

# **COL-AVU ELEARNING WORKSHOP**

**NAIROBI, KENYA – AUGUST 2004**

## **EVALUATION REPORT**

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# EXECUTIVE SUMMARY

## eLearning Workshop

The eLearning Workshop was held in Nairobi, Kenya at the Kenyatta University from 9-20 August 2004. The workshop organisers were the Commonwealth of Learning (COL), and the associate organisers were Global Distance Education Net (GDENet) and the African Virtual University (AVU).<sup>1</sup>

The main objectives of the Workshop were to present and explore issues around eLearning and online educational applications relevant to Universities in Africa. The initial two days were spent in plenary sessions bringing together policy-makers and practitioners to discuss examples of technologies, policies, capacity development, online resources, and steps in the process of creating eLearning content. The participants created a draft Institutional Policy template for eLearning and a Statement of Intent to implement good eLearning practices in their institutions and countries. After the initial two days in plenary sessions, the participants were organized into two groups: institutional decision-makers/policy-makers (Track 1) and eLearning practitioners (Track 2). The Track 1 group participated further in a two-day workshop focusing on decision-making support tools, institutional implications, and a group action plan. The Track 2 group met for another 8 days in the form of a lab on eLearning focusing on open source learning management systems (LMS) and tools to nurture online learning. An eLearning Community of Practice for Africa (online discussion board) was also set up for participants.

## Evaluation Methodology

This evaluation is based mainly on feedback collected from participants through a paper survey distributed onsite on the final day of each of the two Tracks. The survey was customized for the Workshop through a combination of open and close-ended questions relating to goals, indicators, programme structure, changes in knowledge and motivation levels, informing decision-making with new knowledge, motivating learnings, and a series of agreement statements. The response rate was 100% (11 completed surveys / 10 participants and one facilitator) for the Track 1 survey and 94% (17 completed surveys / 18 participants)<sup>2</sup> for the Track 2 survey.

Additional data sources include a follow-up survey distributed two months after completion of the workshop (response rate 34%), unsolicited comments by participants submitted via email postings after the workshop, a de-brief with COL staff, recommendations provided in two separate reports prepared for each of the two Tracks<sup>3</sup> and a review of Community of Practice postings (106 postings as of October 21, 2004 mostly dealing with implementing elearning policy).

## Organization of this Report

The report is organized into several main sections: a summary of the highlights of the findings, a full presentation of participant feedback provided in the paper survey and follow-up survey, and a listing of unsolicited emails. The Appendix contains the Workshop Programme as well as outputs from Track 1 (Statement of Intent, Policy Document, and Work Plan).<sup>4</sup>

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<sup>1</sup> Websites for these organizations are: [www.col.org](http://www.col.org) (Commonwealth of Learning), [www.africaodl.org](http://www.africaodl.org) (GDENet), and [www.avu.org](http://www.avu.org) (African Virtual University).

<sup>2</sup> Nineteen participants were formally registered. One participant had to withdraw due to a family loss. Participants' countries of origin are: Kenya (18), Nigeria (2), Ethiopia (2), Rwanda (2), India (2), Lesotho (2), Uganda (2), Tanzania (2), Ghana (2), Namibia (2), The Gambia (1), and South Africa (1).

<sup>3</sup> The report on Track 1 was prepared by Chris Elfick of Learning Strategies (Pty) Ltd. The report on Track 2 was prepared by Madeleine Butschler of 3waynet. Both Madeleine and Chris were facilitators at the Workshop.

<sup>4</sup> Outputs from Track 2 are more intangible and therefore will be traced over a longer term.

## Recommendations

Overall, the COL-AVU eLearning Workshop was considered to be very successful and a highly worthwhile experience for participants. The workshop was rated by elearning practitioners as being particularly effective at demonstrating the steps involved in developing materials that can be delivered online and in mixed-mode settings and by policy-makers as being particularly effective at building an understanding of elearning and its use in teaching-learning situations, both to online learners and in supporting educators operating in a traditional classroom. Participants also articulated, and rated highly, their own success indicators for the workshop which can be categorized as follows: 1) new opportunities for networking, 2) gaining new knowledge, skills and information, 3) increased motivation, and 4) help with policy development. All participants anticipated being able to inform decision-making with new knowledge as a result of the workshop.

- *The workshop was excellent in terms of organization and delivery. I went there with very little knowledge of elearning and came back with a level of knowledge and skills which I believe I can share with others in order to run a successful elearning programme. I am also adequately prepared to build on the knowledge and skills acquired.*

The following recommendations are based on a triangulation across data sources and reflect the majority of participant and stakeholder views. They are presented here for consideration in planning future elearning workshops.

1. Carry out a needs assessment prior to the workshop to gather detailed information on participants' experience levels, personal learning goals, and institutional environments.
2. Based on the needs assessment findings and training objectives, provide pre-workshop materials to participants so they can come prepared for some aspects of the training.
3. Include more technical staff and a wider range of institutions in the participant mix.
4. Investigate connectivity and technical infrastructure ahead of the workshop to minimize downtime during the workshop.
5. Extend the timeframe of the workshop to allow for more hands-on sessions and site visits in the local community.
6. Ensure the pace of the workshop is appropriately matched with participants' experience levels and learning styles.
7. Continue to monitor interactions, gather ideas, and provide mentoring within the Community of Practice.
8. Hold a follow-up workshop for the Community of Practice participants to maintain the momentum and address any implementation challenges.
9. Offer additional workshops to a wider range of elearning practitioners, technical staff, and institutional policy-makers and decision-makers.

# Findings ~ Highlights

## Effectiveness of Workshop with respect to Accomplishing Goals

**Rating Scale:** Not effective 1 2 3 4 5 Very effective

Track 1 (Institutional Policy-makers and Decision-makers)

Track 2 (eLearning Practitioners)

| Goals   | Groups           | Average Rating | #  |
|---|------------------|----------------|----|
| a. Explore decision-making tools that can assist policy makers in selecting online applications to support the teaching-learning process.                                     | Track 1          | 4.27           | 11 |
|   | Track 2          | 4.07           | 15 |
|   | Both Track 1 & 2 | 4.15           | 26 |
| b. Explore online resources such as the GDENet database and learning object repositories.   | Track 1          | 4.00           | 11 |
|   | Track 2          | 3.41           | 17 |
|   | Both Track 1 & 2 | 3.64           | 28 |
| c. Demonstrate a variety of materials available online, especially in the areas of science and technology.  | Track 1          | 3.36           | 11 |
|   | Track 2          | 3.24           | 17 |
|   | Both Track 1 & 2 | 3.29           | 28 |
| d. Build an understanding of eLearning and its use in teaching-learning situations, both to online learners and in supporting educators operating in a traditional classroom. | Track 1          | 4.36           | 11 |
|   | Track 2          | 4.59           | 17 |
|   | Both Track 1 & 2 | 4.50           | 28 |
| e. Demonstrate the steps involved in developing materials that can be delivered online and in mixed-mode settings.  | Track 1          | 3.91           | 11 |
|   | Track 2          | 4.71           | 17 |
|   | Both Track 1 & 2 | 4.39           | 28 |
| f. Increase awareness of how to transfer skills from one online platform to another.  | Track 1          | 3.60           | 10 |
|   | Track 2          | 4.00           | 16 |
|   | Both Track 1 & 2 | 3.85           | 26 |
| g. Explore good practices in facilitating online courses. **  | Track 1          | --             |    |
|   | Track 2          | 4.44           | 9  |
|   | Both Track 1 & 2 | --             |    |

\*\* This goal was not relevant for policy makers (Track 1) and therefore, no rating scale was included for this item.

- All seven goals rated *above 3.2* on a 5 point scale (where 5 = very effective).
  - Goal e: “Demonstrate the steps involved in developing materials that can be delivered online and in mixed-mode settings” earned the highest average rating (Track 2 - 4.71)
  - A range of comments accompanied the rating of goals. Highly positive comments include:
    - *Well designed presentations and content that worked effectively with policy-makers.*
    - *It was an exciting experience in creating online courses.*
- Other, less positive comments include:
- *I expected real access to repositories.*
  - *The pace has to be slower and things be repeated more than once.*
- Examples of additional goals identified include: gathering information and advice (rating of 5), enhancing management skills (rating of 5), becoming motivated towards developing and converting online (rating of 5), gaining hands-on experience to develop skills (rating of 4), ensuring implementation of policy (rating of 4), and sharing experiences among participants (rating of 4).

### Articulation and Assessment of Success Indicators for the eLearning Workshop

- A wide range of success indicators were articulated falling within four broad thematic categories: 1) *networking* (e.g., making new contacts with practitioners, discovering solutions to common challenges), 2) *new knowledge, skills and information* (e.g., new websites, increased awareness, choice of technology, materials, decision-making tools, ability to organize and prepare course content), 3) *motivation* (e.g., inspired by notion of community of practice) and 4) *policy development* (e.g., shared ideas leading to common understanding necessary for developing policy framework).

### Overall Success of the eLearning Workshop

**Rating Scale:**      **Not at all successful**    **1**    **2**    **3**    **4**    **5**    **Extremely successful**

|                             | Average Rating | #         |
|-----------------------------|----------------|-----------|
| <b>Track 1</b>              | <b>4.40</b>    | <b>10</b> |
| <b>Track 2</b>              | <b>4.44</b>    | <b>16</b> |
| <b>Both Track 1 &amp; 2</b> | <b>4.42</b>    | <b>26</b> |

- All respondents gave high ratings for success: either “4” or “5” on a five-point scale. There were no ratings of “3” or below.
- Average ratings for Track 1 and Track 2 were similar, with the Track 2 average slightly higher at 4.44. The overall average rating was 4.42.
- Illustrative comments accompanying the success ratings include:
  - *The success is measured from the point that I came to the workshop with very limited knowledge and skills in e-learning and I am leaving with enough to be able to influence decisions and develop online courses.*
  - *The organizers provided detailed useful information from the very beginning which was very helpful – the expectations were clearly communicated. The hospitality was also great – from the airport to the hotel to the day-to-day back and forth and meals.*

- *It was successful because of involving various groups like the practitioners, policy-makers and the other groups also it is important that we have the CoP [Community of Practice].*
- *The workshop was generally successful though there were areas – especially on the second day where the resource persons could have been slower and they could check if they were taking the class along.*

### **Changes Recommended by Participants to Improve Workshop**

- 1) *Re-consider participant mix* (e.g., include technical staff, include all institutions using eLearning, include all universities),
- 2) *Provide materials prior to the workshop* (e.g., provide materials ahead of time so more can be covered during the workshop),
- 3) *Include more hands-on activities* (e.g., incorporate more practical work on course/web design and use of a particular software, more simulation activities focusing on registering, facilitating and learning online),
- 4) *Change structure to allow more time* (e.g., increase policy-makers' time, allow for site visits in local community, allow for more hands-on and practice sessions, provide more opportunities for open discussion, reduce plenary session to allow for more time elsewhere in the programme),
- 5) *Provide better connectivity to access online resources* (e.g., if possible, improve connectivity for more online sessions), and
- 6) *Provide follow-up activities* (e.g., arrange for future workshops, follow-up with participants in their home institutions).

### **Suggested Knowledge Topics for Future Sessions**

- A wide range of topics were mentioned including: how to involve policy-makers as change agents, technical support, sharing experiences of learners in formal settings, demonstration of use of online resources and examples of elearning content, policy-making, best practices in elearning, course certification, course architecture and administration, LMS usage, making links, uploading and pasting images, learning from other experiences elearning practitioners, working with lecturers to put their courses online, technical troubleshooting, creating hyperlinks and self-tests, knowledge management, course development using HTML, facilitation skills, blended learning, and cross-platform and authoring tools.

### **Changes in Levels of Knowledge and Motivation**

- “Then and now” knowledge ratings increased; the average rating (on a 5 point scale, where 5 = high) for knowledge levels regarding ODL before the workshop was 3.00 for Track 1 and 2.44 for Track 2. The overall average rating for pre-workshop knowledge was 2.67 for both Track 1 and 2. The average rating after the workshop (last day) was 4.45 for Track 1 and 4.31 for Track 2. The overall rating was 4.37.
- “Then and now” motivation ratings also increased; the average rating (on a 5 point scale, where 5 = high) for motivation levels regarding ODL before the workshop was 3.80 for Track 1 and 3.00 for

Track 2. The overall average rating for pre-workshop motivation was 3.31. The average rating after the workshop (last day) was 4.73 for Track 1 and 4.81 for Track 2. The overall rating was 4.78.

- 44% of respondents moved up one point and 56% moved up two or more points on the knowledge scale. The average change on the knowledge scale was an increase of 1.70 points.
- 81% of respondents moved up one or more points on the motivation scale. The average change on the motivation scale was an increase of 1.46 points.

