Name ……

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Making ODL happen

Open and Distance Learning Planning Workbook

Dr David Baume and Professor Stephen Brown

Prepared for the National Universities Commission

By the University of London Centre for Distance Education

July 2018

Workbook format by Ruth Brown and David Baume, 2018

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Introductions and Overview

Introductions

National Universities Commission

The National Universities Commission (NUC) is a regulatory and quality assurance agency for university education in Nigeria. The Commission was established in 1962 as a unit in the Cabinet Office of the Prime Minister. It became a statutory organisation in 1974. The powers for its regulatory functions are derived from the National Universities Commission Act No. N81 Laws of the Federation of Nigeria (L.F.N.) 2011 and Education (National Minimum Standard and Establishment of Institutions) Act No. E3 L.F.N. 2004.

The vision of the Commission is "to be a dynamic regulatory agency acting as a catalyst for positive change and innovation for the delivery of quality university education in Nigeria". Its mission is "to ensure the orderly development of a well-coordinated and productive university system that will guarantee quality and relevant education for national development and global competitiveness".

The Commission's mandates from which its functions were derived include:

- Determination and maintenance of Minimum Academic Standards;
- Granting approval for all academic programmes run in Nigerian Universities;
- Granting approval for the establishment of all higher educational institutions offering degree programmes in Nigeria;
- Accreditation of academic programmes;
- Provision of guidelines and processing of applications for the establishment of private universities; and
- Channel for all external support to Nigerian universities.

The Commission currently superintends over 164 universities which are distributed along different proprietorships, namely; federal and state governments as well as private interests.

The Commission in over 50 years of existence has progressively achieved its main mandate of assuring quality in the Nigerian University System. This undoubtedly has earned it much recognition among higher education quality assurance experts globally.

University of London

A message from Dr Mary Stiasny OBE, Pro Vice Chancellor (International), University of London

I am delighted to be writing this forward for our university colleagues across Nigeria.

The University of London and its Centre for Distance Education are pleased to be working on the development of Open and Distance Education in Nigeria. We consider it to be a great privilege to support the initiative being led by the Nigerian National Universities Commission (NUC).

Our engagement with the NUC has already seen a number of successful developmental initiatives. In November 2017, our highly successful joint Symposium in Abuja saw the start of mapping out an action plan which will outline how the University of London and the National Universities Commission could work together. From there, in just under six months, we agreed and signed an MOU in March 2018 and in the same month, we welcomed 36 colleagues from across Nigeria to Senate House, home to the University of London. Here, we held a four day workshop devoted to an in-depth examination of the challenges and opportunities available to Nigeria through open and distance provision of higher education. At the end of the week-long London visit, colleagues from the NUC and a range of Nigerian universities joined the University of London for its annual conference on Research and Innovation in Distance Education.

At the heart of the University of London, which dates back to 1836, sits its access mission to provide quality higher education for anyone who can benefit.

Following the 1858 Charter awarded by Queen Victoria, the University of London was able to offer study programmes to those unable to travel to London. Today, the University supports more than 50,000 students in 180 countries on more than 100 study programmes, with a further 1.4 million learners on its MOOCs programmes.

Our worldwide community includes more than 4,000 students across Africa and around 600 of these students are to be found in Nigeria, taking degrees for which academic direction is provided by the University of London's world-leading member institutions, including the LSE, UCL, Kings, SOAS and Queen Mary.

Over the years, the University of London has seen some truly outstanding students and alumni who have gone on to make their mark on the world stage. They include notable figures like Nelson Mandela, who studied Law whilst imprisoned on Robben Island; Dr Luisa Diogo, who became the first female Prime Minister of Mozambique and Wole Soyinka, the celebrated Nigerian poet.

There is something unique about our graduates, who remain in their local, national and regional professional context. In doing so they contribute to the long-term development of their respective societies and countries. Many of our current graduates now occupy senior positions in the legal, economic, business, social, educational, cultural and diplomatic fields.

Add to this, the University of London's pride in its historical engagement with Africa dating back to 1946, when it played a significant role in establishing many Commonwealth universities under the unique 'Special Relations' scheme. This included a number of universities, for example the University of Nigeria; the University of Khartoum; the University of Ghana, Legon; the University of East Africa and the University of Zimbabwe.

To this day, the University of London is proud of its successful association with Africa and we now look forward to further strengthening this relationship by delivering quality higher education with our colleagues from universities across Africa.

Dr Linda Amrane-Cooper, Head, Centre for Distance Education

The University of London's Centre for Distance Education supports development, innovation, and enhancement in Open and Distance Education. I am confident that the workshop, led by CDE Fellows Prof Stephen Brown and Dr David Baume, with the UoL's Africa Adviser Dr Akanimo Odon, will provide participants with an opportunity to engage with in-depth planning that will lead to significant and impactful developments; and will foster deep and mutually beneficial collaboration to address shared challenges.

I would like to wish you all a fruitful and enjoyable workshop.

Principal authors, facilitators and speakers

Dr David Baume SFSEDA, SFHEA

david@davidbaume.com

David has since 2001 been an independent international higher education researcher, evaluator, consultant, staff and educational developer and writer. He has been a CDE Fellow since 2010.

He was founding Chair of the UK Staff and Educational Development Association (SEDA); co-founder of the UK Heads of Educational Development Group (HEDG); a founding council member of the International Consortium for Educational Development (ICED); and founding editor of the International Journal for Academic Development (IJAD). His contributions to academic development have been acknowledged by awards from SEDA and ICED.

David is the representative of the ICED on the Southern Africa Universities Learning and Teaching Forum (SAULT). He has worked on learning technology projects with Jisc.

David was previously a Director of the Centre for Higher Education Practice at the UK Open University. There, he led the production of courses on teaching in higher education; taught on the University's Leadership Development Programme; researched the assessment of teaching portfolios; founded and led the University Teaching Awards scheme; and supported educational development projects for the Higher Education Funding Council for England's Teaching and Learning Technology Programme (TLTP) and Fund for the Development of Teaching and Learning (FDTL).

He has been external reviewer and examiner for many courses on teaching and learning on higher education in several countries.

He has published some 60 papers, articles and reports on higher education teaching, assessment, evaluation, learning outcomes, course design, portfolios and personal development planning. He reviews papers for higher education journals, and blogs on higher education and technology topics. He has co-edited four books on staff and educational development, most recently Advancing Practice in Academic Development, edited with Celia Popovic, Routledge, 2016.

He is currently writing an online PGCertHE for a private UK University; with CDE contributing to a PGCertHE for the University of London International Academy; and co-writing and tutoring a course on blended learning in HE for the Association of Commonwealth Universities in East Africa.

David's passion is helping the improvement of learning in higher education. A current priority for David is enhancing cooperation between the many higher education development functions.

Professor Stephen Brown FRSA, MCIPD, CMALT
profstephenbrown@gmail.com

Stephen is Emeritus Professor of Learning Technologies at De Montfort University a Visiting Fellow at the Centre for Distance Education, International Programmes, University of London and Director of the learning media design consultancy Hyperworks Ltd. He was previously Head of the School of Media and Communication, Director of the International Institute for Electronic Library Research and Director of Knowledge Media Design (http://kmd.dmu.ac.uk) at De Montfort University; Senior Technology Adviser at the JISC Technologies Centre; Head of Distance Learning at BT; Royal Academy of Engineering Visiting Professor in Engineering Design; and President of the Association for Learning Technology.

He is a member of the editorial boards for Research in Learning Technology and Interactive Environments journals and has extensive experience reviewing for a range of other journals and academic conferences. Since 2005 he has been a registered European Commission expert in the fields of Technology Enhanced Learning, Digital Libraries and Cultural Heritage and he was a member

of the AHRC Peer Review College for ten years.

His expertise includes: project management, design methods, soft systems analysis, ergonomics, media design, information design, computational research methods, digital humanities, distance education, online learning, training, technology forecasting and change management.

Previous clients include Reuters UKI Plc., Marconi Plc., Guys', Kings', St. Thomas' Dental Institute, Birmingham University School of Medicine, Royal Holloway University of London School of Management, JISC, the Arab Open University, the European Commission, Imperial College London, the UK Government Department for Education and Science, University of London External Programme, Sheffield Hallam University, the UK Learning and Teaching Support Network Geography, Earth and Environmental Sciences subject centre, Sussex University, Salford University, the British Council, Manchester University, Manchester Metropolitan University, the Open University, the UK Government Home Office.

Co-Facilitators

Ibrahim El Mayet

Ibrahim.ElMayet@london.ac.uk

Ibrahim is Regional Business Development Manager, Middle East and Africa, for the University of London. He is an experienced consultant and business development professional. As part of the Global Engagement Directorate (GE) within University of London, Ibrahim heads-up regional engagement across the Middle East and Africa. His role includes building local networks and partnerships to drive sustained and long-term development. This comprises close engagement with teaching institutions, governments, funding agencies, professional bodies, alumni, the corporate sector and related organisations. In previous roles with Westminster Business School and LEAD Training Services, Ibrahim worked extensively on the design and delivery of executive development short courses and leadership programmes both in the UK and MENA region. Ibrahim has experience in International Development having managed a major UNDP funded campaign on behalf of a consortium led by BBC Media Action North Africa. In 2012 Ibrahim established IE Consultancy Plus, a North Africa focused business consultancy firm dedicated to supporting market entry and market development. His clients have included Albany Associates, British Embassy Tripoli, Middle East Association (MEA), TVET UK, UKTI, Intellect, British Water, Salamanca Risk Management, Control Risks Group (CRG), IFAAS (UK) Ltd., NOF Energy, Heritage Oil and the Chartered Institute of Purchasing & Supply (CIPS).

