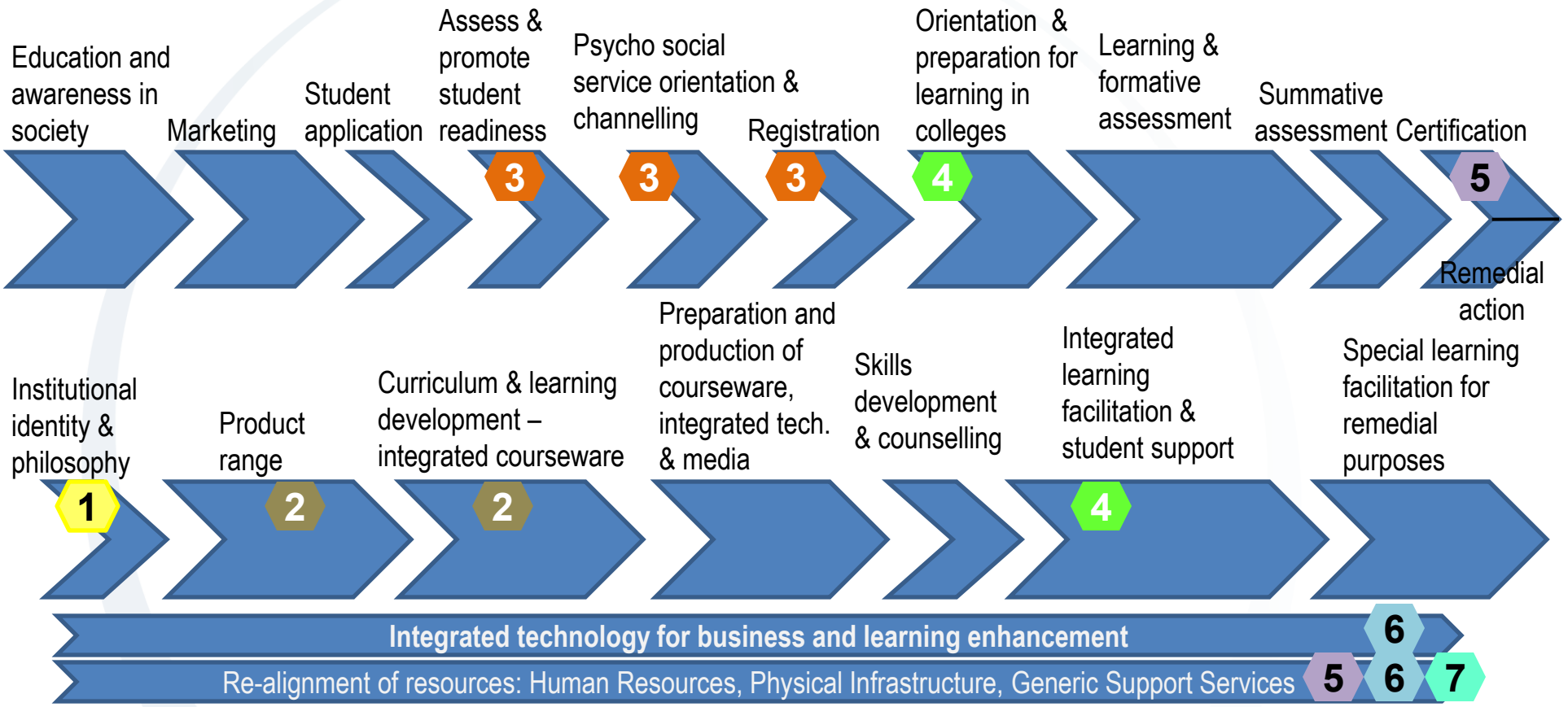
HOW TO

- combining a number of delivery options to facilitate flexibility
- optimising learners' effective access to and participation in HE (openness)
- enhancing the engagement and autonomy of the learner (learner-centredness)

ENABLERS

- effective communication
- integrated course design
- learning resources and support functions complement each other
- effective learning
- appropriate, enabling support services and resources