### **Anticipate Being Able to Inform Decision-Making with New Knowledge**

- 100% of respondents anticipate being able to inform decision-making with new knowledge as a result of the workshop.

### **Selected Examples of How Decision-Making Will Be Informed**

- Example provided include:
  - *Implementation of sample e-learning policy. Identify some courses and champion lecturers in faculties.*
  - *I'll apply the skills learned in this workshop to influence decision-making at our organization by showing them the importance of adopting e-learning model.*
  - *My institution is currently missing ODL course for teacher training using print materials and F2F. I am now in a position to: 1. influence introduction of online version of the programmes. 2. Influence increased allocations of funds for building the necessary information and capacity building.*
  - *To provide some of the current distance education material in e-learning format – start with one course and grow – or if cheaper start full-scale.*
  - *After the e-learning workshop, I am required to make a report to my organization board. The report should include: 1. Skills and competencies required for e-learning to be successful. 2. Skills and competencies available in the organization. 3. Skills and competency gaps. 4. Recommendations for capacity building requirements.*

### **Examples of Learnings that were Motivating for ODL Practitioners and Policy-makers**

A wide range of learnings were motivating for participants, including new awareness or exposure to information as well as realizations that others were facing similar issues and could be a resource in the future. Examples provided include:

- *Cost-effectiveness of using e-learning as a platform for education delivery. Different kinds of LMS that can be used to create a conducive and interactive learning environment.*
- *That there is no peculiar problem that others have not experienced or are experiencing thus we can always learn from one another for progress. Herculean and costly as the implementation of e-learning, particularly on-line, may seem it is not insurmountable.*
- *That there is a variety of LMS that we can take advantage of. The idea of establishing a community of practice. (Mutual support among institutions.)*

## Ranking of Agreement Statements on Different Aspects of the eLearning Workshop

These three statements had the highest ratings on a 5-point agreement scale (5=strongly agree):

- *Participants were given an equal opportunity to speak during workshop discussions.* (Track 2, average rating of 4.94)
- *The workshop provided me with new insights on elearning.* (Track 2, average rating of 4.82)
- *Accommodation was satisfactory.* (Track 2, average rating of 4.81)

These three statements had the lowest agreement ratings:

- *The duration of the workshop was appropriate.* (Track 1, average rating of 3.64)
- *The mix of participants was appropriate.* (Track 1, average rating of 3.73)
- *The mix of participants was appropriate.* (Track 2, average rating of 3.88)

## Change in Attitude towards eLearning

Respondents to the follow-up survey indicated a very positive attitude towards elearning; 67% rated themselves as “enthusiastic supporters” and 33% considered their attitude to be “mildly positive” in their attitude towards elearning two months after completion of the workshop. These ratings are higher than before the workshop: 25% considered themselves to be “skeptical”, 8% were “neutral”, 25% were “mildly positive”, and 42% were “enthusiastic supporters.”

## Hindsight Perspectives on the Training

Respondents to the follow-up survey provided open-ended comments on how they were feeling about the training, two months after completion. Examples of their comments are:

- *I think the training was fantastic. I really learned a lot about setting-up an online course and facilitating it.*
- *The training was very important for the development of institutional policies for e-Learning adoption. I am contributing in the development and adoption of the letter of intent developed at the workshop.*
- *I feel extremely good. The training gave me an exposure that assisted me in my perception of the role of technology in education, especially in the Developing Countries.*
- *The training was very useful to me and my organization since it has given me courage to start integrating e-learning initiatives in our vocational training strategies.*

## Examples of How Skills Have Been Applied

Respondents to the follow-up survey provided examples of how they have been able to apply skills learned in the workshop. These include working on human resource development for e-tutoring, establishing a new Faculty of Virtual Learning, writing elearning policy for the institution, creating online courses for a blended learning program, disseminating elearning based contents to local hard to reach communities, updating the college website, evaluating other LMS, spreading the strengths of elearning and trying to change mindsets.

## **Additional Outcomes of the Workshop**

Most respondents to the follow-up survey (73%) indicated that the workshop helped them to develop new policies on elearning; 82% anticipate that the new policy will lead to increased access to education and 80% anticipate that the new policy will lead to improved quality of education. Respondents also indicated that the workshop has been helpful in spreading enthusiasm for elearning to senior management at their institution (82%) and to peers/colleagues (90%).

## **Hindsight Suggestions for Improving the Workshop**

Respondents to the follow-up survey provided similar suggestions as those mentioned in the onsite survey at the end of the workshop. Their suggestions include: practical sessions for the policy makers, involve technical staff from more countries, provide pre-workshop materials, carry out a pre-workshop needs assessment with workshop registrants, increase the timeframe and allow for more practice sessions, hold follow-up workshops to extend the momentum, move the policy sessions to the end of the workshop, streamline the online presentations and adjust the pace so participants can keep up, and check for connectivity and technical problems ahead of time.

# ELEARNING WORKSHOP

## NAIROBI, KENYA – AUGUST 2004

### FULL PRESENTATION OF PARTICIPANT FEEDBACK - ONSITE SURVEY

**Notes:**

- A survey number appears in parentheses after each comment for the open-ended questions so that individual responses can be cross-referenced within this summary. The survey numbers used in this summary do not correspond to those in any other report.
- 11 respondents from Track 1 completed a survey (this set of completed surveys is numbered 1 - 11), and 17 respondents from Track 2 completed a survey (this set is numbered 12 - 28). In total there were 28 respondents from Tracks 1 and 2.
- Some respondents did not complete every question. Therefore, the number of respondents may be less than 28 for some items.

**1. How would you rate the effectiveness of this workshop with respect to accomplishing the following goals?**

**Rating Scale: Not effective    1    2    3    4    5    Very effective**

| a. Explore decision-making tools that can assist policy makers in selecting online applications to support the teaching-learning process. | Average Rating | Effectiveness of workshop in furthering these goals |                   |                   |                    |                    | #         |
|---|----------------|---|-------------------|-------------------|--------------------|--------------------|-----------|
|   |                | 1   | 2                 | 3                 | 4                  | 5                  |           |
| <b>Track 1</b>  | <b>4.27</b>    | <b>0%</b><br>(0)                                    | <b>0%</b><br>(0)  | <b>9%</b><br>(1)  | <b>55%</b><br>(6)  | <b>36%</b><br>(4)  | <b>11</b> |
| <b>Track 2</b>  | <b>4.07</b>    | <b>7%</b><br>(1)                                    | <b>0%</b><br>(0)  | <b>13%</b><br>(2) | <b>40%</b><br>(6)  | <b>40%</b><br>(6)  | <b>15</b> |
| <b>Both Track 1 &amp; 2</b>   | <b>4.15</b>    | <b>4%</b><br>(1)                                    | <b>0%</b><br>(0)  | <b>12%</b><br>(3) | <b>46%</b><br>(12) | <b>39%</b><br>(10) | <b>26</b> |
| b. Explore online resources such as the GDENet database and learning object repositories.   | Average Rating | Effectiveness of workshop in furthering these goals |                   |                   |                    |                    | #         |
|   |                | 1   | 2                 | 3                 | 4                  | 5                  |           |
| <b>Track 1</b>  | <b>4.00</b>    | <b>0%</b><br>(0)                                    | <b>0%</b><br>(0)  | <b>9%</b><br>(1)  | <b>82%</b><br>(9)  | <b>9%</b><br>(1)   | <b>11</b> |
| <b>Track 2</b>  | <b>3.41</b>    | <b>6%</b><br>(1)                                    | <b>12%</b><br>(2) | <b>35%</b><br>(6) | <b>29%</b><br>(5)  | <b>18%</b><br>(3)  | <b>17</b> |
| <b>Both Track 1 &amp; 2</b>   | <b>3.64</b>    | <b>4%</b><br>(1)                                    | <b>7%</b><br>(2)  | <b>25%</b><br>(7) | <b>50%</b><br>(14) | <b>14%</b><br>(4)  | <b>28</b> |

Continued...

1. How would you rate the effectiveness of this workshop with respect to accomplishing the following goals?

Rating Scale: Not effective 1 2 3 4 5 Very effective

| c. Demonstrate a variety of materials available online, especially in the areas of science and technology.  | Average Rating | Effectiveness of workshop in furthering these goals |            |             |             |             | #  |
|---|----------------|---|------------|-------------|-------------|-------------|----|
|   |                | 1   | 2          | 3           | 4           | 5           |    |
| Track 1   | 3.36           | 0%<br>(0)   | 9%<br>(1)  | 55%<br>(6)  | 27%<br>(3)  | 9%<br>(1)   | 11 |
| Track 2   | 3.24           | 18%<br>(3)  | 0%<br>(0)  | 41%<br>(7)  | 24%<br>(4)  | 18%<br>(3)  | 17 |
| Both Track 1 & 2  | 3.29           | 11%<br>(3)  | 4%<br>(1)  | 46%<br>(13) | 25%<br>(7)  | 14%<br>(4)  | 28 |
| d. Build an understanding of eLearning and its use in teaching-learning situations, both to online learners and in supporting educators operating in a traditional classroom. | Average Rating | Effectiveness of workshop in furthering these goals |            |             |             |             | #  |
|   |                | 1   | 2          | 3           | 4           | 5           |    |
| Track 1   | 4.36           | 0%<br>(0)   | 0%<br>(0)  | 9%<br>(1)   | 46%<br>(5)  | 46%<br>(5)  | 11 |
| Track 2   | 4.59           | 0%<br>(0)   | 0%<br>(0)  | 6%<br>(1)   | 29%<br>(5)  | 65%<br>(11) | 17 |
| Both Track 1 & 2  | 4.50           | 0%<br>(0)   | 0%<br>(0)  | 7%<br>(2)   | 36%<br>(10) | 57%<br>(16) | 28 |
| e. Demonstrate the steps involved in developing materials that can be delivered online and in mixed-mode settings.  | Average Rating | Effectiveness of workshop in furthering these goals |            |             |             |             | #  |
|   |                | 1   | 2          | 3           | 4           | 5           |    |
| Track 1   | 3.91           | 0%<br>(0)   | 18%<br>(2) | 9%<br>(1)   | 36%<br>(4)  | 36%<br>(4)  | 11 |
| Track 2   | 4.71           | 0%<br>(0)   | 0%<br>(0)  | 6%<br>(1)   | 18%<br>(3)  | 77%<br>(13) | 17 |
| Both Track 1 & 2  | 4.39           | 0%<br>(0)   | 7%<br>(2)  | 7%<br>(2)   | 25%<br>(7)  | 61%<br>(17) | 28 |
| f. Increase awareness of how to transfer skills from one online platform to another.  | Average Rating | Effectiveness of workshop in furthering these goals |            |             |             |             | #  |
|   |                | 1   | 2          | 3           | 4           | 5           |    |
| Track 1   | 3.60           | 0%<br>(0)   | 0%<br>(0)  | 50%<br>(5)  | 40%<br>(4)  | 10%<br>(1)  | 10 |
| Track 2   | 4.00           | 0%<br>(0)   | 6%<br>(1)  | 19%<br>(3)  | 44%<br>(7)  | 31%<br>(5)  | 16 |
| Both Track 1 & 2  | 3.85           | 0%<br>(0)   | 4%<br>(1)  | 31%<br>(8)  | 43%<br>(11) | 23%<br>(6)  | 26 |

| g. Explore good practices in facilitating online courses. ** | Average Rating | Effectiveness of workshop in furthering these goals |            |            |            |            | #  |
|--|----------------|---|------------|------------|------------|------------|----|
|  |                | 1   | 2          | 3          | 4          | 5          |    |
| Track 1  |                |   |            |            |            |            |    |
| Track 2  | 4.44           | 0%<br>(0)   | 0%<br>(0)  | 0%<br>(0)  | 56%<br>(5) | 44%<br>(4) | 9  |
| Both Track 1 & 2   |                |   |            |            |            |            |    |
| h. Additional goal (please specify):                         | Average Rating | Effectiveness of workshop in furthering these goals |            |            |            |            | #  |
|  |                | 1   | 2          | 3          | 4          | 5          |    |
| Track 1  | 3.83           | 0%<br>(0)   | 17%<br>(1) | 17%<br>(1) | 33%<br>(2) | 33%<br>(2) | 6  |
| Track 2  | 4.29           | 0%<br>(0)   | 0%<br>(0)  | 0%<br>(0)  | 71%<br>(5) | 29%<br>(2) | 7  |
| Both Track 1 & 2   | 4.08           | 0%<br>(0)   | 8%<br>(1)  | 8%<br>(1)  | 54%<br>(7) | 31%<br>(4) | 13 |

\*\* This goal was not relevant for policy makers (Track 1) and therefore, no rating scale was included for this item.

### Comments

#### a. Explore decision-making tools that can assist policy makers in selecting online applications to support the teaching-learning process.