Dr Akanimo Odon

Akanimo.Odon@London.ac.uk

Akan has a Master's Degree in Environmental Rehabilitation, a PhD in Environmental Management from Lancaster University, UK and business and enterprise certifications and fellowships from Cambridge University UK, Stanford University and MIT USA. He specializes in cross-border education and innovations in research and is an expert in navigating, developing and managing relationships between academia, government and industry in Africa for economic viability, research impact and student employability. He has been Africa Strategy Adviser for Lancaster University, Aberystwyth University, University of Strathclyde and University of East Anglia. He has been African Regional Adviser for the University of London for the last two years. He recently founded **Flexy-Learn** (www.flexylearn.com), a one-stop online shop for distance learning provision for Africa.

In the UK, he has been an Adviser to the British Government on developing international education policies under the National Student Forum; Education Consultant for British Council; Business Development Consultant for the Grow Creative Scheme under the European Regional Development

Fund (ERDF); Local Content Consultant to City and Guilds UK; and Local Content Adviser to BG Group. In Africa, he has been Strategy Consultant for the National Centre for Energy and Environment under the Energy Commission of the Presidency, Nigeria; Technical Adviser for Lagos State Ministry of Environment; Non-Resident Research Fellow of the African Centre for Technological Studies, Kenya; Adviser for Africa Centre for Energy Policy in Ghana; Consultant for Trust Africa Senegal, reviewing capacity building policies in Nigeria, Mali, Botswana, Ethiopia, Ghana, Gabon and Egypt; Adviser to the National Social Security Fund (NSSF) Tanzania; Local Content Consultant to the African Development Bank; and consulted for Nigerian Liquefied Natural Gas on capacity building.

Currently, he is an Adviser to the National Economic Empowerment Council Tanzania under the Prime Minister's Office; the Southern Agricultural Growth Corridor of Tanzania (SAGCOT); and a visiting professor to Strathmore University Kenya. He has delivered training to over 40 African Universities especially on internationalization of education and research strategies and bridging gaps between academia and industry. He is also currently the Africa Adviser on the 7 million pounds UK Government Global Challenges Research Fund (GCRF) Lancaster University RECIRCULATE project which focuses on capacity building for a circular water economy in six African countries – Kenya, Ghana, Nigeria, Malawi, Zambia and Botswana.

In the last ten years, Odon has organized and facilitated over 50 Africa-focused international workshops and conferences; liaised and collaborated with government, industries and academia in over 30 African countries; developed over 100 strategic educational, research and commercial partnerships between UK and African organizations; facilitated and supported setting up over 30 African-focused SMEs; designed and run over 40 strategic capacity building and knowledge transfer schemes and programmes; delivered innovative research impact and management training to over a thousand African researchers and mentored over 200 young African researchers and entrepreneurs under XN Foundation (www.xnfoundation.org) an NGO he founded ten years ago. He is an author of two literary books, a poet and a multi-award winning film producer for his recent feature-length movie DRY.

Speakers

Dr Olamide E. Adesina is the current Director, Open and Distance Education at the National Universities Commission. She had her University education at the University of Ibadan. From there, she obtained her Doctor of Philosophy degree in 1991 after having previously obtained a Bachelor's and Master's degree in Adult Education. In 2014, she obtained a Graduate Academic Certificate in (Specialist in Aging Studies) Gerontology from the University of North Texas, Denton USA. She is a member of the International Council of Distance Education.

She has worked at the NUC in different capacities; contributing to achieving the quality assurance mandate of the Commission and the advancement of the Open and Distance Education as well as its reforms in the Nigerian Universities System.

Professor Olugbemiro Jegede is the immediate past Secretary to the Government of Kogi State of Nigeria. He is also the immediate past Secretary-General and Chief Executive of the Association of African Universities, the apex organisation of higher education in Africa and the implementing agency for the African Union in Higher education. He had a successful tenure on a special assignment in Higher Education in Nigeria at the invitation of the Federal Government of Nigeria to restart open and distance learning activities in Nigeria. He commenced the assignment as the National Coordinator, National Open and Distance Learning Programmes in 2001 and in 2003 became the foundation Vice Chancellor of the

National Open University of Nigeria (NOUN). By the time he completed his tenure, he developed the University to the position of the 7th best University in Nigeria as rated by the Webometric global ranking of universities.

Professor Jegede serves as Vice President (Africa Region) on the Governing Board of the International Council on Education of Teaching (ICET) and was President of the African Council for Distance Education (ACDE) from 2008 to 2010 and, now its global Ambassador. Among his national and international awards Professor Jegede cherishes most are: the Best Vice-Chancellor in Nigeria 2009 by the National Association of Nigerian Students (NANS), the 2010 Hitachi Software of Japan Award of Hitachi Prominent African Leaders for Change in Education, and the 2009 African Leadership Star Award for Excellence in Tertiary Education. In his over 30-year career, this seasoned scholar and administrator has made numerous presentations, and demonstrable expertise, in many areas which include Instructional Design, Psycho-Social Environment and Learning, Knowledge Engineering and Cognitive Science, Assessment and Evaluation of Learning, Information and Communication Technologies in Instructional Delivery, Virtual Reality and flexible delivery of instruction and ODL Research with cross-cutting applications in higher education, science education, ODL, management, technology and strategic planning. As far back as 1995, he won the prestigious award for Excellence in Research of the University of Southern Queensland.

Professor Jegede, who has published more than 25 books and over 156 articles in foremost journals in the world, is one of the few distinguished academics in the world with two Professorial Chairs. He was appointed Professor of Science Education in 1990 and in 1997 appointed Professor of Open and Distance Learning.

A major global landmark and significant contribution to education and the development of knowledge by Professor Jegede is his **Theory of Collateral Learning** which he propounded in 1995, to explain how non-Western science learners attempt to cope within a classroom environment not very receptive to their indigenous knowledge. Jegede's Theory of Collateral Learning, which has been cited over 3,790 times in global scientific literature at the last count, has been studied by over 56 doctoral graduates world-wide. Professor Jegede was a co-founder of the *e-Journal in Instructional Science and Technology* in 1995 as the first electronic journal in ODL in Australia.

Professor Jegede served in various higher education capacities in outstanding institutions in Africa, Asia and Europe including taking charge in 1988 of the MEd Science Education programme by distance learning at Curtin University of Technology Science and Mathematics Education Centre, Perth, Australia. He was the founding Head of the Research and Evaluation Unit of the Distance Education Centre at The University of Southern Queensland, Toowoomba, Australia (1991-97). He was foundation Director of The Open University of Hong Kong Centre for Research in Distance and Adult Learning (CRIDAL) from 1997-2002. He was Manager of the East Asia Regional Node for the World Bank Global Distance Education Network at its inception in 1998. He holds a BSc Ed & MEd (ABU) and a PhD (Science Education) from University College, Wales, UK.

Professor Jegede was a member of the Commonwealth of Learning Knowledge Management Roundtable which managed the Commonwealth Open Learning Interactive Network for knowledge sharing in 1998. He developed the first electronic network for the Asian Association of Open Universities (AAOU) and was an expert consultant to, and the Chair of, the Beijing Declaration Drafting Committee at the E-9 Expert Meeting of the 9 Most Populous Developing Countries' Ministers' of Education Meeting, Beijing, China in 2001. In 2010 he was made a member of the Global University Leadership Forum (GULF) and the African Universities Consultative Council established by the World Bank and the World Economic Forum to fashion out collaborative projects and associations between the world's best 25 Universities and selected African Universities.

A major and outstanding accomplishment Professor Jegede recorded as Secretary General of the Association of African Universities (AAU) was being the Facilitator of the launching of the Pan African University – a thematic University system using 55 Centres of Excellence as hubs and nodes of higher

institutions dedicated to postgraduate training and research, and intra mobility of staff and students within Africa in 2011. He chaired the Planning Committee for the Association for Development in Education in Africa (ADEA) Ministerial Regional Meeting in 2004. As Vice Chancellor of NOUN, he established the Regional Training Institute for Research and Development in Open and Distance Learning (RETRIDAL) in 2003 as a Centre of expertise in ODL for the West African Sub-region, and also set up the African Council for Distance Education Quality Assurance & Accreditation Agency (QAAA) in 2008 as a continental body to manage, monitor, accredit and audit quality and build capacity for quality assurance in ODL on the continent of Africa. He initiated and facilitated the National Advisory Committee on Open and Distance Education (NODEC) for Nigeria 2006 to 2010.

Professor Jegede was invited by the Executive Council of the International Council for Distance Education (ICDE) and its Standing Conference of Presidents (SCOP) to Chair its International Research Committee in 2001 and to lead a Team of international ODL researchers to investigate and develop a research agenda for ICDE. This report has continued to guide ODL research and the development of online teaching and learning world-wide.

Professor Jegede is a member of the Nigerian Academy of Education; the Pro-Chancellor and Chairman of The Governing Council of the Littoral University, Porto-Novo, Republic of Benin; and honoured with PhD (honoris causa) of that university. He was conferred in 2013 by Salem University with the degree of DSc in Public Administration (*honoris causa*). He is a Fellow of the Commonwealth of Learning (FCOL), Fellow of the African Academy of Science (FAAS) and Fellow of the Science Teachers Association of Nigeria (FSTAN). He is the 2015 recipient of the International Council for Distance Education (ICDE) **Prize of Excellence for Lifelong Contribution to the field**. Professor Jegede is Emeritus Professor of Open and Distance Learning of the National Open University of Nigeria and consultant to many agencies including AAU, EU, UNESCO, COL, World Bank, AfDB and UNDP.