ENVISAGED VALUE CHAIN



1 Identity, focus and culture

2 PQM / Product range

3 Capability and capacity to facilitate access

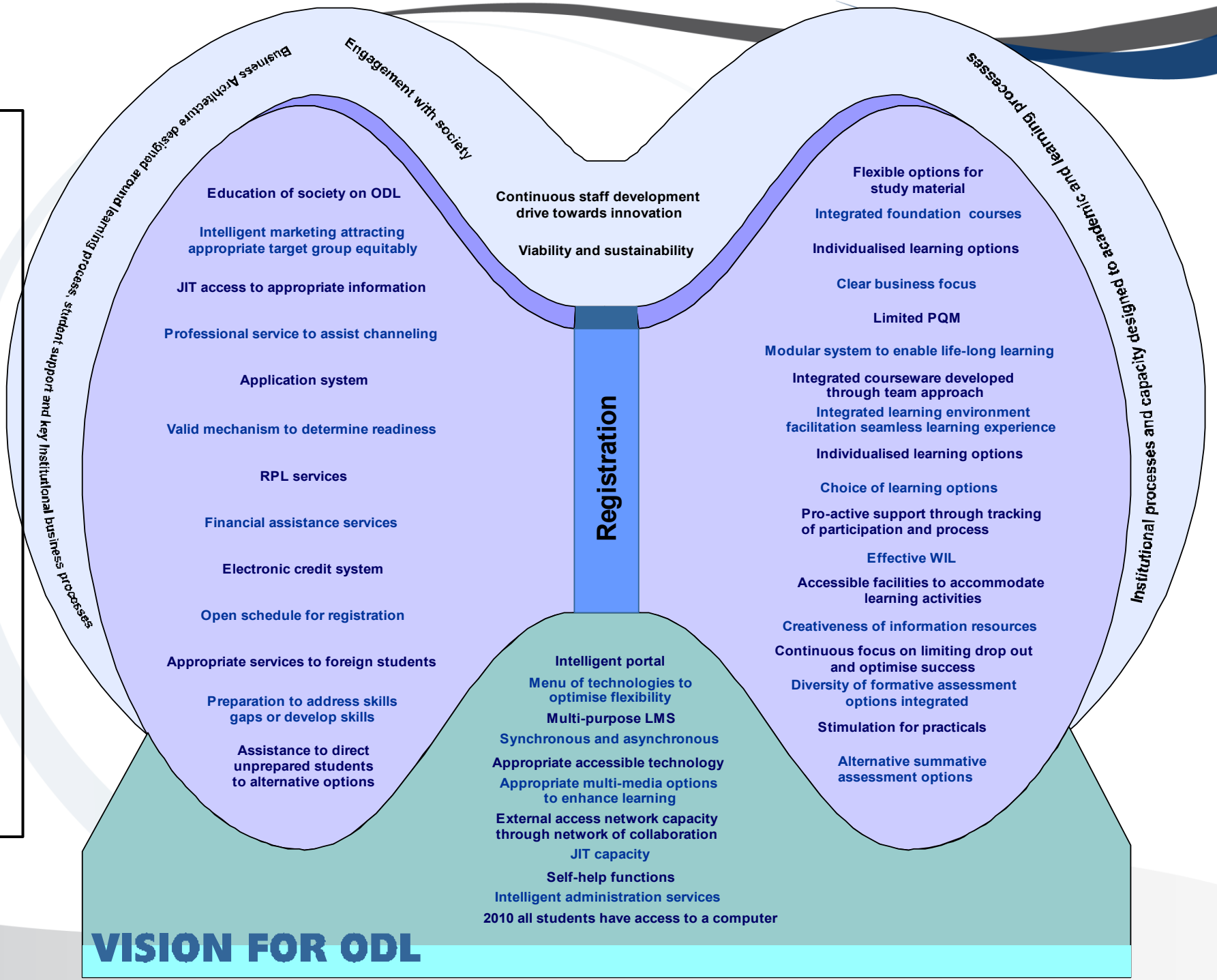
4 Learning process facilitation

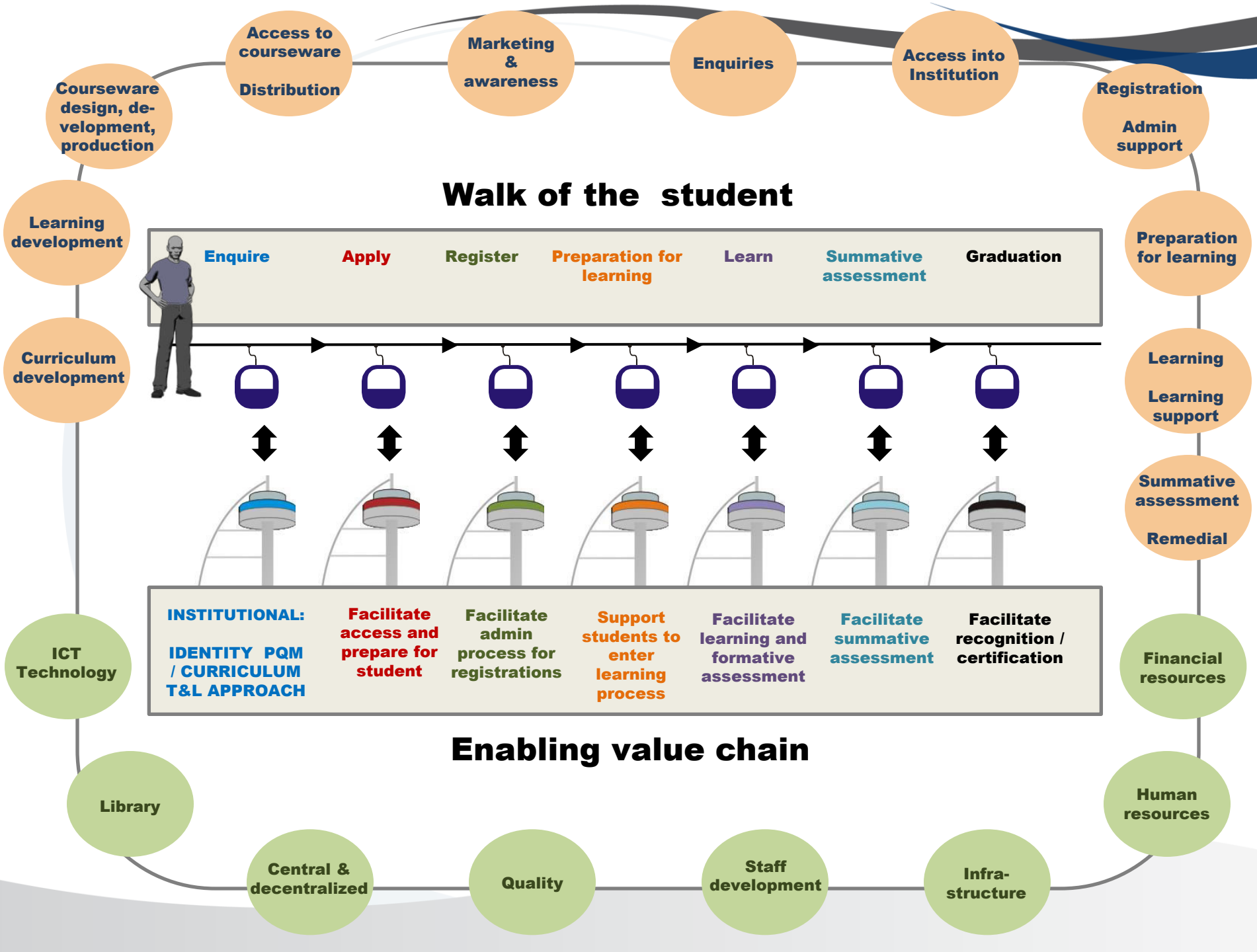
5 Capacity to monitor eff&eff of learning cycle & to conclude learning