- Policies need to be implemented [rating of 5]. (24)
- Very good [rating of 4]. (1)
- This session was effective in itself but at the time I had less knowledge (technical) of all available applications [rating of 4]. (16)
- Well designed presentations and content that worked effectively with policy-makers [rating of 4]. (21)
- Not very sure of what was covered in the policy-makers track 1 [rating of 3]. (26)
- It was not done [rating of 1]. (27)

#### b. Explore online resources such as the GDEnet database and learning object repositories.

- Good [rating of 4]. (1)
- The LOR's and the GDEnet have greater support resources [rating of 4]. (19)
- I expected real access to repositories [rating of 3]. (22)
- They were just explained from Canada [rating of 3]. (27)
- Presentations were good but were not placed properly in the programme [rating of 2]. (21)
- Only by presentation, participants had no practical sessions [rating of 2]. (26)

#### c. Demonstrate a variety of materials available online, especially in the areas of science and technology.

- Good [rating of 5]. (1)
- How links to various linkages can be achieved [rating of 4]. (20)
- Not effectively done [rating of 3]. (6)
- We could have spent more time on this activity [rating of 3]. (10)
- Like the downloads. I have made links to A-tutor [rating of 3]. (19)
- Ok. It was too early to demonstrate hi-tech [rating of 3]. (21)
- I am not sure there was a session on this [rating of 1]. (26)
- It was not done [rating of 1]. (27)

#### d. Build an understanding of eLearning and its use in teaching-learning situations, both to online learners and in supporting educators operating in a traditional classroom.

- Participants had – presentation, brainstorming, experience sharing, practical sessions [rating of 5]. (26)

- Effective way of presentation [rating of 4]. (21)
- Very good [rating of 5]. (1)
- The pace has to be slower and things be repeated more than once [rating of 4]. (24)

**e. Demonstrate the steps involved in developing materials that can be delivered online and in mixed-mode settings.**

- It was an exciting experience in creating online courses [rating of 5]. (19)
- Very well designed and presented [rating of 5]. (21)
- PERFECT. [rating of 5].
- Good [rating of 4]. (1)
- This needs more time as well [rating of 4]. (24)
- Participants developed their online courses but did not stimulate facilitating them [rating of 4]. (26)
- Not clearly demonstrated [rating of 2]. (6)
- Practitioners group [rating of 2]. (11)

**f. Increase awareness of how to transfer skills from one online platform to another.**

- Using the WebCT and A-tutor [rating of 5]. (19)
- Good [rating of 4]. (1)
- As in (e) above [*This needs more time as well.*] [rating of 4]. (24)
- Didn't quite sink in [rating of 3]. (10)
- Presentations were made on WebCT and A-tutor. Participants had a chance of using A-tutor only [rating of 3]. (26)

**g. Explore good practices in facilitating online courses:**

- LORS discussed COP proposed initiatives [rating of 3]. (8)
- Didn't quite sink in! [rating of 3] (10)
- Effectively done [rating of 4]. (21)
- We experienced good facilitators [rating of 4]. (25)
- Brainstorming sessions. Critique of case studies [rating of 5]. (26)
- Not in Policy track [no rating given]. (4)
- Yes I can facilitate online courses using good practice obtaining from the workshop [no rating given]. (19)
- I enjoyed the discussions we made [no rating given]. (27)

**h. Additional goal (please specify):**

| <b>Additional Goal</b>   | <b>Rating: comment</b>  |
|--|---|
| <b>Rating of 5</b>   |   |
| Information and advice. (2)  | 5   |
| Enhance management skills to both policy makers and practitioners. (17)                                    | 5   |
| Motivation towards developing and converting to online. (28)   | 5   |
| <b>Rating of 4</b>   |   |
| Ensure implementation of the policy people within our programmes/institutions. (7)                         | 4   |
| Gaining hands-on experience to develop skills. (13)  | 4   |
| New tools that are incorporated in A-tutor. Effective resource provision and avenues for interaction. (21) | 4   |
| Sharing experiences of e-learning with other developing contexts. (25)                                     | 4: Was able to learn firsthand experiences of other participants. (25)      |
| Sharing experiences among participants. (26)   | 4: Brainstorming sessions and inform discussions between participants. (26) |

**2. What indicators would you use to evaluate the success of this workshop? How does this workshop measure up against these indicators? For example, one of your success indicators for this workshop might be “workshop participants make new contacts for the sharing of ODL knowledge” and your assessment might be “I made five new contacts that will help broaden my knowledge of ODL.”**

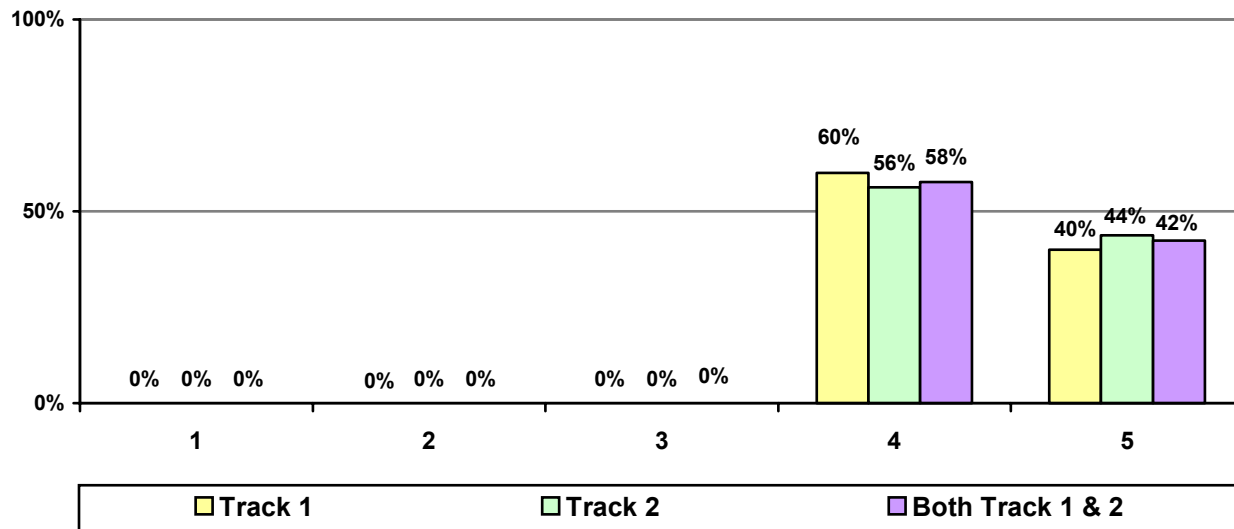
| <b>Your Success Indicators for the Workshop</b>   | <b>Your Assessment</b>  |
|---|---|
| I have made new contacts to share/brainstorm elearning. Got new websites. I am more equipped with the open programs. Only knew Microsoft before. (1)  | I am equipped with FOSSA (?) I did not know before. (1)   |
| Communication, information and processes of e-learning assistance to participants and ATutor. (2)   | Very good. (2)  |
| New contacts for sharing ODL knowledge.<br><br>Sharing experiences.<br><br>Knowledge gain. (3)  | I made several new contacts. We can practice together.<br><br>I was able to compare pros/cons of different experiences provided that will help to come up with best solution.<br><br>Increased my knowledge of e-learning. (3)  |
| Increased awareness.<br>Action something from w/s at Institutions.<br>As a community of practice. (4)   | Excellent.<br>Wait and see, will differ.<br>Will need to be driven. (4)   |
| 1. Some relevant reading materials were provided.<br><br>2. Presentations were made to the participants.<br>3. Sharing ideas and experiences from one another (countries) helped come out with common understanding – e-learning policy.<br>4. Participants in Track 2 were given written guidelines for hands-on activities. (5) | 1. I read the materials and they have added to my knowledge about e-learning.<br>2. Sharing of ideas was a useful learning exercise.<br>3. A draft for the e-learning policy was produced – new learning.<br>4. Those participants used computers as they were acquiring skills – a useful learning exercise. (5) |
| This was well-structured and presented workshop in terms of sharing information from the presenters and the fellow participants. NB: I was more informative [sic]. (6)  | Exposed me to more of the idea on what the elearning entails and the effectiveness of the use of elearning in education. (6)  |
| Workshop providing links for the adoption of elearning technologies. (7)  | I learn new ideas for creating technology-supported ODL programmes that will increase the knowledge delivery processes at “GRASSUP NOW Initiative.” (7)   |
| Knowledge and use of technology.<br>Choice of technology.<br>Plan execution.<br>Practical knowledge in course design. (8)   | Improved.<br>Adequate.<br>Developed.<br>Limited. (8)  |

| <b>Your Success Indicators for the Workshop</b>   | <b>Your Assessment</b>  |
|---|---|
| I will be able to present a policy on elearning.  | Rating of 5.  |
| I have made contacts to share experiences and challenges and how to get solutions through sharing of ideas. (9) | Rating of 4. (9)  |
| To get a policy framework for elearning.  | Excellently done.   |
| Help me make definitive decisions on elearning. (10)  | I have been able to formulate my ideas and decisions on how to go online. (10)  |
| Resource persons quality.   | Teleconferencing was excellent and moderators very good.  |
| Material availability (before the workshop).  | Materials and some of the agenda were not ready in the seminar. Some resource persons were asking us for items of the agenda.   |
| Program coordination.   | It is fine except ticket booking.   |
| Timing. (11)  | Excellent. (11)   |
| Increased knowledge of e-learning as an alternative or compliment to F2F learning.                              | Knowledge greatly improved.   |
| Acquire skills for developing e-learning course. (12)   | Skills acquired in use of A-tutor and Netscape for developing elearning course. (12)  |
| Definitely making new contacts (13)   | One, I met Madeline, Pankaj Ruknini and Daniel who have a lot of experience and I could say that I could contact them any time for guidance. Ismaili, because he has a Masters in Social Studies I can also contact him info since teach this subject. (13) |
| Exposure to online (e-learning) principles, learner motivation. (14)  | Excellent. (14)   |
| How much I have learned. (16)   | I have learned beyond my expectation. (16)  |
| I have known many resources available concerning e-learning. (17)   | It has helped me enhance my collaborative and partnership initiatives increase. (17)  |
| 1. Course conversion.   | Good.   |
| 2. Facilitation.  | Good.   |
| 3. Administrating courses. (18)   | Good. (18)  |
| I'm able to organize and prepare course content. (19)   | The tutor used skills to enable me to achieve this. (19)  |

| <b>Your Success Indicators for the Workshop</b>   | <b>Your Assessment</b>   |
|---|--|
| The workshop instructors and organizers. (20)   | Their organization has enabled me to meet good instructors and especially Madeline who not only added to my knowledge capacity but has given a lot of insight as F2F instruction. (20)   |
| 1. Organization and timely activity.<br>2. E-learning in developing countries. (21)   | I was able to participate due to well planned and scheduled activity.<br>It was nice to learn the capacities and capabilities available within my country. (21)  |
| Ability to upload well formatted online content.<br>Ability to administer online courses. (22)  | Well done.<br>Very successful. (22)  |
| Awareness of general LMS's. (23)  | Good. (23)   |
| 1. Make new contacts in other developing contexts with e-learning.<br>2. Facility with using an LMS (hands on experience. (25)  | Made several contacts (and friends!)<br>Learned basics of A-tutor and did some work. (25)  |
| 1. Participants "opening up" and sharing their knowledge, experience and concerns.<br>2. Looking forward beyond the workshop. (26)  | I shared my experience, thoughts and concerns during the brainstorming, formal and informal sessions.<br>Formation of "community of practice".<br>Taking away resource materials (software, LMS, presentations and workshop materials). (26)   |
| 1. Discussions.<br>2. Learning from others about e-learning in their context. (27)  | We made a lot of discussions.<br>I learned a lot from other institutes participant(s) how they tackle different e-learning issues. (27)  |
| 1. Contacts and networking.<br>2. Launching course development.<br>3. Got useful tips on widening my knowledge base.<br>4. Knowledge that we are all moving towards developing online courses. (28) | 1. Found people with interests that could be explored further from all over the world (Canada, India, South Africa, Uganda, TZ, and other African countries).<br>2. Motivated to start working on conversion.<br>3. Contact addresses of other Gurus in material development.<br>4. There is room for all to develop. (28) |

### 3. Overall, how do you rate the success of this workshop?

**Rating Scale:** Not at all successful 1 2 3 4 5 Extremely successful



|                  | Average Rating | #  |
|------------------|----------------|----|
| Track 1          | 4.40           | 10 |
| Track 2          | 4.44           | 16 |
| Both Track 1 & 2 | 4.42           | 26 |