Professor Peter A. Okebukola is a distinguished Professor of Science and Computer Education at Lagos State University, Nigeria. He had his higher education at the University of Ibadan where he obtained his Bachelor's degree in 1973 followed by Master's and PhD degrees in Science Education in the same university. He had specialised science and technology training at the Massachusetts Institute of Technology (MIT), and Harvard University, both in Cambridge, USA. He is a Fellow of the Science Association of Nigeria (SAN), Fellow and President of the Nigerian Association for Environmental Education and Fellow and past President of the Science Teachers Association of Nigeria (STAN). He was Director of the Virtual Institute for Higher Education Pedagogy and Co-Director of the Virtual Institute for Higher Education in Africa. He has served as lead facilitator to deliver online training to over 10,000 academics in 62 universities in Africa. He was leader of the E-learning Programme for federal civil servants in Nigeria involving over 70,000 participants. He won the prestigious 1992 UNESCO Prize for the Communication of Science. He has won several international gold medals in science, environmental and computer education. He was concurrently the Chairman of Council of four Nigerian universities. He is currently the Chairman of Council of Crawford University, Chairman, Board of Trustees of Caleb University and Chairman of Council of the National Open University of Nigeria (NOUN). He is the Executive Chairman, Okebukola Science Foundation. He was Executive Secretary of the National Universities Commission. He has been awarded a number of honorary DSc degrees. He is the recipient of the National Honour of the Officer of the Order of the Federal Republic- OFR. He is the current Chairman of the US-based Advisory Council of the CHEA International Quality Group (CIQG).

Workshop overview and summary timetable

Aims

The main aim of this workshop is to provide information, ideas, resources, and support for participants to plan the next stages of development of Open and Distance Learning (ODL) in their institution, whatever their role.

A further important aim is to help participants to form networks which will continue to provide peer support after the workshop is over.

Intended outcome

By the end of the workshop, you will have developed strategies, policies and plans for working with colleagues in your University and nationally to develop and run high quality ODL programmes.

Workshop processes

The Workshop comprises 15 sessions, with inputs and both formal and informal working.

Each session typically involves some input, and access to resources. However the principal activity is work by you – above all, using the ideas and information presented and discussions with peers and colleagues to make plans for action.

It is suggested that you are allocated to groups and tables for sessions:

> 'A' groups are for ODL practitioners, 'B' groups for senior managers.

> A and B groups will sometimes have different tasks.

There will be sharing of ideas across A and B groups.

For some sessions, you will be allocated to work in institution-based groups.

Action planning and follow up

In the final 15 minutes or so of most sessions, we shall ask you to note down in your Workbook answers to these three questions:

1. What are the main ideas that you are taking away from this session?

2. How do you plan to use these ideas to advance your own and your institution's practice in Open and Distance Learning (ODL) during the next few weeks, months or years?

   You may find these supplementary action planning questions useful each time:

   - What are you going to do with each of these ideas?

   - How are you going to implement them?

   - Who else will you need to talk to, to get these ideas into practice?

   - How will you persuade them that these are good ideas?

   - What objections may they raise?

   - How will you negotiate with them?

   - What will success look like?

3. What will you do on Monday? In other words, what is the very next thing you will do in your home institution to advance ODL?

Your accounts of they key ideas you are taking away from each session, and your action plans, are the most important outcomes from this workshop. You may wish to share these with colleagues.

Resources

Resources for this workshop can be found at https://tinyurl.com/CDENUCWorkbook. (You may need to copy this link and paste it into your browser.)

Summary of Workshop timetable

	Tuesday July 3	**Wednesday July 4**	**Thursday July 5**
	Planning ODL	**Developing ODL**	**Making ODL happen**
0830 – 0925	Registration, informal interaction, refreshments		
0930 – 1000	Welcome Address by the Executive Secretary, National Universities Commission, Professor Abubakar Rasheed mni, MFR, FNAL and Introductions by University of London – Dr David Baume, Professor Stephen Brown, Ibrahim El and Dr Akanimo Odon	**0900 – 0930**	Informal interaction, looking at materials, looking as posters from Session 4, refreshments	Informal interaction, looking at materials, refreshments
1000 – 1115	Session 1 **Identifying aspirations and goals for ODL** *and* **ODL capabilities and development needs** Facilitated by David Baume, Stephen Brown, Ibrahim El Mayet and Akanimo Odon. Collaborative work and planning. Worksheets and planning aids will be provided for each part of the session.	**0930 – 1045**	Session 6 **Basics of learning and successful ODL in practice** **Essential conditions for successful learning in higher education.** David Baume **Further institutional and programme issues for successful ODL.** Stephen Brown – slide presentation. **The Nigerian / African contexts** Akanimo Odon Participants drafting initial guidance notes on good practice in ODL programmes. Action planning.	Session 11 **Change processes and staff development:** **Drivers, barriers, enablers, and stakeholder engagement** Stephen Brown - slide presentation **Change processes and staff development, including the University of London PGCertHE** David Baume **Change processes in the Nigerian context** Akanimo Odon Groups working in institutional teams to define institutional change processes for embedding ODL. Action planning.
1115 – 1145	Refreshments	**1045 – 1115**	Refreshments	
1145 – 1245	Session 2 **ODL policy and practice in the Nigerian University System**	**1115 – 1215**	Session 7 **Developing quality Course Materials for ODL in Nigeria**	Session 12 **Fine-tuning the Delivery System to Ensure Comparability in**

	Presentation with Q&A Dr Olamide E Adesina, NUC		Presentation with Q&A Professor Olu Jegede, NUC	**Quality of Open and Distance and Conventional Modes** Presentation with Q&A Professor Peter Okebukola, NUC
1245 – 1400	Session 3 **What makes a successful institutional ODL strategy and programme?** Akanimo Odon on local, national and African contexts and markets for ODL. Stephen Brown on some institutional and programme issues for successful ODL - slide presentation Collaborative work and action planning on strategies and programmes.	**1215 – 1330**	Session 8 **Ensuring ODL is fit for purpose (1) Quality and QA** Quality and Quality Assurance – Stephen Brown – slide presentation. Quality and in the Nigerian and African contexts - Akanimo Odon Group work and action planning on courses and quality and on policy and strategy for quality.	Session 13 **Creating a poster about your institutional strategy for ODL** institutional plans for ODL – working in institutional groups.
1400 – 1500	Lunch	**1330 – 1430**	Lunch	
1500 – 1615	Session 4 **ODL for real** Introductory presentation by David Baume on the basic features of ODL Participants will work to specify an actual ODL course of their choice. Input, resources and prompts will be provided. Prepare poster of course specification.	**1430 – 1545**	Session 9 **Ensuring ODL is fit for purpose (2) – Academy / Industry engagement** Developing productive relations between higher education and employment, and the roles of ODL in this. Akanimo Odon and representatives from industry. Q&A, discussion, action planning	Session 14 **Poster presentations, Q&A, panel discussion.** David Baume, Stephen Brown, Ibrahim El Mayet and Akanimo Odon and colleagues from NUC. Action planning.
1615 – 1645	Refreshments	**1545 – 1615**	Refreshments	
1645 – 1800	Session 5 **Vision, content, strategy and practice** Based on work done by	**1615 – 1730**	Session 10 **Starting to design an ODL Course** Based on work done	Session 15 **Individual action planning** Reviewing notes and

	participants earlier in the day, sharing strategies for programme planning.		earlier, starting to design an ODL course. Action planning. Introduction to the poster challenge.	plans participants have made throughout the Workshop. Writing detailed personal action plans for the next few weeks, months and years to support the successful introduction and expansion of ODL in their institution.
1800 – 2100	Informal working, refreshments, free time, social activity,	**1730 – 2100**	Informal working, refreshments, free time, social activity,	
		1730 – 1745		Closing ceremony and depart.

Day 1
Tuesday July 3rd
Planning ODL

Tuesday July 3rd, 1000 - 1115

Session 1 – Identifying aspirations and goals for ODL* and *ODL capabilities and development needs

Groupings

Suggest working in A (practitioner) and B (senior manager) groups

Intended outcomes

Participants will:

1(i)   Identify their personal, professional and institutional aspirations and goals for ODL

1(ii)   Identify their current personal, professional and institutional capabilities and development needs with respect to ODL

Activities

1000   Introduction to the session

1005   Worksheet 1(i) – Where do we want to get to? In other words, what are our goals and aspirations for ODL? How will we research this further?

Both A and B groups address this, from their own points of view.

1030   Worksheet 1(ii) – What ODL capabilities do we bring? What ODL capacities do we still need to develop? How will we research this further?

Both A and B groups address this, from their own points of view.

1100   Individual action planning

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Your notes on this session, beyond those in your worksheets:

Worksheet 1(i) – Aspirations and goals for ODL, both personal/professional and institutional

Name...………………………………………………………………………………………………………

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Personal and professional aspirations and goals for ODL:

1　　What do you want your own job or role(s) to be, with regard to ODL, in 2023?

2　　What will tell you that you have achieved your personal and professional aspirations and goals in ODL in 2023? Personally and professionally, what will your success look like to you?

Institutional aspirations and goals for ODL:

3　　What do you want your institution to have achieved, with regards to ODL, by 2023? For example:

3i　　How many, or what proportion, of your university's students will be studying, at least in part, by ODL in 2023?

3ii　　What will be the main subject areas for your university's ODL students?

3iii　　What factors will show that your university is successful in ODL in 2023?

Worksheet 1(ii) – ODL Capabilities and Development Needs

Name..……

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Specifying, planning and writing good ODL courses

1   How do you rate your own capabilities in these areas?

(Underline)   Little or none   Some but insufficient   Sufficient   Outstanding

2   How do you rate your institution's capabilities in these areas?

(Underline)   Little or none   Some but insufficient   Sufficient   Outstanding

3   What are your own main current capabilities in these areas?

4   What are your institution's main current capabilities in these areas?

5   What extra capabilities do you need in these areas?

6   What extra capabilities does your institution need in these areas?

Worksheet 1(ii) – ODL Capabilities and Development Needs

<u>Running, teaching and administering</u> good ODL courses

7　　　How do you rate <u>your own</u> capabilities in these areas?

(Underline)　　Little or none　　Some but insufficient　　Sufficient　　　Outstanding

8　　　How do you rate <u>your institution's</u> capabilities in these areas?

(Underline)　　Little or none　　Some but insufficient　　Sufficient　　　Outstanding

9　　　What are <u>your own</u> main current capabilities in these areas?

10　　　What are <u>your institution's</u> main current capabilities in these areas?

11　　　What extra capabilities do <u>you</u> need in these areas?

12　　　What extra capabilities does <u>your institution</u> need in these areas?

Worksheet 1(ii) – ODL Capabilities and Development Needs

<u>Budgets, resources and strategies</u> for good ODL

13   How do you rate <u>your own</u> capabilities in these areas?

(Underline)   Little or none   Some but insufficient   Sufficient   Outstanding

14   How do you rate <u>your institution's</u> capabilities in these areas?

(Underline)   Little or none   Some but insufficient   Sufficient   Outstanding

15   What are <u>your own</u> main current capabilities in these areas?

16   What are <u>your institution's</u> main current capabilities in these areas?

17   What extra capabilities do <u>you</u> need in these areas?

18   What extra capabilities does <u>your institution</u> need in these areas?

Session 1 - (i) Identifying aspirations and goals for ODL and (ii) ODL capabilities and development needs

Name.…………………………………………...…………………………………………………………………………

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1.1   What are the main ideas that you are taking away from this session?