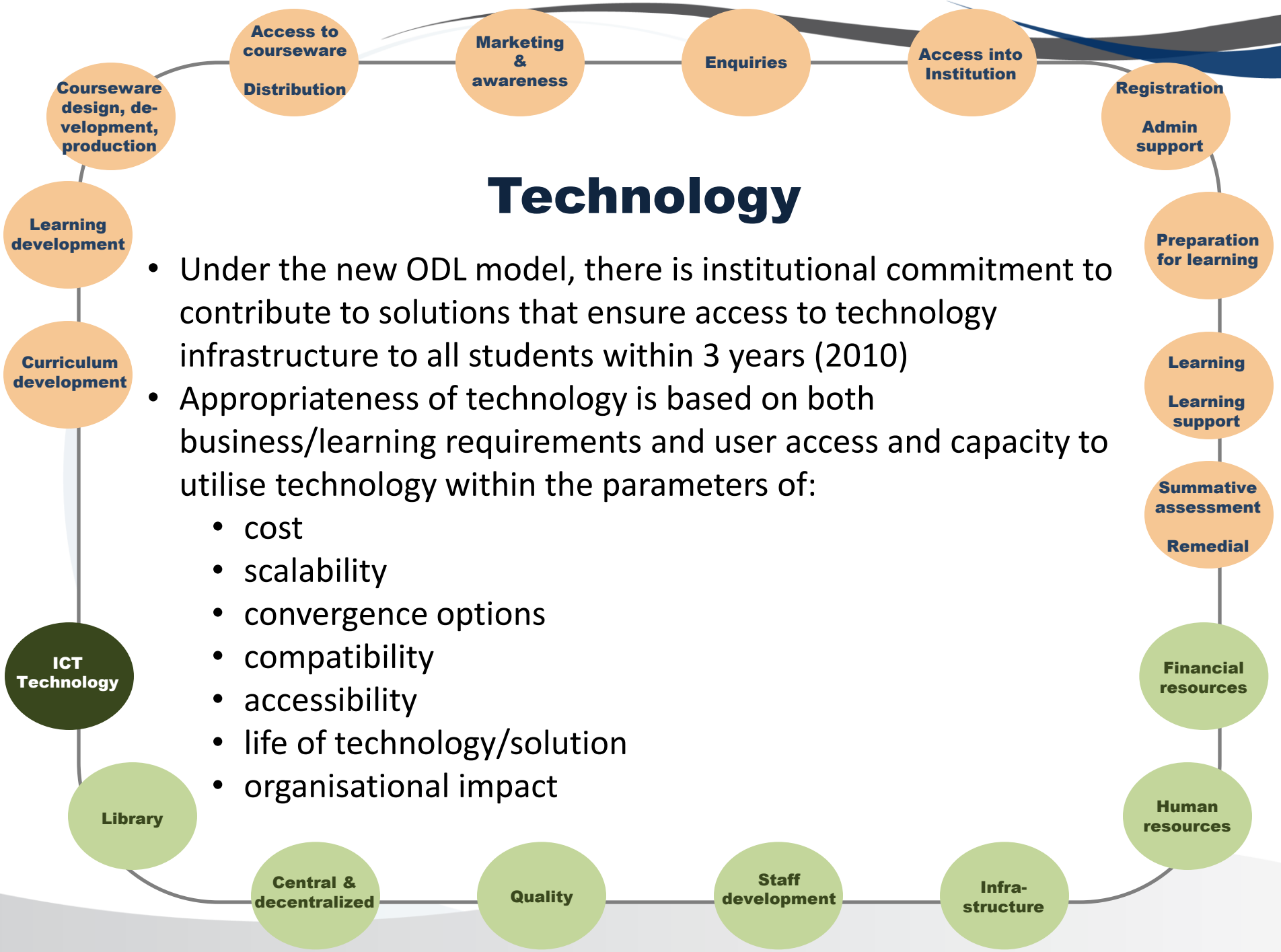
6 Institutional capacity & capability to enable the business functions