#### Comments

##### Rating of 5 “Extremely successful”

- The workshop was very successful and well organized. (7)
- This workshop was actually successful, the presenters were well prepared, material available. Participants were participating lively (contributing) and attendance was 100%. (9)
- The success is measured from the point that I came to the workshop with very limited knowledge and skills in e-learning and I am leaving with enough to be able to influence decisions and develop online courses. (12)
- The organizers provided detailed useful information from the very beginning which was very helpful – the expectations were clearly communicated. The hospitality was also great – from the airport to the hotel to the day-to-day back and forth and meals. (16)
- It was successful because of involving various groups like the practitioners, policy-makers and the other groups also it is important that we have the CoP. (19)
- It was well organized and I appreciate the organizers and all the facilitators. (20)
- The workshop was well organized. (27)

##### Rating of 4

- The workshop was generally successful though there were areas – especially on the second day where the resource persons could have been slower and they could check if they were taking the class along. (1)
- Very successful and very well organized. (4)

- Deliverations [sic] were consistent with the programme that was drawn for the workshop. (5)
- Well planned and presented, however I could not grasp all the information due to the level of my exposure. (6)
- The workshop had been very informative and educative. A number of the policy makers had been (illegible) and participants can now explore better ways of implementing e-learning particularly with LORs and CoPs. (8)
- I personally feel that the workshop was extremely successful in the sense that I could really gain a lot of hands-on experience that makes it so much easier for me to explain to my students. (13)
- A timely effort with lots of exposure and knowledge by well learned facilitators (never tiring). (21)
- Time limitation to develop a full course. (22)
- Great; more time and practice would be good. (23)
- The workshop was very useful – before it I had only a general idea about A-tutor (LMS); after it, I have a fair grip on A-tutor and how to evaluate other LMS. (25)
- 7 out of 9 workshop general objectives (see Workshop Agenda) were met. The two not met were “Explore online resources such as GDENet database and learning object repositories” and “demonstrate a variety of materials available online, especially in the areas of science and technology.” Possible reason – slow Internet connectivity. (26)
- A few more days of hands on would have been better. (28)

#### **No rating given**

- The workshop was successful thanks to all who managed to organize and let people come together to share experiences. I’m convinced that all participants gained new knowledge. (3)

#### **4. What changes would you recommend, if any, to improve this workshop?**

- The workshop seemed to have been geared to only University policy makers and practitioners. This made some of us occasionally wonder whether we were relevant. Maybe next time the call-up should be to institutions using eLearning. (1)
- It was very good. (2)
- Social activities should also be included such as a half day of site seeing tour. Almost all track 1 participants could not see Nairobi. However, the workshop was good and no specific improvement is needed. (3)
- Will improve on its own with more experience. (4)
- Policy-makers could have a little bit of hands-on activities depending on their needs. The period for the workshop could be a little more (two weeks rather than one) to allow for hands-on activities, to have a chance to walk around to learn about a hosting place/city, etc. (5)
- No changes to recommend, but we needed one afternoon off to familiarize ourselves with the country. (6)
- The workshop organizers should arrange workshop follow-ups. (7)
- 1. The policy makers’ time may be increased by day. 2. Some practical work should be included, i.e. course design / web design, use of a particular software like A-Tutor (LMS). (8)
- Not much. On the last day, a few free hours should be left to the participants to chat freely on these issues to find out what was not mentioned. (9)

- Add a little of social life to the workshop. (10)
- At least for easiness of the participants, hotels should not be extremely far from the mtg (this was 9 km.). Part of the seminar should be site seeing. (11)
- It really takes time to grapple with new knowledge especially where skills are involved. I think that we should have started on the second day already with the practical sessions and now that I kind off mastered some of the tools of the trade I feel that another week would really have reinforced all. (13)
- Practical training would have been able to cover a lot within lesser amount of time, had the participants been given the handouts sometime before they came to the workshop. (14)
- The policy part could have been in the second week instead of the first. (16)
- Workshop organizers to make follow-up initiative with respective participants to know how they are utilizing the resources they have acquired from the workshop to benefit their respective organizations. (17)
- The workshop was okay and I don't recommend any further only to improve on the time of the workshop. (19)
- I wouldn't say much on change but only to recommend on more practical work online. (20)
- 1. Will have separate w/s for policy practitioners. 2. Shall have longer duration. 3. As outcomes, shall target w/s after pre-w/s assessment of participants. (21)
- Have all stakeholders (all universities to be represented). (22)
- Reduce the load in plenary sessions – fewer presentations. Shorter presentations (e.g. Opal Tree). More interactive sessions in plenary. Reduce total duration to 7 days – 2 plenary and 5 lab days. Better connectivity (if possible) so we could access online resources. (25)
- 1. I would recommend an additional activity of simulating “facilitating & learning” online. In this simulation, each participant gets a feel of facilitating and registering and learning in an online course using courses developed by workshop participants. 2. Some practical sessions for policy-makers. (26)
- The technical staff should also be included; hence having three groups from institutions (i.e., policy-makers, practitioners, technical staff. (27)
- The practitioner session should be introduced first, then policy. (28)

##### **5. What topics would you like to spend more time on, if possible, in future sessions?**

- The involvement of the policy makers so that they appreciate the need/impact of elearning as one of the pedagogical tools in assessing and imparting knowledge to the learner. The policy maker is a very critical change agent in the furtherance of elearning. (1)
- Technical support workshop to support the institutions in Africa is very strongly recommended as a follow-up. (2)
- We were taking on the Establishment of E-Learning. In future we should then look at how to improve E-Learning depending on changes in technology and other environment. (3)
- Just fine as it is. (4)
- 1. Follow-up ideas about this particular workshop. 2. Learn from experiences of e-learning or on-line . . . learners in the formal setting. (5)
- Demonstration of use of online resources, demonstration of examples of e-Learning content. (6)
- Policy making. Community best practices. (7)
- Introductory discussion of the development of course certification, course architecture and administration. (8)

- Change management requirements and the determination of e-learning strategies for different programs. (9)
- Management issues. (10)
- Critical assessment of LMS. Experiences of LMS usage (for real users, not reader of the materials). Easy/difficult areas for e-learning. [Some of survey is cut off . . . ]. (11)
- Makes links and pasting images. Very much important not to overload and visual stimulation is of utmost importance. (13)
- Share experiences from people who have actually implemented full online or blended online teaching. (14)
- To create course online for students. To help other lecturers to understand elearning and to put their courses online. (15)
- More on the technical aspects of how to troubleshoot. (16)
- Administering the courses. Linkages and back-up course skills. (17)
- Creating hyperlinks to activities, self-tests, assignments and their feedback. (18)
- I would like to spend more time on LMS evaluation and knowledge management as a practitioner. (19)
- I would like to spend more time on facilitation skills development and more so on course development especially using HTML. (20)
- Curriculum design and student support (HTML basic content development). (21)
- Technical aspects on uploading different objects. (22)
- Course development and uploading. Uploading diagrams. (23)
- I believe we covered everything adequately for a basic course. (25)
- Designing learner synchronous and asynchronous supports systems and activities. (26)
- Blended learning (esp. f2f / online). (27)
- 1. Cross-platform and authoring tools. 2. Course development. (28)

6. How you would rate the level of knowledge and motivation that you had regarding eLearning before attending this workshop and now, at the finish of the workshop?

| BEFORE the Workshop |                     | AVG  | Low 1      | 2           | 3          | 4           | 5 High      | #  |
|---------------------|---------------------|------|------------|-------------|------------|-------------|-------------|----|
| TRACK 1             | Level of Knowledge  | 3.00 | 0%<br>(0)  | 36%<br>(4)  | 27%<br>(3) | 36%<br>(4)  | 0%<br>(0)   | 11 |
|                     | Level of Motivation | 3.80 | 0%<br>(0)  | 0%<br>(0)   | 30%<br>(3) | 60%<br>(6)  | 10%<br>(1)  | 10 |
| TRACK 2             | Level of Knowledge  | 2.44 | 13%<br>(2) | 44%<br>(7)  | 31%<br>(5) | 13%<br>(2)  | 0%<br>(0)   | 16 |
|                     | Level of Motivation | 3.00 | 6%<br>(1)  | 31%<br>(5)  | 31%<br>(5) | 19%<br>(3)  | 13%<br>(2)  | 16 |
| Both TRACK 1 & 2    | Level of Knowledge  | 2.67 | 7%<br>(2)  | 41%<br>(11) | 30%<br>(8) | 22%<br>(6)  | 0%<br>(0)   | 27 |
|                     | Level of Motivation | 3.31 | 4%<br>(1)  | 19%<br>(5)  | 31%<br>(8) | 35%<br>(9)  | 12%<br>(3)  | 26 |
| AFTER the Workshop  |                     | AVG  | Low 1      | 2           | 3          | 4           | 5 High      | #  |
| TRACK 1             | Level of Knowledge  | 4.45 | 0%<br>(0)  | 0%<br>(0)   | 0%<br>(0)  | 55%<br>(6)  | 46%<br>(5)  | 11 |
|                     | Level of Motivation | 4.73 | 0%<br>(0)  | 0%<br>(0)   | 0%<br>(0)  | 27%<br>(3)  | 73%<br>(8)  | 11 |
| TRACK 2             | Level of Knowledge  | 4.31 | 0%<br>(0)  | 0%<br>(0)   | 6%<br>(1)  | 56%<br>(9)  | 38%<br>(6)  | 16 |
|                     | Level of Motivation | 4.81 | 0%<br>(0)  | 0%<br>(0)   | 0%<br>(0)  | 19%<br>(3)  | 81%<br>(13) | 16 |
| Both TRACK 1 & 2    | Level of Knowledge  | 4.37 | 0%<br>(0)  | 0%<br>(0)   | 4%<br>(1)  | 56%<br>(15) | 41%<br>(11) | 27 |
|                     | Level of Motivation | 4.78 | 0%<br>(0)  | 0%<br>(0)   | 0%<br>(0)  | 22%<br>(6)  | 78%<br>(21) | 27 |

Continued...

6. How you would rate the level of knowledge and motivation that you had regarding eLearning before attending this workshop and now, at the finish of the workshop?

| Analysis of Changes in KNOWLEDGE Levels from (Before - After) |   |           |           |           |             |             |            |           |
|---|---|-----------|-----------|-----------|-------------|-------------|------------|-----------|
| Track 1 Changes in KNOWLEDGE                                  | Range: +1 points on scale to +2<br>Average change: +1.45<br>Most frequent change = +1 point             |           |           |           |             |             |            |           |
| Track 1 Movement on KNOWLEDGE scale (Before - After)          | -3  | -2        | -1        | 0         | +1          | +2          | +3         | +4        |
|   | 0%<br>(0)   | 0%<br>(0) | 0%<br>(0) | 0%<br>(0) | 55%<br>(6)  | 46%<br>(5)  | 0%<br>(0)  | 0%<br>(0) |
| Track 2 Changes in KNOWLEDGE                                  | Range: +1 points on scale to +3<br>Average change: +1.87<br>Most frequent change: +1 point or +2 points |           |           |           |             |             |            |           |
| Track 2 Movement on KNOWLEDGE scale (Before - After)          | -3  | -2        | -1        | 0         | +1          | +2          | +3         | +4        |
|   | 0%<br>(0)   | 0%<br>(0) | 0%<br>(0) | 0%<br>(0) | 38%<br>(6)  | 38%<br>(6)  | 25%<br>(4) | 0%<br>(0) |
| Track 1 & 2 Changes in KNOWLEDGE                              | Range: +1 points on scale to +3<br>Average change: +1.70<br>Most frequent change: +1 point              |           |           |           |             |             |            |           |
| Track 1 & 2 Movement on KNOWLEDGE scale (Before - After)      | -3  | -2        | -1        | 0         | +1          | +2          | +3         | +4        |
|   | 0%<br>(0)   | 0%<br>(0) | 0%<br>(0) | 0%<br>(0) | 44%<br>(12) | 41%<br>(11) | 15%<br>(4) | 0%<br>(0) |

| Analysis of Changes in MOTIVATION Levels from (Before - After) |  |           |           |            |            |            |            |           |
|--|--|-----------|-----------|------------|------------|------------|------------|-----------|
| Track 1 Changes in MOTIVATION                                  | Range: 0 points on scale to +2<br>Average change: +0.90<br>Most frequent change: +1 point        |           |           |            |            |            |            |           |
| Track 1 Movement on MOTIVATION scale (Before - After)          | -3   | -2        | -1        | 0          | +1         | +2         | +3         | +4        |
|  | 0%<br>(0)  | 0%<br>(0) | 0%<br>(0) | 30%<br>(3) | 50%<br>(5) | 20%<br>(2) | 0%<br>(0)  | 0%<br>(0) |
| Track 2 Changes in MOTIVATION                                  | Range: 0 points on scale to +3<br>Average change: +1.81<br>Most frequent change: +2 or +3 points |           |           |            |            |            |            |           |
| Track 2 Movement on MOTIVATION scale (Before - After)          | -3   | -2        | -1        | 0          | +1         | +2         | +3         | +4        |
|  | 0%<br>(0)  | 0%<br>(0) | 0%<br>(0) | 13%<br>(2) | 25%<br>(4) | 31%<br>(5) | 31%<br>(5) | 0%<br>(0) |
| Track 1 & 2 Changes in MOTIVATION                              | Range: 0 points on scale to +3<br>Average change: +1.46<br>Most frequent change: + 1 point       |           |           |            |            |            |            |           |
| Track 1 & 2 Movement on MOTIVATION scale (Before - After)      | -3   | -2        | -1        | 0          | 1          | 2          | 3          | 4         |
|  | 0%<br>(0)  | 0%<br>(0) | 0%<br>(0) | 19%<br>(5) | 35%<br>(9) | 27%<br>(7) | 19%<br>(5) | 0%<br>(0) |