1.2   How do you plan to use these ideas to advance your own and your institution's practice in Open and Distance Learning during the next few months or years? (Supplementary questions are provided in the Workshop Overview, page 15.)

1.3   *What will you do from this session about ODL on Monday?*

Tuesday July 3rd – 1145 **–** 1245

Session 2 – ODL policy and practice in the Nigerian University System

Presenter
Dr Olamide E. Adesina

Intended outcomes
Participants will have begun to identify the implications of national ODL policy and practice for their own institution's work in ODL.

Activities
Presentation
Q&A
Action Planning

Resources
The presentation
Ideas from Q&A

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Your notes on this lecture and the Q&A:

Session 2 - ODL policy and practice in the Nigerian University System

Name...……………………………………………...…………………………………………………………………………

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2.1   What are the main ideas that you are taking away from this session?

2.2   How do you plan to use these ideas to advance your own and your institution's practice in Open and Distance Learning during the next few months or years? (Supplementary questions are provided in the Workshop Overview, page 15.)

2.3   What will you do from this session about ODL on Monday?

Tuesday July 3rd – 1245 **–** 1400

Session 3 – What makes a successful institutional ODL strategy and programme?

Groupings

Working in A (practitioner) and B (senior manager) groups.

Intended outcomes

Participants will have developed more detailed accounts of their institutional strategy and of what makes a good ODL programme.

Activities

Short presentations:

Akanimo Odon on local, national and African contexts and markets for ODL

Stephen Brown on institutional issues for successful ODL

David Baume on programme issues for successful ODL

Worksheets:

Groups A   ODL practitioners – preparing a briefing on the requirements for a successful ODL programme in their setting

Groups B   Senior managers – preparing a briefing note on the requirements for institutional strategy for a successful ODL in their setting

1345   Action planning

Resources

Programme Specification Prompts

Worksheets for Briefing Notes for Groups A and B

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Your notes on this session:

Session 3

Programme Specification Prompts

A detailed programme specification needs to address these issues:

1   Business case

    A.   **Employment potential:** Target business sectors, location, size, growth trends, graduate job opportunities.

    B.   **Industry collaboration potential:** Sponsorship, professional accreditation, work experience, visiting lecturers, resource contributions in kind (e.g. materials, equipment, study venues).

    C.   **Demand potential:** Evidence of demand from potential students such as surveys, emails.

    D.   **Competition:** Similar programmes offered elsewhere and what advantages the proposed new programme offers

2   Academic outline

    E.   **Programme details:** Title, level, qualification, other exit awards, module titles and rationale, pre-requisite knowledge and skills, relationship with other programmes.

    F.   **Learning outcomes:** Academic knowledge and skills; employability skills and experience, career management skills; values and ethics.

    G.   **Delivery:** On campus, blended learning, online.

    H.   **Pedagogical strategy:** e.g. didactic lecture based/problem based experiential learning; individual/collaborative group learning; flipped classrooms.

    I.   **Assessment strategy:** Formative, summative, portfolio/project versus examinations.

3   Institutional support

    J.   **Technical infrastructure:** Platforms, VLE, hosting, 24x7 technical support, accessibility, data policy, systems security.

    K.   **Marketing:** Communication and feedback channels, budget.

    L.   **Course production and maintenance:** Programme leader, module leaders, production manager, media support (graphics, photography, video, animation, podcasts, etc.), schedules, budget, management boards.

    M.   **Tutor appointments:** Recruitment, training.

    N.   **Learning resources:** Library, laboratories, workshops, field trips, OERs, study centres.

    O.   **Registry:** Eligibility checking, fees, login credentials, progression records, awards and award ceremonies.

    P.   **Student tracking:** Monitoring student progress and feedback to tutors and students.

    Q.   **Quality Assessment:** Alignment of learning outcomes, assessments and content; grading scheme and rubric; programme/module evaluation; tutor performance monitoring; stakeholder feedback (e.g. students, tutors, employers, accreditation bodies, University departments such as Registry, IT Services, Marketing, etc.).

Session 3 – Worksheet 3A

Briefing note by Groups A – ODL practitioners – for colleagues – on the requirements for a successful ODL programme in their setting

1   Who are the audiences for this briefing note?

2   Whose cooperation and support will you need to produce and run a successful ODL programme in your setting?

3   What policies and strategies would you like the University to have in place to support the production and operation of a successful ODL programme?

4   What difficulties do you anticipate?

5   How will you overcome these?

Session 3 – Worksheet 3B

Briefing note by Groups B – Senior Managers– for colleagues on the requirements for institutional strategy for a successful ODL in their setting

1   Who are the audiences for this briefing note?

2   Whose cooperation and support will you need to produce and run a successful ODL programme in your University?

3   What policies and strategies does the University need to have in place to support the production and operation on a successful ODL programme?

4   What difficulties do you anticipate?

5   How will you overcome these?

Session 3 - What makes a successful institutional ODL strategy and programme?

Name..………………………………………………….…………………………………………………………………………………

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3.1   What are the main ideas that you are taking away from this session?

3.2   How do you plan to use these ideas to advance your own and your institution's practice in Open and Distance Learning during the next few months or years? (Supplementary questions are provided in the Workshop Overview, page 15.)

3.3   What will you do from this session about ODL on Monday?

Tuesday July 3rd – 1500 – 1615

Session 4 – ODL for real

Groupings
Working in institutional groups

Intended outcome
Produce a poster with outline specification for one ODL course in your institution.

Activities

1500	**Skim read "Key Ideas in open and distance learning (ODL)"**
1515 or so	**Discuss, agree and produce a poster summarising the specification for one ODL course in your institution**
1600	**Action planning**

Resources

"Key Ideas in Open and Distance Learning (ODL)"

Information, ideas and resources that you have brought; that you have heard, read and generated during the day, and also resources linked at the end of this Workbook

Flip chart paper, markers, fixings

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Your notes on this session:

Key ideas in open and distance learning (ODL)

All to read:

Overview

Open and Distance Learning (ODL) is breaking down current barriers, current distinctions:

- Distance doesn't matter. Students can be a world apart but work together

- Time doesn't matter. Students can work on a shared or common task at different times

- Distance to the library doesn't matter. The library, or a selected subset of it, is in the students' hands, or on their desk

- Students and teachers can be online and face-to-face at same time

- Students can be alone and working in a group at the same time

- Students can be on a bus and in a library at the same time

- Students can watch a lecture at home

- Students can answer quiz questions at 3 AM

- And **–** the distinction between campus-based learning and ODL is breaking down. For example, most campus-based students already do some of their studying online.

Soon, there will only be learning, using a rich range of tools and resources. We won't distinguish so much between face-to-face, blended and open and distance learning.

But, for now, with ODL:

- Students can be less teacher-dependent and more independent – if the course and the tutor allow and encourage and support this.

- Because knowledge and information are readily available, students can refocus onto making sense of and using knowledge and information – as long as the course and the teacher encourage this, and the assessment rewards it.

- Different students already learn best in different ways. ODL increases the range of forms of learning open to students, as well as helping students to become more versatile learners.

Person 1:

Planning ODL courses

Most of the effectiveness of an ODL course comes from the design of the course. Teaching, giving feedback, and the other elements are also extremely important. But it all starts with a good course design.

ODL draws attention to the idea of investment – investment in course design, investment in the development and selection of learning resources, investment that pays off in increased student numbers, improved student learning, increased student retention and success, and more efficient use of staff time. This has implications for staff workload for ODL, as explored in Assinder, Baume and Bates, (2010)

Students need:

- A clear account of the intended learning outcomes, that is, of what the students need to be able to do by the end of the course, and of what kind of work shows these outcomes being met.

- Clear outcomes, probably weekly in first level courses, but covering longer periods of time in

later years of their course, always to enable students to plan their work and monitor their progress against these outcomes.

Associated with the intended outcomes, they need a schedule of activities to undertake in order to achieve the outcomes. Again these should probably be in weekly detail for early modules. It should be made clear how long students are expected to spend on each of these activities, certainly within a range – this will help students to manage their time most productively.

The resources to use in completing each of these activities should also be made clear. As students mature, we want them to move towards being capable enthusiastic independent learners. So, again, the time interval for learning activities can stretch, and also students can play a bigger role in devising and undertaking appropriate the activities.

But students always need some clarity, some structure. There should be a single document, probably online. We shall here call it the Course Guide. It guides and leads and directs the students. It refers them out to other resources and activities. But it is always the place they come back to, to answer the perennial and appropriate student question – "What do I do next?"

For more on course design see Baume (2009), JISC (2017), Conole (2017).

Obtaining and producing learning resources

Learning resources are the servants of the learning activities, which in turn are the servants of the learning outcomes.

Person 2:

Course Guide

The principal learning resource is, as discussed above, the Course Guide. This describes intended student learning outcomes and the associated study activities. It can and should link to, refer to, point to, a wide variety of other sources and resources, preferably with a note to indicate what these sources and resources are and how they might be used. Later in the course, students should increasingly be encouraged to find and share and critique new resources beyond the course.