7 Resource allocation

ORGANIZATIONAL STRUCTURE

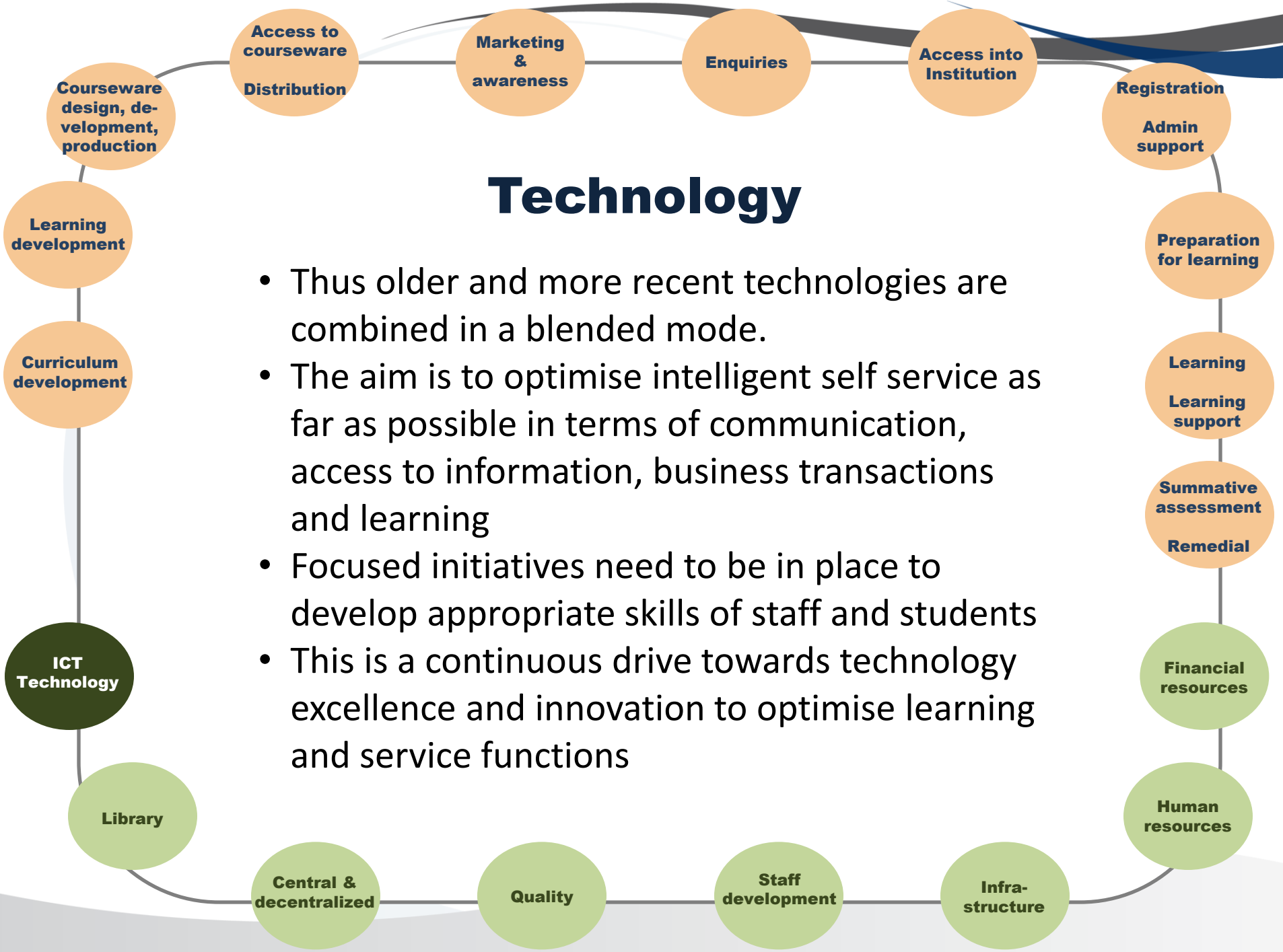



Courseware design, de-velopment, production
Access to courseware Distribution
Marketing & awareness
Enquiries
Access into Institution
Registration Admin support
Learning development
Preparation for learning
Curriculum development
Learning Learning support
Summative assessment Remedial
ICT Technology
Financial resources
Library
Human resources
Central & decentralized
Quality
Staff development
Infra-structure
Walk of the student
Enquire
Apply
Register
Preparation for learning
Learn
Summative assessment
Graduation
INSTITUTIONAL:
IDENTITY PQM / CURRICULUM T&L APPROACH
Facilitate access and prepare for student
Facilitate admin process for registrations
Support students to enter learning process
Facilitate learning and formative assessment
Facilitate summative assessment
Facilitate recognition / certification
Enabling value chain