**7. Do you anticipate being able to inform decision-making with new knowledge? If yes, please provide examples.**

Both Track 1 & 2: **100% “YES”** (25 respondents)

**Examples:**

- I am going to tell the schools within Schoolnet about the Free Open Source Software (FOSS). (1)
- Implementation of sample e-learning policy. Identify some courses and champion lecturers in faculties. (2)
- The best way to implement e-learning. The advantages of e-learning will bring to our institution. How to select LMS for our institution. How to approach Minister on the e-learning policy. (3)
- 1. Information sharing and planning at institutional level. 2. Discussions and planning at ministerial level. (5)
- 1. Sensitize the idea of e-learning in education. 2. Have a discussion with the Head of the institution on the workshop outcomes. 3. Present the draft policy document to the head office. 4. Have a discussion on the draft policy document with the sister colleges. (6)
- I'll apply the skills learned in this workshop to influence decision-making at our organization by showing them the importance of adopting e-learning model. (7)
- 1. Programme selection for online implementation. 2. Choice of LMP due to evaluation in conjunction with others. Ensuring that e-learning Unit is established. (8)
- The e-learning policy that can be a basis for the recognition and welcoming aboard e-learning programmes into the rest of the University's academic programmes. I will be able to better convince the decision making bodies and persons so as to increase funding of e-learning activities. (9)
- Though the vice-chancellor and the academic board to bring Deans and Directors on board. (10)
- I'll report to my president of the University about all that has been done through these days. (11)
- My institution is currently missing ODL course for teacher training using print materials and F2F. I am now in a position to: 1. influence introduction of online version of the programmes. 2. Influence increased allocations of funds for building the necessary information and capacity building. (12)
- How to create web-pages. How to communicate with students, etc. (15)
- To provide some of the current distance education material in e-learning format – start with one course and grow – or if cheaper start full-scale. (16)
- I will be able to inform the decision-making organ of my organization to explore more and invest resources in this noble area of e-learning by starting vocational training facilities for my community. (17)
- Workshop for colleagues. (18)
- Improving tech know how and accordingly infrastructure. (21)
- Providing numerous advantages of online learning. (23)
- How to create an e-learning course. Facilitation of an online course. Motivating both learners and tutors. Taking my fellow tutors slowly through the steps in course creating. (24)

- I am clearer about parameters by which to evaluate an LMS. I have shared knowledge of the contexts where e-learning will work, the glitches and the way to look for solutions. (25)
- After the e-learning workshop, I am required to make a report to my organization board. The report should include: 1. Skills and competencies required for e-learning to be successful. 2. Skills and competencies available in the organization. 3. Skills and competency gaps. 4. Recommendations for capacity building requirements. (26)
- I will inform the decision-maker with the following: 1. Strong collaboration is highly needed between different e-learning stakeholders. 2. Different strategies are needed to be in place to facilitate e-learning. 3. Evaluation (process & product) is vital for improvement and change(s). 4. Good analysis leads into good practices. (27)
- This is one way of improving open learning resource sharing that would reduce costs. Open e-learning tutorial material should all be online. \* The University should invest in training and advertising of its e-learning materials and courses. (28)

#### **8. What did you learn or experience during this workshop that motivates you as an ODL practitioner / policy-maker?**

- That there was, as yet, a lot of pedagogical tools that were hitherto unknown to me. I am leaving more knowledgeable and equipped with better “instruments of war” for the Schools within Schoolnet Uganda. (1)
- Open new connections to COL and new open source opportunities and collaboration using Learning Objects. (2)
- Writing e-learning policy (institutional and government). How to select LMS that will suit the organization. How to implement e-learning in an institution. (3)
- Sharing ideas together and arriving at common conclusions. The workshop was open to cater for participants at various levels of understanding the idea of e-learning. Workshop organizers and presenters were to address of [sic] participants in relations to information sharing and providing new knowledge. (5)
- Acquired a lot of experiences, to mention a few, the workshop has given me insight of the e-learning. 2. Exposed me to more knowledge and tools that I can introduce to my staff at my institution. (6)
- Cost-effectiveness of using e-learning as a platform for education delivery. Different kinds of LMS that can be used to create a conducive and interactive learning environment. (7)
- That there is no peculiar problem that others have not experienced or are experiencing thus we can always learn from one another for progress. Herculean and costly as the implementation of e-learning, particularly on-line, may seem it is not insurmountable. (8)
- Establishing community of practice for management. Decision making relating to choice of operating systems and type of technology for e-learning. (9)
- That there is a variety of LMS that we can take advantage of. The idea of establishing a community of practice. (Mutual support among institutions.) (10)
- 1. Technology may be inadequate generally but there are a few with access to it that needs to be served. 2. Adequate preparation by facilitator in any training makes a large difference in quality of training. The resource persons at the workshop were wonderful. (12)
- What I really liked was the conference call sessions with colleagues from Canada and Australia which to me was another proof that we live in a global village where sometimes distance doesn't matter as long as you have the tools of the trade. (13)

- Learned a lot in the principles of e-learning. (14)
- Different kinds of communicating. Creating web pages (course online). Registering. (15)
- 1. That my country was not that far behind that many African countries. 2. That a follow-up with participants of this session would be helpful. 3. I have acquired more knowledge and resources on where to go for further help. Madeline is a true example of what an instructor and facilitator should be – always full of energy, encouraging, knowledgeable, helpful, polite. She has inspired me greatly. (16)
- As an ODL practitioner, I will be able to pursue further training to enhance my skills and knowledge through e-learning as the only option for my advancement. (17)
- That print-based courses can be converted for on-line delivery. (18)
- I thought to have more knowledge on ODL practitioner. And to date, or at this time, I'm able to organize course content for learners and now I have known that there are differences between e-learning and online learning and its importance in community work. (19)
- As a practitioner the workshop has given me a good opportunity to create a course and develop it. (20)
- Learner centric education. (21)
- The easy way of developing e-learning content using A-tutor. (22)
- Synchronous e-learning was really good. (23)
- Computers have far too many functions and very important part to play in education. E-learning is the best mode of content delivery if there is appropriate technology. Tutors need good background of the basic skills in computers if they want to introduce an e-learning course. (24)
- Practitioner: an enthusiastic group, good technical support that tackled any challenges that came about, an indefatigable facilitator. All crucial ingredients for giving on-line successfully. (25)
- 1. Designing an online course (I allocated a lot of my time to this). 2. Using a free open source learning management system FOSS – A-Tutor (because my organization has a small budget). (26)
- I have learned the following: Strong collaboration is highly needed between different e-learning stakeholders for effective online practices. Analysis phase is a vital stage prior to course design and development. Technical problems need to be addressed as they may frustrate the learners/facilitation. (27)
- 1. As a practitioner, my experience is that it is possible to bridge the gap between e-learning and F2F, if the best practices are followed. 2. As a policy maker, I would recommend own Intranet based e-learning before going Internet. (28)

9. Please indicate the extent to which you agree with the following statements by circling one number for each row.

**Rating Scale:** 1 = strongly disagree    2 = disagree    3 = neutral    4=agree    5=strongly agree

| a. The workshop was held at a convenient time of year. | Average Rating | Strongly disagree | Disagree   | Neutral    | Agree       | Strongly agree | #  |
|--|----------------|-------------------|------------|------------|-------------|----------------|----|
| Track 1  | 4.36           | 0%<br>(0)         | 0%<br>(0)  | 0%<br>(0)  | 64%<br>(7)  | 36%<br>(4)     | 11 |
| Track 2  | 4.53           | 0%<br>(0)         | 0%<br>(0)  | 6%<br>(1)  | 18%<br>(3)  | 77%<br>(13)    | 17 |
| Both Track 1 & 2                                       | 4.46           | 0%<br>(0)         | 0%<br>(0)  | 4%<br>(1)  | 36%<br>(10) | 61%<br>(17)    | 28 |
| b. The duration of the workshop was appropriate        | Average Rating | Strongly disagree | Disagree   | Neutral    | Agree       | Strongly agree | #  |
| Track 1  | 3.64           | 0%<br>(0)         | 9%<br>(1)  | 36%<br>(4) | 36%<br>(4)  | 18%<br>(2)     | 11 |
| Track 2  | 3.88           | 0%<br>(0)         | 18%<br>(3) | 24%<br>(4) | 29%<br>(5)  | 29%<br>(5)     | 17 |
| Both Track 1 & 2                                       | 3.79           | 0%<br>(0)         | 14%<br>(4) | 29%<br>(8) | 32%<br>(9)  | 32%<br>(9)     | 28 |
| c. The workshop venue was satisfactory                 | Average Rating | Strongly disagree | Disagree   | Neutral    | Agree       | Strongly agree | #  |
| Track 1  | 4.18           | 0%<br>(0)         | 0%<br>(0)  | 18%<br>(2) | 46%<br>(5)  | 36%<br>(4)     | 11 |
| Track 2  | 4.47           | 0%<br>(0)         | 0%<br>(0)  | 6%<br>(1)  | 41%<br>(7)  | 53%<br>(9)     | 17 |
| Both Track 1 & 2                                       | 4.36           | 0%<br>(0)         | 0%<br>(0)  | 11%<br>(3) | 43%<br>(12) | 46%<br>(13)    | 28 |
| d. Accommodation was satisfactory.                     | Average Rating | Strongly disagree | Disagree   | Neutral    | Agree       | Strongly agree | #  |
| Track 1  | 4.45           | 0%<br>(0)         | 0%<br>(0)  | 18%<br>(2) | 18%<br>(2)  | 64%<br>(7)     | 11 |
| Track 2  | 4.81           | 0%<br>(0)         | 0%<br>(0)  | 6%<br>(1)  | 6%<br>(1)   | 88%<br>(14)    | 16 |
| Both Track 1 & 2                                       | 4.67           | 0%<br>(0)         | 0%<br>(0)  | 11%<br>(3) | 11%<br>(3)  | 78%<br>(21)    | 27 |
| e. The overall workshop programme was well-planned     | Average Rating | Strongly disagree | Disagree   | Neutral    | Agree       | Strongly agree | #  |
| Track 1  | 4.36           | 0%<br>(0)         | 0%<br>(0)  | 0%<br>(0)  | 64%<br>(7)  | 36%<br>(4)     | 11 |
| Track 2  | 4.53           | 0%<br>(0)         | 0%<br>(0)  | 6%<br>(1)  | 35%<br>(6)  | 59%<br>(10)    | 17 |
| Both Track 1 & 2                                       | 4.46           | 0%<br>(0)         | 0%<br>(0)  | 4%<br>(1)  | 46%<br>(13) | 50%<br>(14)    | 28 |
| f. The mix of participants was appropriate             | Average Rating | Strongly disagree | Disagree   | Neutral    | Agree       | Strongly agree | #  |
| Track 1  | 3.73           | 0%<br>(0)         | 9%<br>(1)  | 18%<br>(2) | 64%<br>(7)  | 9%<br>(1)      | 11 |
| Track 2  | 4.59           | 0%<br>(0)         | 0%<br>(0)  | 0%<br>(0)  | 41%<br>(7)  | 59%<br>(10)    | 17 |
| Both Track 1 & 2                                       | 4.25           | 0%<br>(0)         | 4%<br>(1)  | 7%<br>(2)  | 50%<br>(14) | 39%<br>(11)    | 28 |

Continued...