Course content

It may be necessary to write some course material, some course content, which is not otherwise available, or is not available in a form that the course team thinks appropriate. However, writing course content is a slow and therefore an expensive business. A three-part strategy for content is therefore suggested:

1. Link to existing materials and resources wherever possible. There are many excellent resources, including open educational resources (OERs), available;

2. If necessary, annotate these existing resources with any reservations, corrections or additions that you need or wish to make on them; and

3. If absolutely necessary, or if you really want to, and have the time – write new content.

Student learning activities

Writing student learning activities is one of most distinctive and important elements of writing an ODL course. New types of learning activities are being devised all the time, as new pedagogies and new learning technologies emerge. However, rather than drowning in detail, we shall focus on a few principles, a few examples. You can build on these in your setting.

*   Above all, the learning activities should be **appropriate to the intended learning outcomes**. The learning outcome should describe what the students are to be able to do. Learning activities should clearly help students in this quest (Baume 2009).

- Appropriate learning activities may:

  - Require students to undertake simpler, and then more complex, version of the learning outcome. Or

  - Comprise steps that the student must learn to undertake to achieve the intended learning outcome.

  - Both you and the students should always be clear why students are undertaking each learning activity.

  - Students aren't just learning the subject. They may also be **learning to learn by ODL**. So, start with simple (but not trivial) and small activities, and steadily build activities in scale and complexity.

  - From the start, encourage students to work in public, in course forums where they can share their work and thoughts:

    - For example, you may want them to summarise the main arguments and ideas from a chapter. It may be more productive if they do this in a forum, where they can see and react to each other's ideas, rather than to work in private.

  - Students may need help and support to become comfortable with working in public:

    - They need to learn to trust each other, and to trust you. They will need reassurance that they are not "giving their ideas away", and hence giving away marks.

    - They will also need reassurance that they are not risking being accused of plagiarism when they pick up and use the ideas of others. This is a big change of pedagogic practice, leading to a change of learning culture. Students will rapidly find it rewarding.

  - To persuade students of the value of this approach, remind them what employers say about the importance of graduates being effective communicators and effective collaborators.

A discussion of types of learning activities and settings follows. But, before that, here are three possible dimensions of difference of types of learning activities. We start with this analytic, rather than a descriptive, approach, to help you select and design learning activities that are appropriate to your particular setting, rather than just choosing from a list.

Person 3:

Learning activities – dimensions of difference

1   Alone / by invitation / small group / large group / open

This describes various settings in which students can work. The two ends; alone, and open (to the world, for example in a public blog or on Twitter); are self-evident. Between them:

- A student can invite selected people to see selected items of their work, and to discuss these.

- A small group would typically be a defined study group within a larger course or module.

- A large group would typically be the whole cohort or module group.

The first two or three of these settings – alone, by invitation and small group – may feel safer and

more comfortable to the student, especially the student new to ODL. Working in the full open world would only occasionally be appropriate for students. The most learning probably happens the second, third and fourth settings from the list.

2   Synchronous / asynchronous

It may be natural for the teacher familiar with and confident in face-to-face teaching to want to move to synchronous working in ODL. Synchronous online learning can have vigour, an immediacy. It can build a feeling of community engagement. But some students are always quiet in a synchronous setting, not because they have nothing to contribute, but because they are shy, more cautious, or want to spend time crafting a thoughtful response. For such students, tasks where a more considered response can be made will be good. Also, when students' busy lives do not always allow them be together online at the same time, asynchronous has considerable advantages.

Which is best? Use both, find out which works best, and when, and for which students, and for what kind of activities, and why.

3   From experience-based to resource-based

This is not a set of discrete alternatives, but rather a spectrum.

At one end of the spectrum are activities and tasks that make use of students' prior and current experience. These typically ask students to describe and make sense of these experiences – in relation to theories and information in the course resources and elsewhere.

At the other end of this spectrum are activities and tasks which require the students to read and make sense of course resources and materials – and, hopefully, to apply these and test them against their own experience.

Appropriate activities can be located almost anywhere along the spectrum. But probably not at either extreme. Experience without explanation, and theory without application, probably both have little value. Powerful learning results from a continued conversation, interaction, between experience and theory, analysis and creation or construction.

An ODL course can include an online version of almost any learning activity that happens in a face-to-face course, whether in the classroom or in particular specialist facilities, with students undertaking assignments or some other form of guided private or independent study, sometimes in groups, sometimes alone. All it takes is imagination, and probably some technology.

The Course Guide typically plays a larger role in ODL course than in a face-to-face course. This means that an ODL course can comprise more sophisticated and complex set of learning activities, although they should never be more complex than is necessary to help students to achieve the learning outcomes.

Person 4

A few of the main types of learning activities

- Read and take notes on a source or sources, which may be written, audio, video or some other form, including of course online

- Use a source or sources to answer a question

- Describe, analyse and make sense of a professional experience

- Undertake a small assignment

- Plan, or write a section of, a larger assignment.

What may ODL add to this conventional set of learning activities?

- Sharing outlines and drafts, via email or in a forum or wiki

- Reading, reacting to and commenting on, outlines and drafts by other participants

- Engaging in online debate

- Using ideas and debates in the forum to add to and improve your work

- Annotating and sharing new resources for the assignment.

With so many rich possibilities, a crucial role of the course designer is to manage all these activities. The activities need to form a coherent clear appropriate whole, in which students can productively engage and through which they can learn with increased effectiveness, efficiency, and hopefully also delight. When it is working well, students will join and build a learning community as well as undertaking their individual learning. A popular and effective approach to this is described in Salmon (2013). Key elements of this approach are:

- A clear title including full information on what to do

- A small piece of information, stimulus or challenge (the 'spark')

- Online activity, which includes individual participants posting a contribution;

- An interactive or participative element, such as responding to the postings of others

- Summary, feedback or critique from an e-moderator (the 'plenary') .

This is not a formula or recipe, to be followed automatically on all occasions. However, it does suggest how various elements of ODL can be made to work productively together.

Teaching by ODL

With the course designed, and in particular with the Course Guide published and the resources linked, the main role of the tutor is to help the students to undertake the course; to guide and support them through the sequence of ODL activities.

A major role in tutoring is to moderate online discussions and activities. Moderating includes:

- Welcoming participants

- Encouraging participants to introduce themselves to the forum

- Reinforcing the guidance in the Course Guide on tasks and timing

- Similarly reinforcing guidance on behaviour and etiquette – essentially, courtesy, mutual respect, and a constructively critical approach

- Supporting and encouraging, but not leading, discussions

- Modelling good behaviour

- At least trying to ensure a balance of contributions from participants, particularly from those inclined to under- or over-contribute

- Taking action in case of inappropriate participant behaviour, in the first instance asking the participant to undo their inappropriate behaviour.

Person 5:

Feedback to students within ODL

Feedback is essential for student learning. However, tutors giving individual feedback to individual students, whilst powerful, is very demanding of time. ODL allows for additional possibilities, including:

- Using standard responses. During the first presentation of a course, tutors will find themselves frequently making much the same comments and suggestions on many pieces of

student work. Tutors can compile these standard comments into a list, add to this list any comments they can anticipate having to make on this assignment, and give student feedback in the form of ticks on a list, or standard comments pasted in. This is much faster to do than giving individual feedback, and almost as productive. In some ways it is even better, because students see what remarks they have not, as well as have, attracted.

- <u>Peer feedback.</u> Students can rapidly learn to give each other valuable feedback on their work (Falchikov 2013). Students receive more feedback. And the students giving feedback benefit from having to articulate their judgements on the work and the reasons behind those judgements. Students can share their judgements, and see what kinds of judgements other students are making, and compare and contrast and learn. Everybody wins.

- <u>Self-feedback.</u> Students can become good at this (Boud 1995). This should not be a surprise. Almost anyone can take a piece of work they have produced, and ask and answer basic questions including "What is good about this work, and why?" and "In what ways could it be better, and again why?" Students might be helped to do this by providing marking schemes, and perhaps in some cases also model answers, for work they have produced. These can be powerful tools for learning.

- Having received all this feedback, students may find it useful critically to review all his feedback, and then revise their work accordingly. Further learning will ensue.

Person 6:

Feedback about ODL

ODL generates large amounts of data about student activity and student learning. Analysis of these data can provide valuable feedback to those designing and running the course. (Sclater and Bailey, 2017). Even some very basic data analysis can be valuable. It is easy to build feedback questions into the normal operation of the course, perhaps just one or two questions each week. Students find it very motivating when they see their feedback being acted on in subsequent weeks of the course. Valuable feedback data include:

- How students are allocating their time to the various activities
- Which student learning activities they find more and less valuable
- Which resources they find more and less valuable
- Residual questions about course content, which can be responded to in the course forum
- Suggestions for improving the course.

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David Baume

Revised June 2018

Session 4 **–** ODL for real

Name...………

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4.1   What are the main ideas that you are taking away from this session?

4.2   How do you plan to use these ideas to advance your own and your institution's practice in Open and Distance Learning during the next few months or years? (Supplementary questions are provided in the Workshop Overview, page 15.)

4.3   What will you do from this session about ODL on Monday?

Tuesday July 3rd – 1645 **–** 1800

Session 5 – Vision, content, strategy and practice

Groupings
Working in institutional groups

Intended outcomes
You should have begun to outline some ideas about ODL vision, content, strategy and practice for your institution, and your role.

Activities
Skim-read the Session 5 resources linked below. You will need to allocate different sections of these two long documents to different people.
Pool and share what you have learned today; ideas, experience and expertise that you brought; and ideas from the reading was provided in the resources;
Outline on the worksheet some further ideas about ODL vision, content, strategy and practice for your institution and your role.
1745   Action planning

Resources
Notes you have already made during the day
Session 3 and 5 resources from https://tinyurl.com/CDENUCWorkbook
Worksheet 5

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Your notes on this session (beyond what you have put into worksheet 5)

Worksheet 5 – Vision, content, strategy and practice

Name.………

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What ideas do you currently have about these topics for ODL at your institution and your role in it?