Technology

- Under the new ODL model, there is institutional commitment to contribute to solutions that ensure access to technology infrastructure to all students within 3 years (2010)
- Appropriateness of technology is based on both business/learning requirements and user access and capacity to utilise technology within the parameters of:
  - cost
  - scalability
  - convergence options
  - compatibility
  - accessibility
  - life of technology/solution
  - organisational impact



Technology

- Thus older and more recent technologies are combined in a blended mode.
- The aim is to optimise intelligent self service as far as possible in terms of communication, access to information, business transactions and learning
- Focused initiatives need to be in place to develop appropriate skills of staff and students
- This is a continuous drive towards technology excellence and innovation to optimise learning and service functions

THUS…

EXISTING	NEW
•Industrialised delivery culture and practice	•Learner-centred learning environment
•Silo functioning and differentiated approach	•Integrated/aligned business processes to facilitate a seamless experience to learners
•One size fits all	•Profile/needs based delivery
•Uncritical open access	•Managed open access to optimise readiness for retention, learning and success
• Focus on access into institution and not on services	• Actively involve learners through e.g. orientation, counseling, skills development, facilitation of learning
•Content only courseware	•Integrated courseware

Existing	New
• Distance between lecturers and learners	•Optimise communication, structure for participation to facilitate engagement, interactivity and construction of knowledge
•One dimensional delivery approach	•Blended approach always including human intervention
•Limited access to mainstream and support services including admin, Library etc.	•Optimise accessibility of services through infrastructure, ICT based on appropriateness and relevance
•Limited formative assessment	•Compulsory formative assessment (variety) as learning method
•ICT and ODL knowledge and capacity of staff very limited	•Compulsory training in ODL and ICT to ensure appropriate skills
•Ex post facto evaluation and monitoring of progress and success	•Proactive, tracked learning support

EXISTING	NEW
•Bureaucratic culture and business/service approach	•Entrepreneurial and learning organisation based on effective knowledge management
• Traditional university organisational model	•New architecture to facilitate ODL
•Quality criteria to meet compliance	•Integrated quality culture and practice
•Traditional PQM and approach to teaching and learning	•Re-designed PQM to meet the requirements of effective ODL delivery in the context of society, industry expectations and institutional identity
•Limited ICT and manual processes	•ICT enabled organisation driven by 20/80 principle (20% business and 80% academic support)

CRITICAL SUCCESS FACTORS FOR UNISA BEING AN ODL INSTITUTION

1. Identity, Focus and Culture
2. Programme and Qualification Mix / Product range
3. Capability and capacity to facilitate access
4. Quality of courseware and learning process facilitation
5. Capacity to monitor efficiency and effectiveness of the learning cycle to conclude learning
6. Institutional capacity and capability to enable the business functions
7. Resource allocation, utilisation and management

How Have We Evolved?

ODeL Model…Academic Plan

The ODeL model sees a complete shift to Open, Distance, and ultimately eLearning at Unisa, with corresponding implications for all operations and support systems.

In this model, the entire institution's 'transactional environment' with external and internal stakeholders is transformed so that all aspects of that environment are fully digitized and thus underpinned by robust, effective, and integrated ICT applications.

ODeL Model

The model does not mean that Unisa will become a fully online University, as face-face-interactions, experiential learning and practical modules associated with distance education will still be offered.

Unisa will offer support to undergraduate and postgraduate students through a menu of high quality, technology-enhanced services (including tutorial and e-learning support services) continuously to **improve student success and throughput.**

BUSINESS MODEL

Focus: We are about 'teaching students' and producing (and disseminating) knowledge.

- First, our students, in their diverse settings and backgrounds, will be our point of departure and will be the main focus of the delivery model (ODeL).

- Secondly, the nature of the knowledge, and the differences in the disciplines that we teach, will inform and, thus, affect what, how, and why we teach.

- Thirdly, students' digital literacy forms an integral part of their graduateness. The library has a major role to play in helping to create access to needed resources through virtual library services. Consequently an online library is a key distribution channel at Unisa.

- **Unisa will follow a blended approach as a pedagogically sound approach towards ODeL**. The *e-* in ODeL will mean an increased use of the affordances of ICTs, but not a wholesale e-learning approach for all courses at all levels in all colleges. There will be no one-size fits all and flexibility and variation, both in terms of substance and pace between disciplines, will be possible.

DEAN'S DOCUMENT

Traditional Correspondence **(all paper-based, some f2f support). Some modules and students are still here**	**Digital Correspondence** **(paper-based transactions transferred to the web, some e-support and some f2f support). Majority of undergraduate and even postgraduate modules at Unisa are here, dual mode is possible here, although not desirable**
We want to go here (ODeL): **Blended Learning** **Main destination**	**Online-Learning** Full e-environment with no paper and no f2f. Not the final destination for all Unisa courses, although those that wish to go there should be supported.

VALUE OF THE 'e'

a. Economic Rationale….Part of Graduatenes

b. Pedagogical….Supportive learning tool

c. Catalytic Rationale…Technology as a medium for educational change and improvement

d. Social Rationale…Digital competencies as inclusion for full participation in society

To What End?