9. Please indicate the extent to which you agree with the following statements by circling one number for each row.

Rating Scale: 1 = strongly disagree 2 = disagree 3 = neutral 4=agree 5=strongly agree

| g. Workshop presentations were insightful.   | Average Rating | Strongly disagree | Disagree  | Neutral   | Agree       | Strongly agree |    |
|--|----------------|-------------------|-----------|-----------|-------------|----------------|----|
| Track 1  | 4.18           | 0%<br>(0)         | 0%<br>(0) | 0%<br>(0) | 82%<br>(9)  | 18%<br>(2)     | 11 |
| Track 2  | 4.65           | 0%<br>(0)         | 0%<br>(0) | 0%<br>(0) | 35%<br>(6)  | 65%<br>(11)    | 17 |
| Both Track 1 & 2   | 4.46           | 0%<br>(0)         | 0%<br>(0) | 0%<br>(0) | 54%<br>(15) | 46%<br>(13)    | 28 |
| h. Participants were given an equal opportunity to speak during workshop discussions.                | Average Rating | Strongly disagree | Disagree  | Neutral   | Agree       | Strongly agree | #  |
| Track 1  | 4.45           | 0%<br>(0)         | 0%<br>(0) | 9%<br>(1) | 36%<br>(4)  | 55%<br>(6)     | 11 |
| Track 2  | 4.94           | 0%<br>(0)         | 0%<br>(0) | 0%<br>(0) | 6%<br>(1)   | 94%<br>(16)    | 17 |
| Both Track 1 & 2   | 4.75           | 0%<br>(0)         | 0%<br>(0) | 4%<br>(1) | 18%<br>(4)  | 79%<br>(22)    | 28 |
| i. The workshop provided me with new insights on eLearning   | Average Rating | Strongly disagree | Disagree  | Neutral   | Agree       | Strongly agree | #  |
| Track 1  | 4.64           | 0%<br>(0)         | 0%<br>(0) | 9%<br>(1) | 18%<br>(2)  | 73%<br>(8)     | 11 |
| Track 2  | 4.82           | 0%<br>(0)         | 0%<br>(0) | 0%<br>(0) | 18%<br>(3)  | 82%<br>(14)    | 17 |
| Both Track 1 & 2   | 4.75           | 0%<br>(0)         | 0%<br>(0) | 4%<br>(1) | 18%<br>(5)  | 79%<br>(22)    | 28 |
| j. I have acquired new information / tools / models that could be useful in my own work / community. | Average Rating | Strongly disagree | Disagree  | Neutral   | Agree       | Strongly agree | #  |
| Track 1  | 4.45           | 0%<br>(0)         | 0%<br>(0) | 9%<br>(1) | 36%<br>(4)  | 55%<br>(6)     | 11 |
| Track 2  | 4.59           | 0%<br>(0)         | 0%<br>(0) | 6%<br>(1) | 29%<br>(5)  | 65%<br>(11)    | 17 |
| Both Track 1 & 2   | 4.54           | 0%<br>(0)         | 0%<br>(0) | 7%<br>(2) | 32%<br>(9)  | 61%<br>(17)    | 28 |
| k. The workshop met my expectations for attending. If you disagree, what were your expectations?     | Average Rating | Strongly disagree | Disagree  | Neutral   | Agree       | Strongly agree | #  |
| Track 1  | 4.30           | 0%<br>(0)         | 0%<br>(0) | 0%<br>(0) | 70%<br>(7)  | 30%<br>(3)     | 10 |
| Track 2  | 4.47           | 0%<br>(0)         | 0%<br>(0) | 0%<br>(0) | 53%<br>(9)  | 47%<br>(8)     | 17 |
| Both Track 1 & 2   | 4.41           | 0%<br>(0)         | 0%<br>(0) | 0%<br>(0) | 59%<br>(16) | 41%<br>(11)    | 27 |

### If you disagree, what were your expectations?

- I expected it to take a month [rated as 5]. (19)
- NB: Time wasn't enough for new learners [rated as 5]. (24)
- A giveaway! [rated as 4] (25)

### Additional comments provided for question 9:

- 9b: Five days instead of four could be appropriate [rated as a 4]. 9f: Court expertise. Yes, but gender balance should be considered [rated as a 4]. (3)
- 9b: Increase [rated as a 3]. 9e: Too tight a schedule [rated as a 4]. 9f: Gender biased (m) [rated as a 3]. (8)
- 9g: Not all [rated as a 4]. (11)
- There were no technical staff from other institutes [rated as a 4]. (27)

### 10. What is your country of origin?

- Kenya (7 respondents)
- Uganda (2 respondents)
- Ghana (2 respondents)
- India (2 respondents)
- Lesotho (2 respondents)
- Namibia (2 respondents)
- Nigeria (2 respondents)
- Rwanda (2 respondents)
- Tanzania (2 respondents)
- East Africa
- Ethiopia
- Gambia
- RSA

### 11. What is your primary involvement in open and distance learning?

|   | Track 1             | Track 2             | Track 1 & 2         |
|---|---------------------|---------------------|---------------------|
| Institutional decision maker / institutional policy maker | <b>73%</b><br>(8)   | <b>6%</b><br>(1)    | <b>32%</b><br>(9)   |
| eLearning practitioner                                    | <b>0%</b><br>(0)    | <b>59%</b><br>(10)  | <b>36%</b><br>(10)  |
| Technical staff   | <b>0%</b><br>(0)    | <b>0%</b><br>(0)    | <b>0%</b><br>(0)    |
| Other (see below)   | <b>27%</b><br>(3)   | <b>35%</b><br>(6)   | <b>32%</b><br>(9)   |
| <b>Total</b>  | <b>100%</b><br>(11) | <b>100%</b><br>(17) | <b>100%</b><br>(28) |

#### Other:

- Track 1 - Consultant to higher education
- Track 1 - (selected 2 involvements) Institutional decision maker / institutional policy maker & eLearning practitioner
- Track 1 - (selected 2 involvements) Institutional decision maker / institutional policy maker (illegible)

comment) & eLearning practitioner (Administrator, illegible)

- Track 2 - (3 respondents selected 2 categories of involvement) Institutional decision maker / institutional policy maker & eLearning practitioner
- Track 2 – Distance learning materials developer and tutor
- Track 2 - (selected 2 involvements) eLearning practitioner & Technical staff
- Track 2 - Promoting / facilitating adoption of ICT in ODL

## 12. What is your major area of activity in open and distance learning?

|                                    | Track 1             | Track 2             | Track 1 & 2         |
|------------------------------------|---------------------|---------------------|---------------------|
| Higher education                   | <b>36%</b><br>(4)   | <b>29%</b><br>(5)   | <b>32%</b><br>(9)   |
| Tech/voc education and training    | <b>0%</b><br>(0)    | <b>6%</b><br>(1)    | <b>4%</b><br>(1)    |
| Teacher education                  | <b>36%</b><br>(4)   | <b>29%</b><br>(5)   | <b>32%</b><br>(9)   |
| Non-formal and community education | <b>0%</b><br>(0)    | <b>0%</b><br>(0)    | <b>0%</b><br>(0)    |
| Schooling                          | <b>0%</b><br>(0)    | <b>0%</b><br>(0)    | <b>0%</b><br>(0)    |
| Knowledge management               | <b>9%</b><br>(1)    | <b>6%</b><br>(1)    | <b>7%</b><br>(2)    |
| Other (see below)                  | <b>18%</b><br>(2)   | <b>29%</b><br>(5)   | <b>25%</b><br>(7)   |
| <b>Total</b>                       | <b>100%</b><br>(11) | <b>100%</b><br>(17) | <b>100%</b><br>(28) |

Other:

- Track 1 - (selected 2 major areas) Higher education & knowledge management
- Track 1 - (selected 3 major areas) Tech/voc education and training & non-formal and community education & knowledge management
- Track 2 – (3 respondents selected 2 major areas) Higher education & teacher education
- Track 2 – (selected 2 major areas) Higher education & Tech/voc education and training
- Track 2 – (selected 2 major areas) Higher education & Non-formal and community education

**COL-AVU eLEARNING WORKSHOP FOLLOW-UP SURVEY**  
**October 2004**

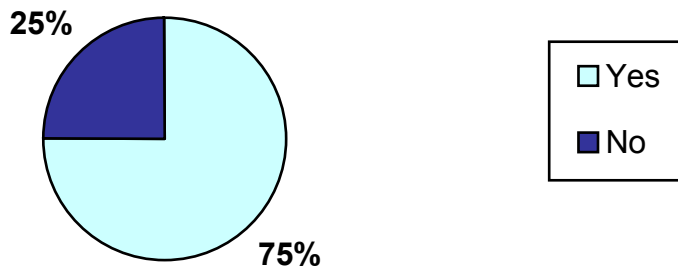
**FULL PRESENTATION OF PARTICIPANT FEEDBACK - FOLLOW-UP SURVEY**

Notes:

- A survey number appears in parentheses after each comment for the open-ended questions so that individual responses can be cross-referenced within this summary. The survey numbers used in this summary do *not* correspond to those in any other summary.
- The survey was distributed online to 35 participants two months after the completion of the workshop. Twelve respondents completed this follow-up survey. The response rate is 34%.

**Your Background in eLearning**

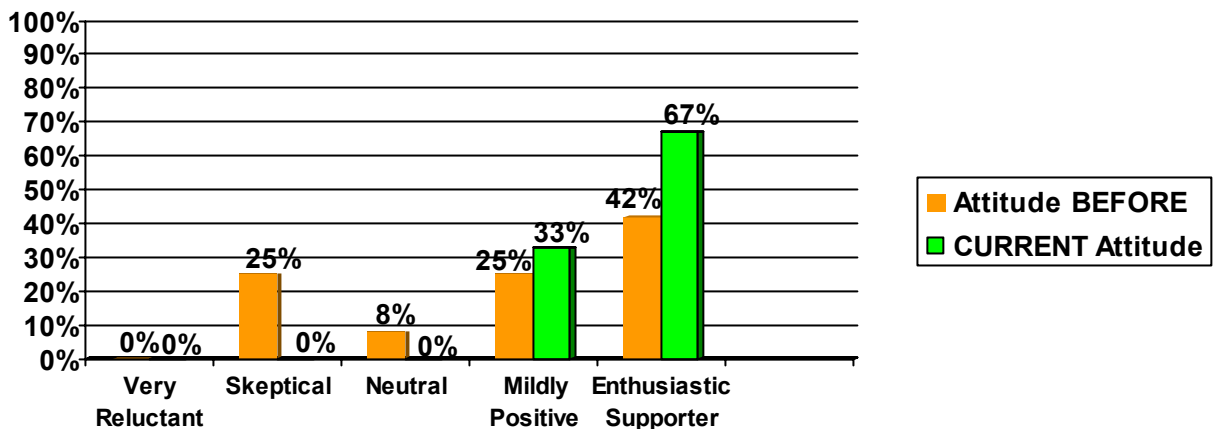
**1. Prior to the August Workshop, had you participated in online training before?**



**2. How would you describe your attitude towards eLearning BEFORE the August Workshop?**

**3. How would you describe your CURRENT attitude towards eLearning?**

|                         | Very reluctant | Skeptical | Neutral | Mildly positive | Enthusiastic supporter | #  |
|-------------------------|----------------|-----------|---------|-----------------|------------------------|----|
| <b>Attitude BEFORE</b>  | 0%             | 25%       | 8%      | 25%             | 42%                    | 12 |
| <b>CURRENT Attitude</b> | 0%             | 0%        | 0%      | 33%             | 67%                    | 12 |



#### 4. What is your primary involvement in open and distance learning?

| Categories                                  | %    | #  |
|---|------|----|
| Institutional decision-maker / policy maker | 33%  | 4  |
| eLearning practitioner                      | 33%  | 4  |
| Technical staff                             | 0%   | 0  |
| Other (please specify)                      | 33%  | 4  |
| Total                                       | 100% | 12 |

Other:

- Marker-tutor responsible for tutoring but not a e-learning yet, more like blended learning with contact sessions from time to time. Also make use of e-learning but to a very small extent. (5)
- Both institutional decision maker and practitioner. (7)
- Planning, facilitating and coordinating workshops in the Asia region for COL. (8)
- Faculty. (11)

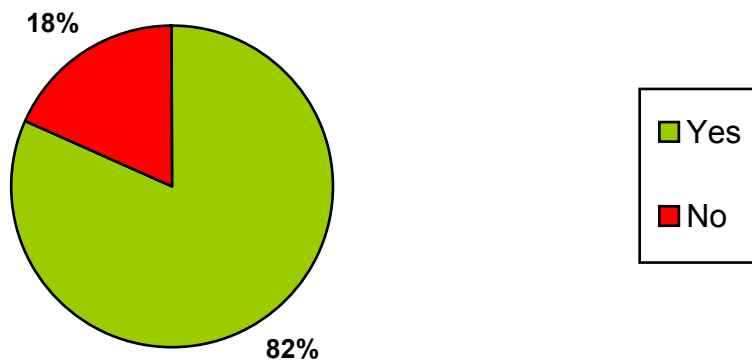
## Outcomes

#### 5. Now that it is two months after completion, how are you feeling about the training?

- I think the training was fantastic. I really learned a lot about setting-up an online course and facilitating it. (1)
- The training was good and bought many ideas. Moreover we shared different experiences about e-learning from different countries. (2)
- The training was very important for the development of institutional policies for e-Learning adoption. I am contributing in the development and adoption of the letter of intent developed at the workshop. (4)
- I'm very much positive about the training. The only problem is that I don't get time to work on my course since I'm in a lot of committees. Will try to make progress on it. I could use the skills to help with the update of our Website. I'm also involved in the development of e-learning at our Tertiary institutions but do not serve on the committee. This is definitely the way forward but unfortunately very slow in Namibia. I think there are too many who want a piece of the pie. (5)
- I feel extremely good. The training gave me an exposure that assisted me in my perception of the role of technology in education, especially in the Developing Countries. (6)
- The success of elearning is very much dependent on existing infrastructure. (7)
- It was a good learning experience and because of the on-line discussion group setup post workshop, one has stayed in touch with developments in other places. Based on my training there, we are planning workshops in our own country (INDIA) and other regions of commonwealth Asia. The feedback and support from participants and the facilitators has kept the issue active and alive. It was a very enriching and experience. (8)