1   ODL <u>vision</u> and your role

2   ODL <u>content</u> and your role

3   ODL <u>strategy</u> and your role

4   ODL <u>practice</u> and your role

Session 5 – Vision, content, strategy and practice

Name..…………………………………………..……………………………………………………………………………

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5.1   What are the main ideas that you are taking away from this session?

5.2   How do you plan to use these ideas to advance your own and your institution's practice in Open and Distance Learning during the next few months or years? (Supplementary questions are provided in the Workshop Overview, page 15.)

5.3   What will you do from this session about ODL on Monday?

Day 2
Wednesday July 4th
Developing ODL

Wednesday July 4th, 0930 - 1045

Session 6 – Basics of learning <u>and</u> successful ODL in practice

Groupings
Working in A (practitioner) and B (senior manager) groups

Intended outcomes
6a   Participants will:
1.   Review their own practice against what is known about conditions for learning
2.   Plan how they will make greater use of these ideas in their future ODL
6b   Participants will identify the success factors for ODL in their particular setting

Activities
6ai   Presentation on basics of learning from David Baume
6aii   Competing worksheet 6.1
6bi   Presentations from Stephen Brown and Akanimo Odon on successful ODL on practice
6bii   Presentation from Akanimo Odon
6bii   Competing worksheet 6.2
Action planning (15 minutes)

Resources
Worksheets 6.1 and 6.2
See also https://tinyurl.com/CDENUCWorkbook

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Your notes on this session

Worksheet 6.1

Conditions for successful learning in Higher Education

Adapted from Baume, D. and Scanlon, E. (2018). What the research says about how and why learning happens. In: R. Luckin, ed., *Enhancing Learning and Teaching with Technology - What the Research Says*, 1st ed. London: UCL IoE Press, pp.2-13.

	Condition	**How does your current practice do this?**	**How will you do this more / better in your future ODL?**
1	**A clear structure, framework and scaffolding surrounds, supports and informs learning.** *Students always know what they should be doing, and when, and what they are trying to achieve.*		
2	**High standards are expected of learners, and are made explicit.** *Students are actively and effectively helped to know what the qualities of good work in their course are.*		
3	**Learners acknowledge and use their prior learning and their particular approaches to learning.** *Students know the extent and the limits of the prior knowledge they bring to their studies. They also know themselves, their capabilities and preferences and gaps in the way they go about learning.*		
4	**Learning is an active process.** *Students are consistently, appropriately, intelligently, reflectively, active.*		

5	**Learners spend lots of time on tasks, that is, doing relevant things and practising.** *Students are undertaking activities that will clearly lead them towards attainment of the course's intended learning outcomes. They always know why they are doing what they are doing. They are learning to solve problems, to devise and answer interesting and important questions, to do interesting and useful and relevant things, not simply soaking up knowledge.*		
6	**Learning is undertaken at least in part as a collaborative activity, both among students and between students and staff.** *Students are spending some time working alone, But also working closely and productively, with fellow students and with the teacher. Many student assignments include collaboration.* *Contact time with the teacher is precious. This contact is used for real and productive interaction, not simply for the presentation of material that could just as well be read or heard / watched.*		
7	**Learners receive and use feedback on their work.** *Students receiving feedback on their work; from the teacher but also from fellow students and from themselves.* *And they act on this feedback, discovering what they are doing well and should continue to do, and learning how they should change their conceptions about the subject and their approach to their future studies.*		

Worksheet 6.2

Successful ODL in practice

	Your principal success factors for ODL in your institution	**Why is this success factor important?**	**What will you do to make this success factor happen?**
1			
2			
3			
4			
5			
6			

Session 6 **–** Basics of learning and Successful ODL in practice

Name.……

6.1   What are the main ideas that you are taking away from this session?

6.2   How do you plan to use these ideas to advance your own and your institution's practice in Open and Distance Learning during the next few months or years? (Supplementary questions are provided in the Workshop Overview, page 15.)

6.3   What will you do from this session about ODL on Monday?

Wednesday July 4th, 1115 – 1215

Session 7 – Developing quality course materials for ODL in Nigeria

Presenter

Professor Olu Jegede, NUC

Intended outcomes

Participants will have developed their own operational account of the characteristics of quality ODL course materials for use in their own settings.

Activities

Presentation

Q&A

Action planning

Resources

The lecture

Answers from Q&A

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Your notes on this lecture and the Q&A:

Session 7 – Developing quality course materials for ODL in Nigeria

Name..…………………………………………….……………………………………………………………………

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7.1   What are the main ideas that you are taking away from this session?

7.2   How do you plan to use these ideas to advance your own and your institution's practice in Open and Distance Learning during the next few months or years? (Supplementary questions are provided in the Workshop Overview, page 15.)

7.3   What will you do from this session about ODL on Monday?

Wednesday July 4th, 1215 - 1330

Session 8 – Ensuring ODL is fit for purpose (1) quality and QA

Groupings
Working in A (practitioner) and B (senior manager) groups.

Intended outcomes
Participants will:

1. Relate QA principles and practices to their own roles and setting, and
2. Draw implications for their own work in ODL

Activities
Presentations
Quality and quality assurance in UK higher education – Stephen Brown
Quality and quality assurance in higher education in Nigeria and Africa – Akanimo Odon
Group discussions:
Group A:
Implications of quality and quality assurance for ODL course design and operation
Group B:
Implications of quality and quality assurance for institutional ODL policy and strategy
1315 – 1330   Action planning

Resources
Slides / handouts from the presenters
See also https://tinyurl.com/CDENUCWorkbook

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Your notes on this session:

Session 8 - Ensuring ODL is fit for purpose (1) quality and QA

Name...………

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8.1   What are the main ideas that you are taking away from this session?

8.2   How do you plan to use these ideas to advance your own and your institution's practice in Open and Distance Learning during the next few months or years? (Supplementary questions are provided in the Workshop Overview, page 15.)

8.3   What will you do from this session about ODL on Monday?

Wednesday July 4th, 1430 – 1545

Session 9 – Ensuring ODL is fit for purpose (2) – Academy / industry engagement

Groupings
Working in institutional groups

Intended outcomes
By the end of this session and subsequent work, participants will have:

  • Made plans to develop and extend constructive relations with specific employers, and

  • Begun to specify and design programmes that will meet employer needs as well as achieving high academic and professional standards.

Activities

Inputs from Akanimo Odon and representatives from industry on developing productive relations between higher education and employment, and the roles of ODL in this.
Q&A and discussion
Action planning (15 minutes)

Resources
Presentations
See also https://tinyurl.com/CDENUCWorkbook

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Your notes on this session:

Session 9 - Ensuring ODL is fit for purpose (2) Academy / Industry engagement

Name.………………………………………………..………………………………………………………………………………

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9.1   What are the main ideas that you are taking away from this session?

9.2   How do you plan to use these ideas to advance your own and your institution's practice in Open and Distance Learning during the next few months or years? (Supplementary questions are provided in the Workshop Overview, page 15.)

9.3   What will you do from this session about ODL on Monday?

Wednesday July 4th, 1615 – 1730

Session 10 – Starting to design an ODL course

Groupings
Working in institutional groups.

Intended outcomes
Based on work done earlier in this workshop, participants will have started to design an ODL course.

Activities

1615   **Using Worksheet 10 as a template, starting to design a real ODL course for their institution.**

1715   **Action planning**

Resources
Work done to date
Readings and sources from https://tinyurl.com/CDENUCWorkbook
Article "Outcomes-based Course Design"
Worksheet 10

+++

Your notes on this session (beyond what you have written in the worksheet):

Outcomes based learning design.

DON'T start with content

DO start with intended learning outcomes.

Many teachers, when thinking about developing a new course, start thinking about the content they want to get across: What do I want to teach? What is the core knowledge in my field? What exercises / presentations / handouts / readings / videos / Web sites / other resources do I already have that I could re-use? Later on, when they start to think about how they are going to assess student learning, they often realise that there is too much content to assess, or some of the content is really difficult to assess, or actually more content is needed because the assessment questions cover material not yet addressed by the course. So then they spend a lot of time trying to reshape the content and/or they settle for assessments that cover only some of the content, or worse still, that cover content that isn't actually taught.

This is a bad approach for two reasons:

1. Having to change carefully assembled sets of good quality teaching materials is a waste of time.

2. Misalignment between content and assessments sends confusing signals to students about what is important in the course.

Smart students work out what is important by looking at the assessment questions. So whatever the assessment questions cover is what the course is about. Obviously that's a problem if the assessment questions don't address important core areas. It is equally a problem if they address topics not covered by the course.

An alternative approach is outcomes-based learning design in which you:

1. Start with the intended learning outcomes of the course.

2. Use these to determine what the assessment questions should be.

3. Create learning activities that will rehearse students through the knowledge and skills they will need to pass the assessments.

4. Finally identify content resources needed to underpin the learning activities.

This approach focuses on the learning design triangle, that is to say the alignment between the learning outcomes, assessment and learning activities, as shown in figure 1 at he end.

Learning outcomes

Unlike teacher aims (which are what you as the teacher want to achieve), learning outcomes are what the students actually learn. Sometimes what they learn are things that are not intended or expected by the teacher. Here we focus on *intended* learning outcomes, i.e. what the teacher intends the students to learn. Here is an example of some teaching aims for a module about digital curation:

> **The aims of this first week are:**
>
> - To discuss what we mean by "digital humanities" and "digital scholarship" and consider why these might be important, to provide a context and a rationale for the whole module.
>
> - To explain how library and archive catalogues are constructed, to enable you to build a catalogue that details your resource; and to introduce you the De Montfort University Archive so that you know how to access it in future.

And here is an accompanying set of intended learning outcomes:

> **Learning outcomes**
>
> By the end of this week you should be able to:
>
> - Explain the relative advantages and disadvantages of digital information browsing and searching strategies.
>
> - Use advanced digital searching techniques to find information quickly and accurately in search engines.
>
> - Explain what is meant by "metadata" and use a metadata schema to create text-based descriptions of digital objects to enable their discovery and retrieval from electronic systems.
>
> - Explain the difference between collections and archives
>
> - Describe how collection items are catalogued.
>
> - Mark up and reference the material in your archive resource pack appropriately.