An Engaged University

- Is located and rooted in the African context.

IMPACT FOR STUDENTS

- **Access:** Students will need access to a device
- **Digital transactions:** Students will apply, register and pay the university digitally; all administrative interactions and transactions will be digital.
- **Resources:** Study material will all be available digitally (except for prescribed books that have to be bought by the student). Printed study guides may be used as appropriate as per College's ODeL plans
- **Assessment:** Students *will* submit assignments digitally and receive feedback digitally; (Continuous assessment enabled)
- **Student engagement:** Students may interact with their lecturers, e-tutors and peers digitally (either in asynchronous discussion forums or synchronous virtual seminars) or face-to-face in laboratories, workshops, etc.
- **Student technology support:** Students have access to a 24/7 ICT Helpdesk for all Unisa systems

IMPACT FOR ACADEMICS

- **Curriculum and material design:** Designing curricula and preparing study materials using a wide range of ICT-supported resources and activities, including face-to-face interactions and written, printed texts such as study guides if required, depending on the needs of the discipline and the student profile.
- **Assessment:** Designing a wide range of formative and summative assessment
- **Student engagement**: Designing for interaction with and between students in both digital and face-to-face formats, depending on the discipline, student profile and student numbers.
- **Institutional support:** Institutional systems support academics to be online 24/7 with a wide variety of systems and software to choose from for T&L; 24/7 Helpdesk for academics.
- **Academic support and development:** A fully functional and academically sound CPD to support academics in this process. College-specific training programmes should be developed to support the specific College plans as per the planning discussed below

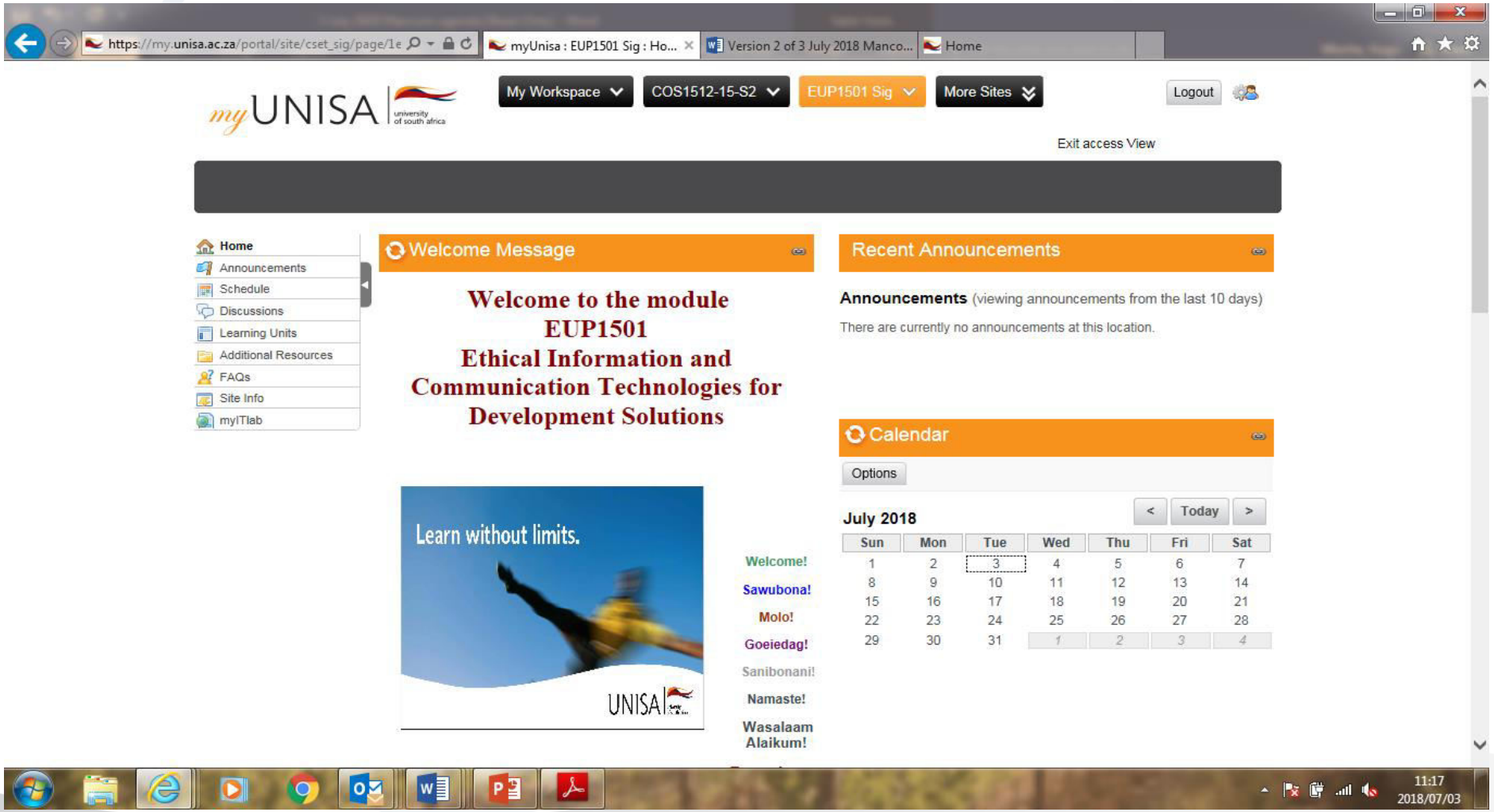
MILESTONES

- Team Approach for Curriculum Development
- Alternative Assessment Training
- Signature Modules
- MyUnisa Tools
- CPD & Academy Established
- UMUC Training
- College ODeL Plans
- From Video Conferenincing to Broadcasting Capabilities
- Retention Unit
- QA & Enhancement Unit
- First Year Experience