- The training was very useful to me and my organization since it has given me courage to start integrating e-learning initiatives in our vocational training strategies. (10)
- It was a good experience to prepare self for future education delivery system. We need to practice the experiences learned and I am looking forward for an opportunity. (11)
- The e learning training has enabled me to develop some training materials for my organization and now the outcome is positive because of what I thought it could be. (12)

**6. Overall, have you been able to apply the skills you learned in the workshop?**



**7. If yes, please provide an example.**

- 1. I tried installing ATutor at [deleted to maintain anonymity] but got into permission issues. 2. I managed to set up a collab at [deleted to maintain anonymity] you can log in using username: guest Password: guest 3. When I left Nairobi Elearning workshop, I was recruited for a short time consultancy on Human Resource Development for e-tutoring. (1)
- In establishment of New Faculty of Virtual Learning in our University and in writing E-learning policy for our Institution. Moreover I am now creating online courses for UDSM pilot blended learning program. (2)
- OneVillage Foundation (OVF) an international non-governmental organization (NGO) involved in capacity building programmes are disseminating the e-Learning based contents to the local hard to reach communities. (4)
- I could use it theoretically in my part-time class at the Polytechnic. We are also working on updating our Website for the College. I will probably be part of two new distance programs next year where I will be able to apply more. (5)
- Writing a policy now. Trying to get software loaded with difficulty, learning more along the way (7)
- Have explored the package more, practiced some features that we did not use in the workshop and are trying to work out workshop programmes for other interested groups. Have also used the knowledge and insights gained in the workshop to evaluate other LMS. (8)
- As a decision maker of my organization I have been able to consult my board members about this new strategy of e-learning and outlined our future plans. I have also been able to conduct

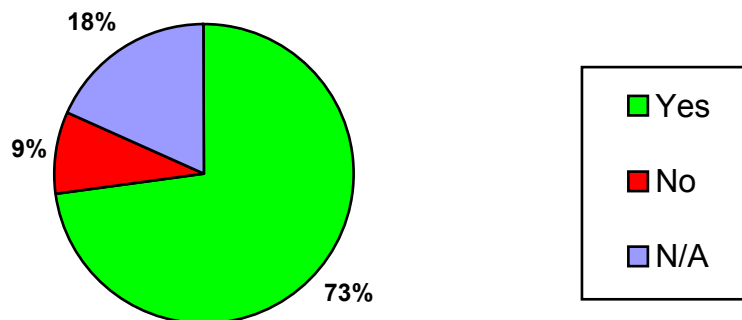
competent curriculum developers in our areas of interest and I am receiving good response. (10)

- Personally and from the institutional point of view, I am able to spread the strengths of elearning and trying to change mindsets. (11)
- I'm in the process of developing a Learning module with the Atutor as my LMS. I really don't see any difficulty in the development of these courses for online tutoring / moderation. (12)

#### 8. If no, please explain why not.

- Existing facility inadequate for running elearning courses. We are only now in the process of setting up the infrastructure. We are currently installing a vsat and a virtual Library, and at the same time developing a comprehensive policy on ICT in general. (6)

#### 9. Did the workshop help you to develop any new policies on eLearning?



#### 10. If yes, please provide an example.

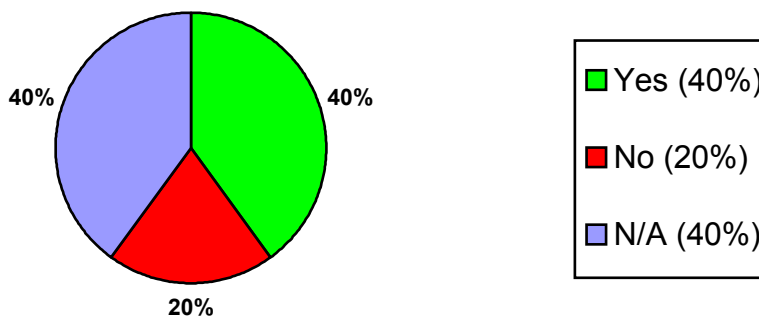
- At SchoolNet Uganda, we started developing our Elearning policy to guide our Elearning initiatives. (1)
- The policies about different e-learning disciplines such as assignment policy, Assessment policy, Intellectual property policy (in progress) etc. (2)
- Like in Kenya an e-Learning policy had not been developed so we are using the outcome of the Workshop to prepare outlines and disseminate to the institutions. (4)
- I can't exactly say yes, but I've forwarded the template to the committee. I'm still waiting for feedback. I think it's gonna take a while since we are only in the infant stages of our e-learning. (5)
- To some extent yes. The Institute has accepted that some of our diploma courses would go online by early next year. The necessary facilities are already being installed. The outcome of the training and my role as a decision maker in the Institute facilitated these developments. (6)
- Working on an ODL policy with e-learning as a component. (7)

- As a community based organization, we recommended to establish a vocational training institute as our first step to facilitate e-learning programs. Once our government approves the establishment of the institution, the policy we have established will be able to be used. (10)
- That learning materials are very easy to create if you have chosen the best and easy to use LMS for that case. (12)

**11. If no, please explain why not.**

[No comments provided.]

**12. If you have developed new policy, have you been successful yet in implementing it?**



**13. Do you anticipate that the new policy will lead to increased access to education?**

|     | %   | # |
|-----|-----|---|
| Yes | 82% | 9 |
| No  | 0%  | 0 |
| N/A | 18% | 2 |

**14. Do you anticipate that the new policy will lead to improved quality of education?**

|     | %   | # |
|-----|-----|---|
| Yes | 80% | 8 |
| No  | 0%  | 0 |
| N/A | 20% | 2 |

**15. Was the workshop helpful in spreading enthusiasm for eLearning to the Senior Management at your institution?**

|     | %   | # |
|-----|-----|---|
| Yes | 82% | 8 |
| No  | 0   | 0 |
| N/A | 18% | 2 |

**16. Was the workshop helpful in spreading enthusiasm for eLearning to your peers/colleagues?**

|            | %          | #        |
|------------|------------|----------|
| <b>Yes</b> | <b>90%</b> | <b>9</b> |
| <b>No</b>  | <b>0%</b>  | <b>0</b> |
| <b>N/A</b> | <b>10%</b> | <b>1</b> |

**17. Was the workshop helpful in contributing ideas on how to save your institution money through the use of Open Source Software/Courseware?**

|            | %          | #        |
|------------|------------|----------|
| <b>Yes</b> | <b>50%</b> | <b>4</b> |
| <b>No</b>  | <b>25%</b> | <b>2</b> |
| <b>N/A</b> | <b>25%</b> | <b>2</b> |

**18. Please comment on your selections above.**

- 1. One other person from our organization attended the policy makers group. 2. On return, I briefed my colleagues about the workshop. (1)
- UDSM are current using two LMS. WEBCT ([www.webct.udsm.ac.tz](http://www.webct.udsm.ac.tz)) TEIL ([www.teil.udsm.ac.tz](http://www.teil.udsm.ac.tz)) The change of LMS had imply the need of UDSM to train staff. UDSM had limited time as they intended to deliver a pilot online program by October this year. (2)
- The workshop has been a platform for us to meet, discuss and lay the strategies for the design, development and adoption of e-Learning at our level. (4)
- We have an online programme on teaching with understanding where all colleagues have to take part. This is giving us an opportunity to get experience as a student. We don't have distance learning at my full time job but my colleagues at the other institutions are very much interested. (5)
- None of my colleagues in management showed enthusiasm for elearning as an option for course delivery before I attended the course. From the outcome of the training the report submitted and discussions with them, I can confidently claim that the management is enthusiastic and we all believe that elearning is possible, it could increase access to our courses and improve quality. (6)
- Senior management needs more convincing. (7)
- As I do not belong to an ODL institution, there is really no scope for developing or application of policy directly. We have an institutional mandate to promote e-learning in the region (Commonwealth Asia), thus my senior management and colleagues are already committed to e-learning. However, what the workshop did for me is hone my skills at: using the package itself (Atutor), moderating, facilitating and overall management of the workshop. It was a very enriching learning experience for me. (8)
- The selections have been based on proposed plans and proposal already made by the organization ready for implementation with technical assistance from our development partners. (10)
- Though not directly involved, I am in position to communicate (also done so) the economics of OSS. (11)

- This is because we don't have an Open source supported server. It is a Windows Based server so we at the Client level cannot work on the Open source software but we can do it with other LMS. (12)

#### 19. What suggestions do you have, if any, for improving the workshop?

- Including practical sessions for the policy makers. (1)
- The workshop had three target groups (practitioners, policy makers and technical staff). The inclusion of technical staff from Kenya only was not appropriate (my views) as other countries lack the technical training skills. (2)
- The workshop ought to have early preparations so that the participants can research the topics in advanced and come up with the write-ups after the workshop. This document would provide a follow-up strategy and adoption mechanism. (4)
- I think that for next time it would be better if practitioners don't waste time and can immediately start with the training, especially if one is a novice. Perhaps the period could be extend with another week with a less tighter work schedule.(meaning to cover a lot in one day) It is also a bit disturbing when one has to work on something that requires your attention and simultaneously listen to the facilitator. (5)
- The workshop was excellent in terms of organization and delivery. I went there with very little knowledge of elearning and came back with a level of knowledge and skills which I believe I can share with others in order to run a successful elearning programme. I am also adequately prepared to build on the knowledge and skills acquired. It may be desirable that after a year the Community of Practice should come together to share their post-training experience and update their knowledge and skills. (6)
- The policy part to come at the end instead of the beginning of the workshop. 2 weeks is not enough for novices, maybe extend the training time or provide follow-up training. (7)
- The workshop was very well planned, organised and orchestrated. I was very satisfied with all aspects. However, given a chance to do it again, I'd probably consider the following: 1. Reducing some of the detailed online presentations especially in the first two days. 2. Would give the technical team a couple of days lead time to figure out issues of connectivity, work out other options and put the 'Plan B's' in place ahead of time before the participants arrive. This needs to be seen in perspective, and I only state this as a future course. At the workshop, adjustments were swift, satisfactory and the facilitator team worked overtime to make things happen. The more detailed technical check is critical to the context we work in, namely the Asia Region. (8)
- We should have such workshops annually to achieve the intended objectives. (10)
- Pre-workshop need assessment of participants. (11)
- The workshop was okay and if the time / duration can be pushed to one (1) month then it could be very okay because we had lots of things to practice on and could not get proper time and may be provision of Laptop computers for use in the rooms incase of residential Hotel of seminar / workshop rooms. (12)