Notice how the learning outcomes are all expressed as **active verbs:** "explain", "use", "describe", "mark-up". It is tempting to use familiar verbs like "know", understand", appreciate" but these refer to invisible cognitive processes. How could you tell if a student "knows" something? You have to get them to demonstrate their knowledge by doing something, such as "explain", "use", "describe", "mark-up", etc.

Expressing learning outcomes this action way has a major advantage – if you can precisely define what the student should be able to do, then devising an assessment task to test the outcome is relatively straightforward. For example, if the outcome is "Use advanced digital searching techniques to find information quickly and accurately in search engines", then obviously the assessment task needs to test their ability to do just that, which means in turn that the learning activities associated with this outcome should show students digital searching techniques and how to use them efficiently.
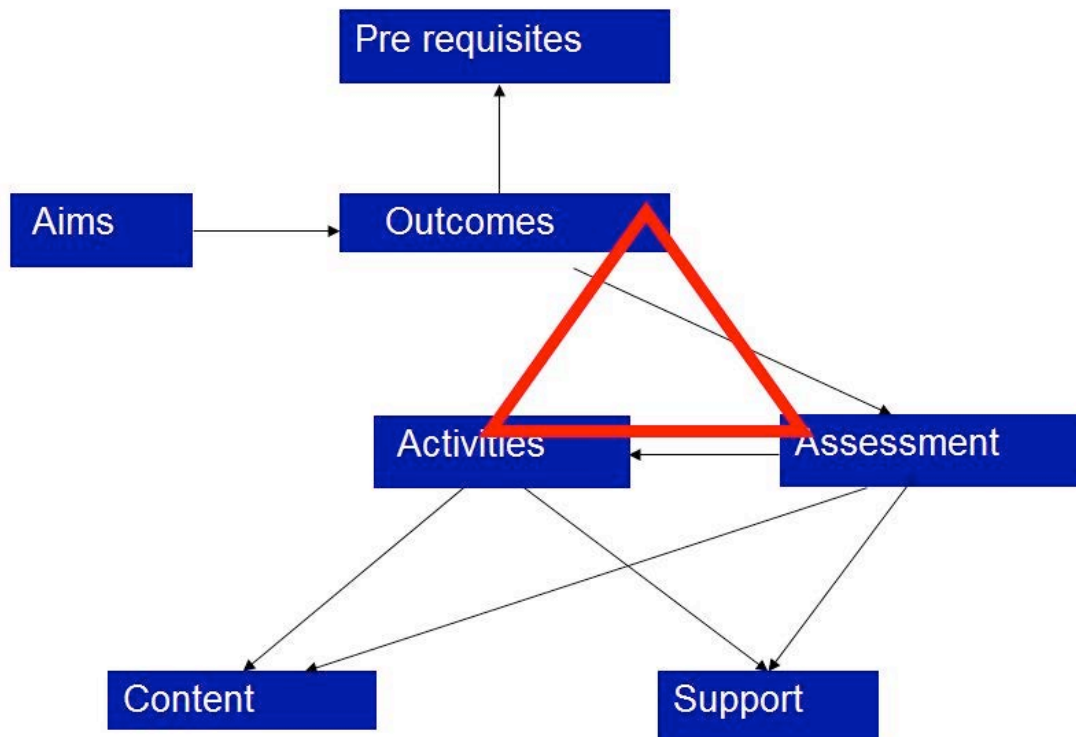
Figure 1. The learning triangle

Stephen Brown
Adapted June 2018

Worksheet 10 – Starting to design an ODL Course

Name.……

+++

10.1   Who is the audience/what is the market for the course? (How do you know about the market?)

10.2   What are the size (hours / credits) and the academic level of the course?

10.3   What is the aim of the course? What does the course try to achieve?

10.4   What is the overall intended learning outcome of the course? That is, above all, what does a student need to be able to <u>do</u> – not to appreciate or understand or to know, but to <u>do</u> – in order to pass the course?

Note – **the** overall intended learning outcome. Ideally there should only be one. The overall learning outcome should be very similar to the course title.

> For example, if the course is about auditing, then the overall intended learning outcome will be something like "the student should be able to specify, plan, conduct, report on and review an audit" (maybe on particular kinds or sizes of business, depending on the level of the course.)

The learning outcome of any course is, basically, that student should be able to do – whatever the title of the course is.

You will also find it useful to write more detailed, contributory, learning outcomes. These describe in more detail what students need to be able to do to achieve the overall outcome.

But start at the top, with the overall outcome. That is the goal, the mountain-top towards which your students are striving.

Write it here:

10.5   How will the course assess whether the students have achieved this overall outcome? (Hint: the final assessment task should be very similar to the overall learning outcome).

10.6   What learning activities will help students achieve the overall learning outcome of the course?

10.7   To what learning resources will students have access, to aid and support them?

10.8   What forms of online support, including from tutors and other students, will students be able to access?

Session 10 – Starting to design an ODL Course

Name.……

+++

10.1   What are the main ideas that you are taking away from this session?

10.2   How do you plan to use these ideas to advance your own and your institution's practice in Open and Distance Learning during the next few months or years? (Supplementary questions are provided in the Workshop Overview, page 15.)

10.3   What will you do from this session about ODL on Monday?

Day 3
Wednesday July 4th
Making ODL happen

Thursday July 5th, 0930 - 1045

Session 11 – Change processes and staff development

Groupings
Working in A (practitioner) and B (senior manager) groups

Intended outcomes
Participants will have:

1. Identified factors and processes required for successfully changing their institution
2. Begun to plan change and staff development processes for the successful introduction of ODL in their institution.

Activities
Short Presentations:

Stephen Brown on drivers, barriers, enablers, and stakeholder engagement.

David Baume on change processes and staff development, including the University of London PGCertHE.

Akanimo Odon on change processes in the Nigerian context.

A and B groups working in institutional teams to:

- **Skim read Change Management paper, perhaps allocating different sections to different people to read, and**
- **Define institutional change processes for embedding ODL – Discussion at tables.**

Individual action planning (15 minutes)

Resources
Change Management paper
Leaflet about the University of London PGCertHE
See also https://tinyurl.com/CDENUCWorkbook

++
Your notes on this session:

Change management

Successful large-scale institution-wide innovation is underpinned by and dependent on cultural change. Cultural change is harder than technical innovation. It is best achieved through participatory, campus-wide approaches. Stakeholders should be kept informed about benefits to them and it is important for projects to be responsive and adaptive and to recognise that participatory approaches may be institutionally risky.

Context

Higher education systems around the world are facing major challenges. Many post-industrialised countries with declining tax bases due to aging populations combined with the effects of the global recession are struggling to maintain higher education provision, while rapidly developing countries are experiencing massive growth in demand for university places. In both cases it seems change is required to meet demand for higher education: large scale systemic change at the level of whole institutions and across the sector more broadly. Particular challenges are political and economic pressures for widening participation in higher education to include groups traditionally under-represented; finding ways to increase learner motivation and skills to engage more effectively with study in order to reduce student drop-out and failure; demands for more personalised learning to accommodate a wider range of learners; demands for more effective engagement of external stakeholders such as employers in curriculum design to ensure the supply of graduates meets the needs of industry; and more agile curriculum design and flexible delivery systems that can be more responsive to rapidly changing circumstances. Yet universities are peculiarly resistant to change (Marshall, 2010) and managing change in universities is perhaps the most daunting challenge facing senior managers in organizations today (McMurray, 2001, p. 74).

Barriers to change

The UK Learning and Teaching Support Network (LTSN) "Guidelines for Promoting and Facilitating Change" suggest that universities, for all their differences, tend to share the same culture:

- the sector's general commitment to collegiality

- fuzzy lines of accountability, particularly for academic staff

- a general lack of extrinsic rewards to shape behaviour

- identification with subjects more than institutions

- rotating management/leadership responsibilities (in some contexts).

- managing tends to be by consent and via incrementalism

- decisions tend to be committee-based and generally consensual

- high value is placed on dialogue and the legitimacy of critique.

Source: LTSN Guidelines for Promoting and Facilitating Change: 7.
(http://www.heacademy.ac.uk/assets/documents/institutions/change_academy/id296_Promoting_and_facilitating_change.pdf)

Challenges

Interconnectedness

Functional systems such as timetabling, digital repositories for course information, course approval systems, student records, course delivery and assessment systems, tend to be highly interconnected. In order to implement new systems and applications, be prepared to undergo transformation in a greater variety of areas across the organization than originally envisaged. (Buchan 2011, Keppel *et al.,* 2010) and to deal with a wide range of stakeholders. Stakeholders are those people affected by the outcomes of your intended changes. (Argyris 1999; Fullan 1993; Vidgen 1997). The list of potential stakeholders that could be affected by a shift to large scale ODL is extensive.

Project creep

Engaging more widely with potential stakeholders can generate "project creep". As colleagues become more aware of your project, of the problems you are trying to address and the resources at your disposal they may encourage you to widen your brief to take in more and more aspects of the university. This follows on from the essentially interconnectedness of the organisation and its systems. To maintain credibility and goodwill, projects you may feel obliged to enlarge your remit and set aside prescriptive plans in order to maintain your credibility with stakeholders and, as a consequence, your ability to influence institutional agendas.

Feral systems

All large organisations exhibit "feral" systems. These are workarounds or informal procedures to make official systems and processes work or to bend them to local needs and preferences. It cannot be underestimated how people will [ab]use a system or manipulate a process to fit in with their current ways of working. It is necessary therefore to think about how new systems and applications would be received by their intended users and to engage users in the formulation of the problems as well as development of the solutions. Design based interventions should take into account how new designs are resisted, appropriated or even repurposed by such groups" (Bell 2004: 249).