Challenges

- Effective Service to Students
- Student Tracking
- Technology Support to Students
- Curriculum Transformation

MyUnisa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Welcome!
Sawubona!
Molo!
Goeiedag!
Sanibonani!
Namaste!
Wasalaam
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Announcements (viewing announcements from the last 10 days)
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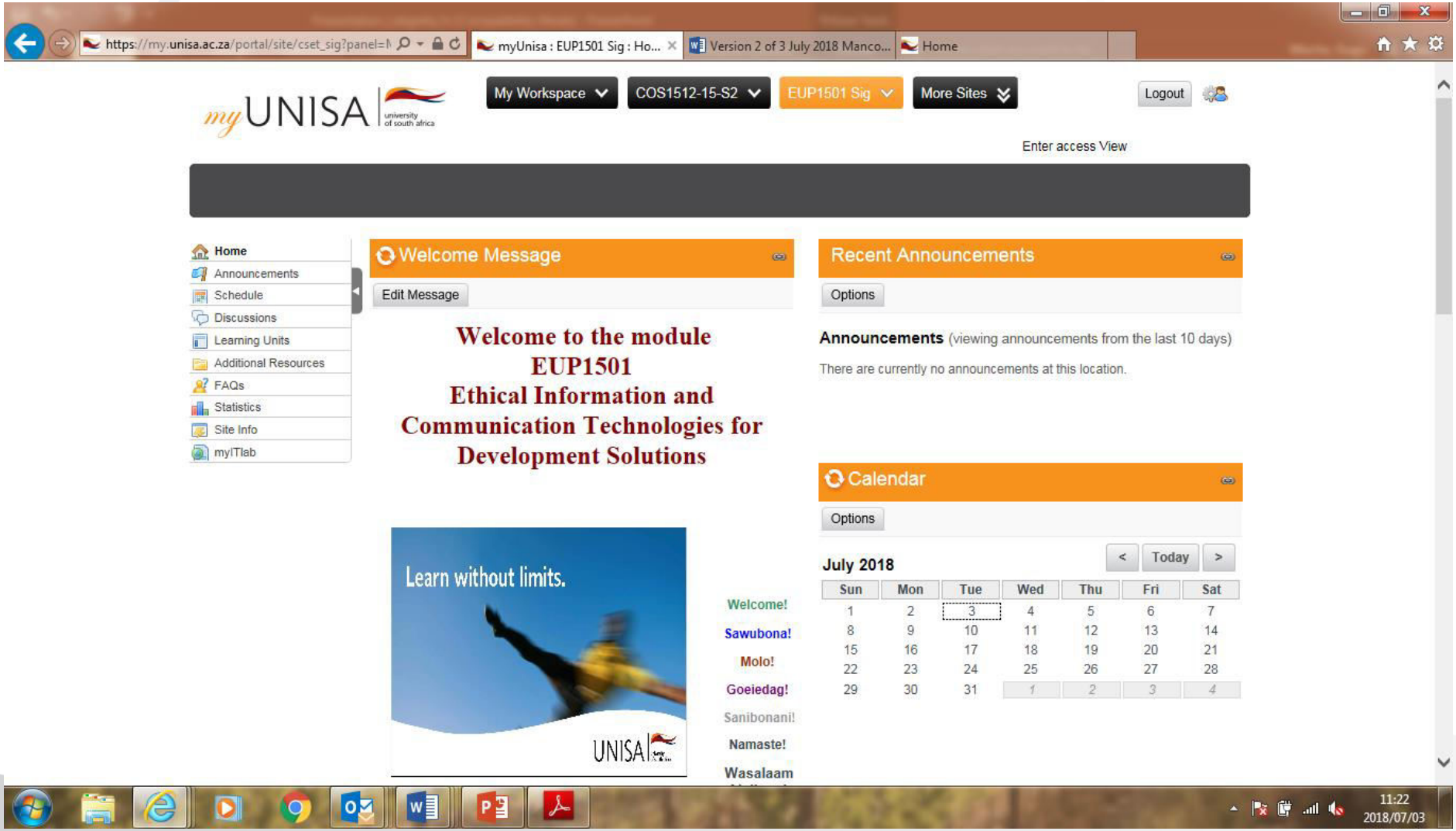
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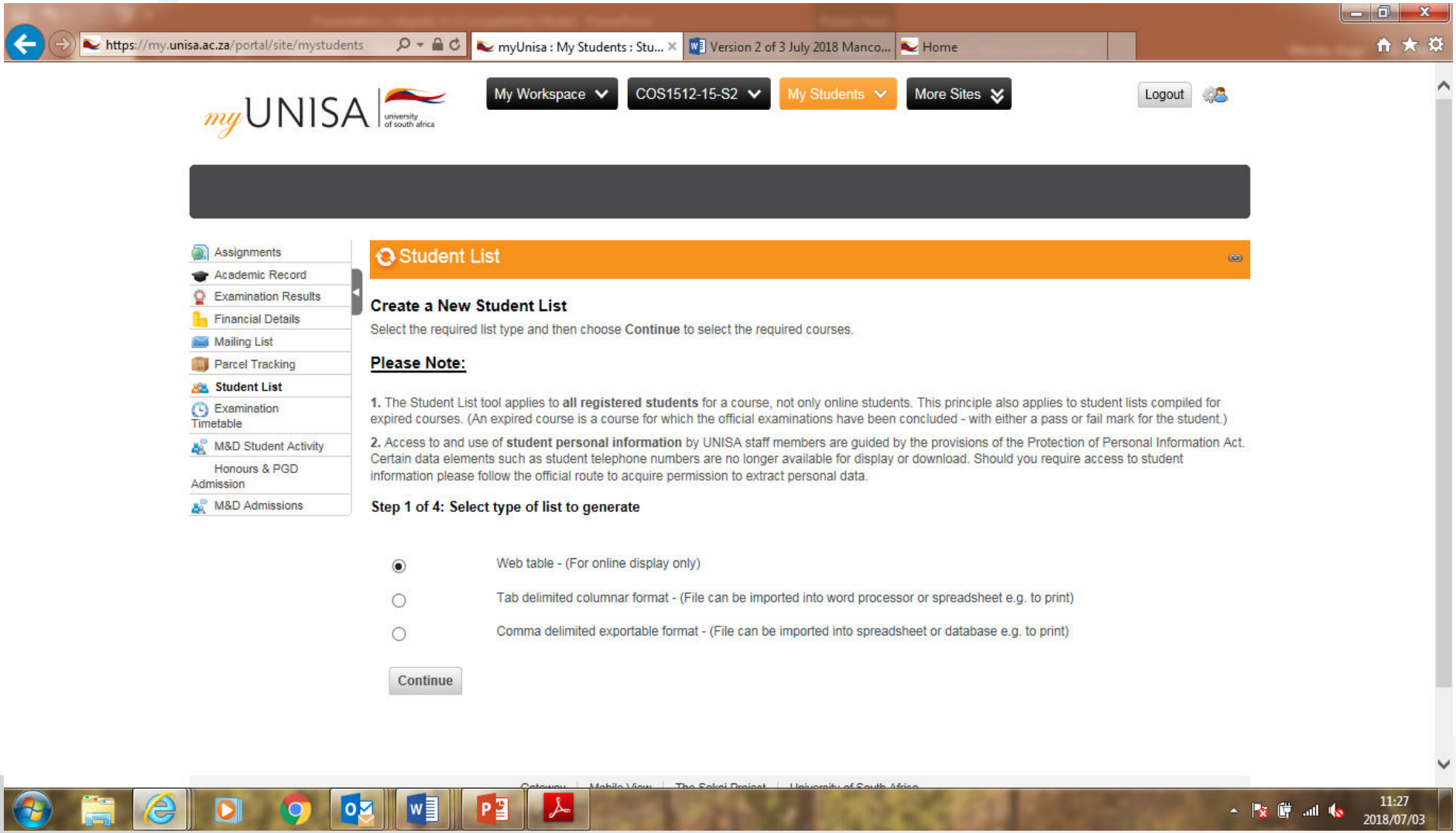
My Students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Mailing List
Parcel Tracking
Student List
Examination Timetable
M&D Student Activity
Honours & PGD Admission
M&D Admissions
Student List
Create a New Student List
Select the required list type and then choose Continue to select the required courses.
Please Note:
1. The Student List tool applies to all registered students for a course, not only online students. This principle also applies to student lists compiled for expired courses. (An expired course is a course for which the official examinations have been concluded - with either a pass or fail mark for the student.)
2. Access to and use of student personal information by UNISA staff members are guided by the provisions of the Protection of Personal Information Act. Certain data elements such as student telephone numbers are no longer available for display or download. Should you require access to student information please follow the official route to acquire permission to extract personal data.
Step 1 of 4: Select type of list to generate
Web table - (For online display only)
Tab delimited columnar format - (File can be imported into word processor or spreadsheet e.g. to print)
Comma delimited exportable format - (File can be imported into spreadsheet or database e.g. to print)
Continue
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MEASURES?

Measures

Are We Productive?

- Throughputs & Success rates?
- Progress: Curriculum transformation

Are We Sustainable?

- Is subsidy being appropriately earned?
- Is our ICT creating new opportunities
- Is the “Students’ Success” a success? (Retention, and Persistence)

Measures?

Are We Transforming?

- Academic Transformation? (Knowledge Production)
- Graduateness?/Alumni

Are We Shaping Futures? (Are we Influential?)

- Employability of our Students
- Dissemination & Reach of the Knowledge Generated?

Thank you

Define tomorrow.

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