Opposition

Sometimes opposition to change can be so strong that it is necessary to adopt a "submarine" approach in order to diffuse tensions. That is to say, to render yourself as invisible as possible by working from behind the scenes through other agencies. Accommodating different stakeholder perspectives and sometimes conflicting perspectives is critical in large scale change management projects (Gunn 2010).

Pressure to deliver

Successful change management takes a lot of time, partly because systems and processes are so interconnected, and also because of the need to engage large numbers of stakeholders in an inclusive and participatory manner. Under such circumstances it can be a major challenge to convince budget holders of the need to hold off from delivery of technical solutions in order to develop the cultural readiness required to implement them.

Personnel changes

A timeframe of less than three years appears to be too short for a complete transformation to take place (Roche 2001: 121). Within such a timeframe there is likely to be loss of key personnel for various reasons: promotion, maternity leave, resignations. Similarly there may be changes in senior management. Strategic leaders can only achieve transformative change when they have a political

power base in the University (Roche 2001) and the departure of senior key stakeholders can present projects with the challenge of re-engaging political support.

Change management approaches

Top-down

Change management can be "top-down" (driven by management) or "bottom-up" (Dearlove, 2007). Top-down tends to be efficient in terms of time and resource management and control over project outputs (reports, IT systems, procedures, etc). However it does not necessarily guarantee adequate control over outcomes (how people use those outputs and how they feel about them). A tightly controlled project that produces a technically workable solution on time and to budget may run into implementation and sustainability problems if key stakeholders feel aggrieved about lack of involvement and do not believe the solution meets their needs.

Bottom-up

Bottom-up initiatives are generally generated by small groups led by innovative individuals (Dearlove 2007). Project outputs produced by small localised initiatives are likely to be enthusiastically supported by their progenitors but largely ignored by the rest of the institution. They often struggle to achieve the critical mass necessary for widespread adoption (Brown 2002; Marshall 2010; Rogers 2010).

Middle-together

Projects intended to achieve outcomes that are workable and sustainable across the institution are more likely to succeed if they tread a path somewhere between these extremes. Keppel *et al*. (2010) suggest an approach based on "distributive leadership", in which change is jointly managed by more or less equal stakeholders.

Figure 2 (page 88) shows a taxonomy of engagement levels ranging from the most superficial (telling people what is going to be done to them) to inviting them to define the problem in their own terms and encouraging them to develop and implement their own solutions.

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Stephen Brown

Revised June 2018

Session 11 **–** Change processes and staff development

Name.…………………………………………………….…………………………………………………………………………

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11.1　　What are the main ideas that you are taking away from this session?

11.2　　How do you plan to use these ideas to advance your own and your institution's practice in Open and Distance Learning during the next few months or years? (Supplementary questions are provided in the Workshop Overview, page 15.)

11.3　　What will you do from this session about ODL on Monday?

Thursday July 5th, 1115 **–** 1215

Session 12 – Fine-tuning the delivery system to ensure comparability in quality of ODL and conventional modes

Presenter
Professor Peter Okebukola

Intended outcomes
Participants will have made initial plans to ensure comparability of standards between ODL and face-to-face courses and teaching in their institution.

Activities
Presentation
Q&A
Action Planning

Resources
The lecture
Answers from Q&A

+++
Your notes on this lecture and the Q&A:

Session 12 – Fine-tuning the delivery system to ensure comparability in quality of ODL and conventional modes

Name..…………………………………………………..…………………………………………………………………………………

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 12.1   What are the main ideas that you are taking away from this session?

12.2   How do you plan to use these ideas to advance your own and your institution's practice in Open and Distance Learning during the next few months or years? (Supplementary questions are provided in the Workshop Overview, page 15.)

12.3   What will you do from this session about ODL on Monday?

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Thursday July 5th, 1215 - 1330

Session 13 – Creating a poster about your institutional strategy for ODL

Groupings
Working in institutional groups

Intended outcomes
A clear and powerful account of your institution's strategy for ODL

Activities
Each table will produce a poster describing their institution's strategy for ODL. Name the institution!
There should be just one poster per table, but it can occupy up to 4 flipchart sheets.
The strategy must be capable of being explained in four minutes.

Resources
Flipchart paper, markers, fixings

Facilitators
David Baume, Stephen Brown, Ibrahim El Mayet, Akanimo Odon

+++

Your notes on this session – what issues did you consider in producing your poster?

Session 13 **–** Creating a poster about your institutional strategy for ODL

Name.……

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13.1   What are the main ideas that you are taking away from this session? As well as a photograph of your poster?

13.2   How do you plan to use these ideas to advance your own and your institution's practice in Open and Distance Learning during the next few months or years? (Supplementary questions are provided in the Workshop Overview, page 15.)

13.3   What will you do from this session about ODL on Monday?

Thursday July 5th, 1430 - 1545

Session 14 – Poster presentations, Q&A, panel discussion

Groupings
Working in institutional groups.

Intended outcomes
Poster teams will have received feedback on their ideas.
Everyone will have a rich range of ideas to take forward.

Activities
Delivering poster presentations – 4 minutes per table, 40 minutes or so total.
After the presentations, Q&A, giving and receiving feedback on and discussing poster presentations – around 10 minutes.
Feedback from and discussion with the panel – around 10 minutes
Action planning – 15 minutes

Resources
Posters

Facilitators
David Baume, Stephen Brown, Ibrahim El Mayet, Akanimo Odon

++

Your notes on this session:

Session 14 – Poster presentations, Q&A, panel discussion

Name..………

+++

14.1   What are the main ideas that you are taking away from this session?

14.2   How do you plan to use these ideas to advance your own and your institution's practice in Open and Distance Learning during the next few months or years? (Supplementary questions are provided in the Workshop Overview, page 15.)

14.3   What will you do from this session about ODL on Monday?

.

Thursday July 5th, 1615 – 1730

Session 15 – Individual action planning (1)

Groupings
As you wish.

Intended outcomes
A detailed personal plan of action, building on what you have learned and done over the last three days.

Activities
Action planning, in discussion with colleagues

Resources
The work you have done that throughout this Workshop, ideas from colleagues, your notes, information provided and linked resources.

Questions you may wish to address in your plans:
1. What do you want to achieve in ODL for your institution?
2. Whom will you need to work with in your institution, and perhaps outside?
3. What current vision statements, strategies and policies will you work with?
4. What new strategies and policies will you seek to introduce and implement?
5. What resources and capabilities will you need?
6. How will you obtain these?
7. What difficulties do you anticipate?
8. How will you overcome these?

Facilitators
David Baume, Stephen Brown, Ibrahim El Mayet, Akanimo Odon
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Name....………………………………………………...……………………………………………………………………………………

15.1   What are the main ideas that you are taking away from THE ENTIRE WORKSHOP?

Session 15 – Individual Action Planning (2)

Name.……

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15.2   How do you plan to use these ideas to advance your own and your institution's practice in Open and Distance Learning during the next few months or years (Supplementary questions are provided above , page 15.)

15.3   What will you do FIRST on Monday?

Finally – please also complete and hand in the feedback form at the end of this Workbook.

Appendices

Appendix 1 - Figure 2 from Change Management paper in Session 11

	Notify	Inform	Consult	Involve	Collaborate
Level of engagement	Stakeholders may encounter untargeted project publicity	Stakeholders are regularly and reliably informed, made aware of their rights and ways of participating in the project	Project staff obtain views of stakeholders. Stakeholders receive full feedback on decisions taken	Project staff work with stakeholders throughout decision making process to ensure views are understood and taken into account	All aspects of decision making processes are undertaken in partnership with stakeholders
	Information made available	Stakeholders informed	Stakeholder consulted	Stakeholder input	Stakeholder shaped
Stakeholder roles	Stakeholders as passive recipients of uncontextualised information Dialogue with project staff is not expected	Stakeholders as passive recipients of broadly contextualised information Dialogue with project staff is implicitly welcomed but not explicitly invited	Stakeholders as respondents Designated consultation space/time in meetings Feedback/right of reply strategies Some dialogue with project staff is expected	Stakeholders as project team members Stakeholder appointment on POG Participation in skills training	Stakeholders as collaborators Stakeholders on management committees Stakeholder shaped policy making Stakeholder interest/action groups
Engagement tools	Untargeted publicity Access to minutes/documents Static website	Briefings Regular blogs Targeted letter	Comment/opinion polls Focus groups (stakeholders as respondents) Project staff led consultation workshops Project staff led questionnaires, interviews	Workshops Voting Active focus groups Joint-led consultations Interviews (open–staff directed)	Stakeholder-led consultations Interviews open/closed (stakeholder directed) Open forums Rich picture activities Away days with stakeholders and project teams
Anticipated effect	Potential for peripheral general awareness	Potential for informed, contextualised awareness	Confirmed widespread contextualised awareness Emergence of reaction data	Emergent reaction data is not framed exclusively by project staff Stakeholder agendas are collected and recognised	Agendas emerge only from collaborative activity with stakeholders

Adapted by Bartholomew, P., Freeman R (2009, 2010) as part of T-SPARC at Birmingham City University from 'Levels of learner voice participat and Naik, R. (2006) "Learner Voice: a handbook from Futurelab". Bristol, Futurelab.

Figure 2: The ladder of engagement. Source: The Design Studio.
http://jiscdesignstudio.pbworks.com/w/page/27046505/T-SPARC%20Stakeholder%20Engagement%20Model (Accessed 02/01/2013)

Appendix 2

Feedback form

Please complete and hand in before you leave, or email to cde@london.ac.uk, subject line NUC.

Name.…………………………………………………..……………………………………………………………………………

Email.………………………………………………..……………………………………………………………………………

1   What were the best features of this Workshop?

2   What could have been better?

3   What are the most important ideas you are taking way from this workshop?

4   How do you plan to use these ideas in your institution?

5   What effect will using these ideas have on your institution?

6   What further help and support would you welcome on open and distance learning?

Your responses will be held in confidence. They will not be attributed to you or your university. They will be used for evaluation and to plan possible future support.