## Course Topics - Levels of Experience, Applicability and Need

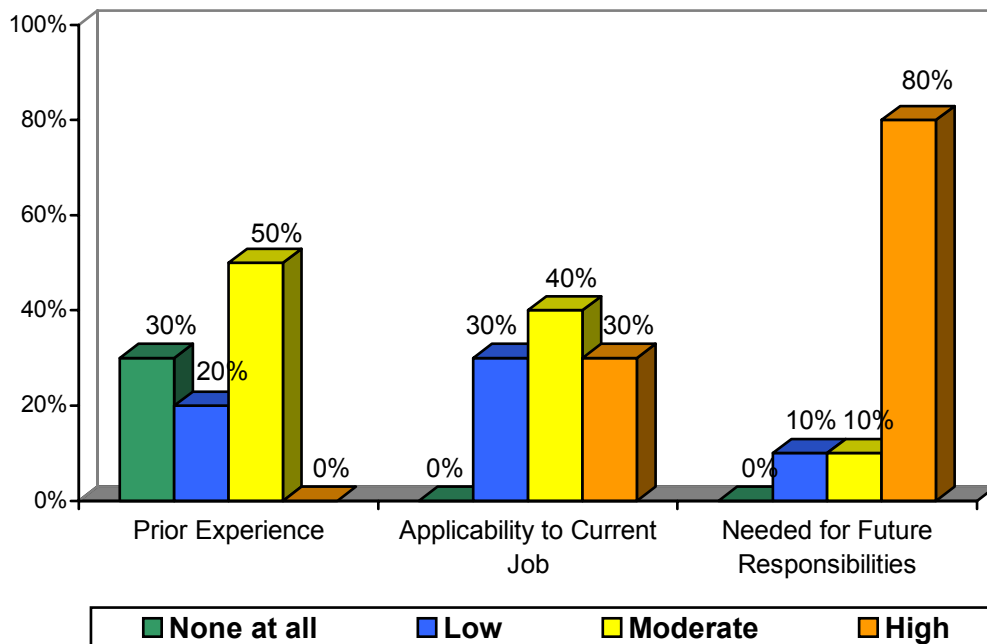
Scale: None at all = 1 Low = 2 Moderate = 3 High = 4

|   | Average Rating   |                              |                                    | #  |
|---|------------------|------------------------------|------------------------------------|----|
|   | Prior Experience | Applicability to Current Job | Needed for Future Responsibilities |    |
| Using Open Source Software                          | 2.20             | 3.00                         | 3.70                               | 10 |
| Matching technology to the cultural environment     | 2.80             | 3.20                         | 3.80                               | 10 |
| Developing course orientations                      | 2.60             | 3.60                         | 3.80                               | 10 |
| Developing course architecture                      | 2.22             | 3.33                         | 3.56                               | 9  |
| Selecting course design options                     | 2.60             | 3.30                         | 3.70                               | 10 |
| Selecting communication and evaluation tool options | 2.70             | 3.40                         | 3.70                               | 10 |
| Selecting course assessment standards               | 2.30             | 3.10                         | 3.50                               | 10 |
| Using learning objects                              | 2.44             | 2.89                         | 3.33                               | 9  |
| Creating a test for a course                        | 2.40             | 2.90                         | 3.50                               | 10 |
| Providing support for learners                      | 2.90             | 3.00                         | 3.40                               | 10 |
| Facilitating group knowledge sharing                | 2.44             | 3.22                         | 3.67                               | 9  |
| Creating forums                                     | 2.30             | 3.00                         | 3.50                               | 10 |
| Managing course content                             | 2.70             | 3.00                         | 3.60                               | 10 |
| Designing synchronous sessions                      | 2.30             | 3.30                         | 3.56                               | 10 |

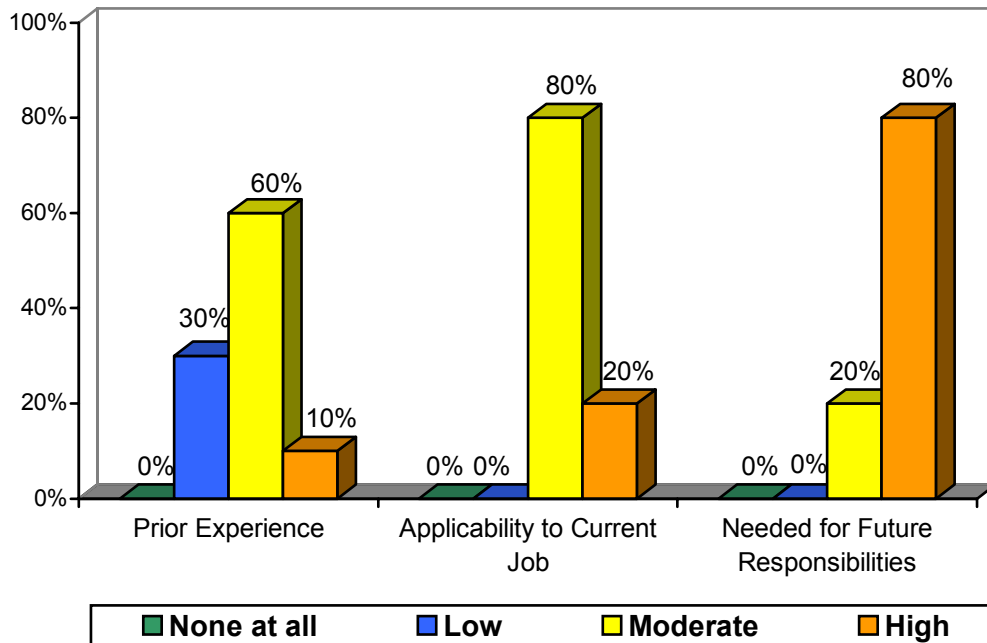
Lowest in category

Highest in category

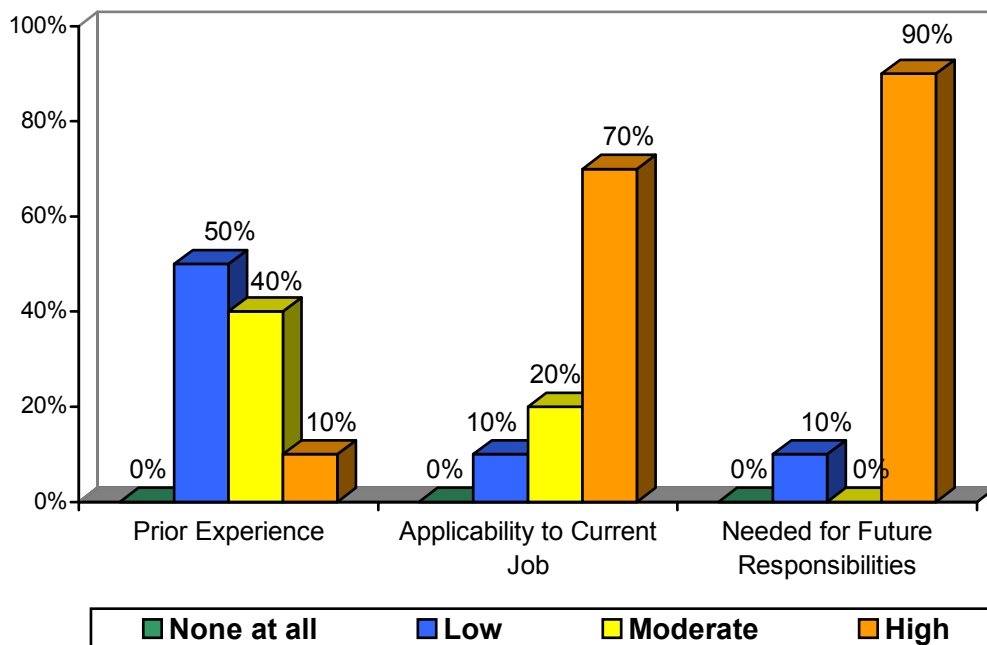
### Using Open Source Software (Experience, Applicability and Need)



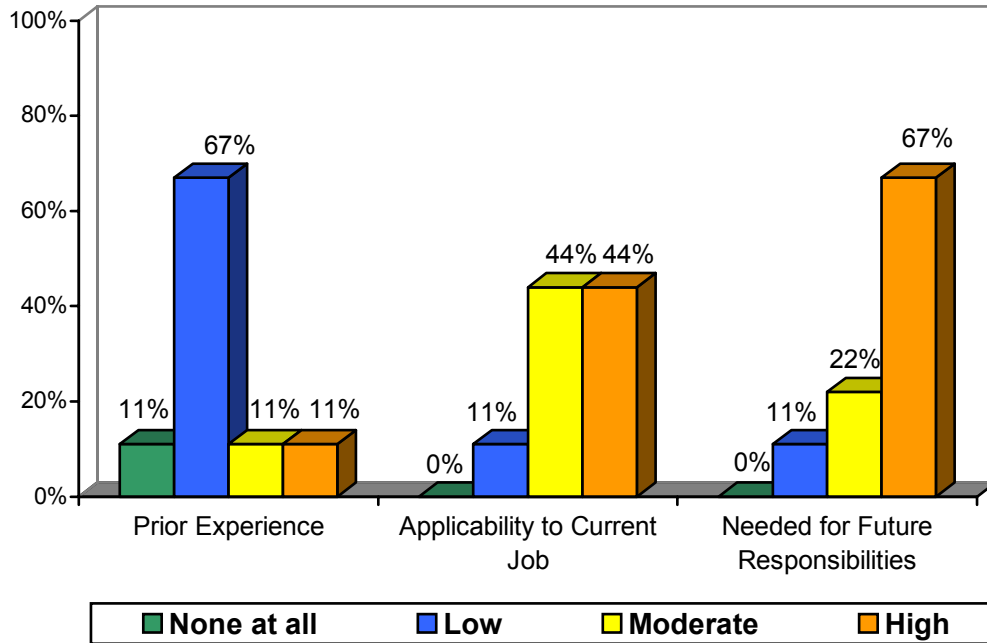
### Matching technology to the cultural environment (Experience, Applicability and Need)



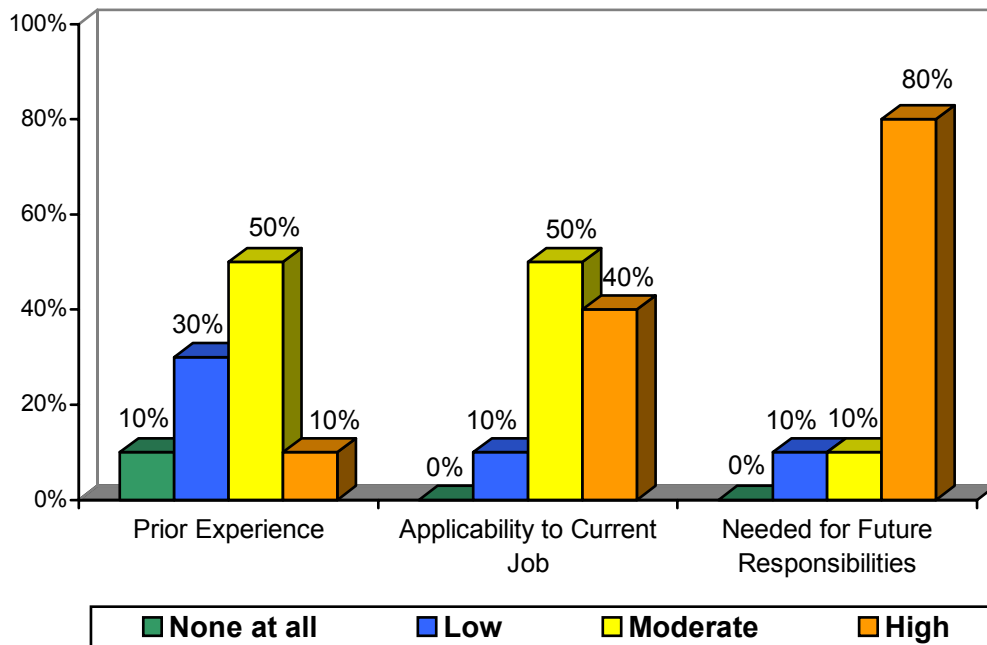
### Developing course orientations (Experience, Applicability and Need)



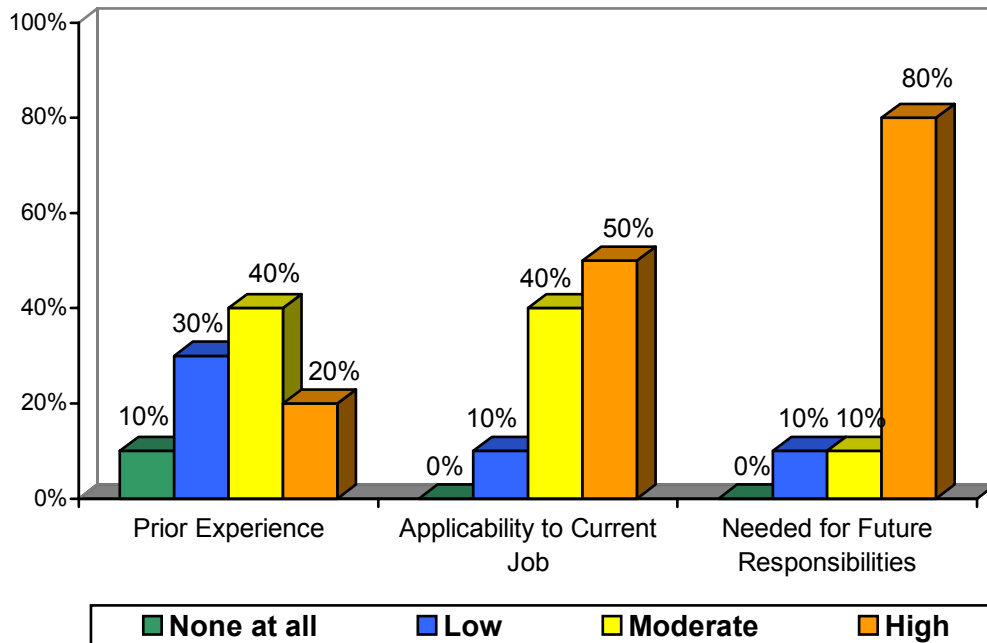
**Developing course architecture  
(Experience, Applicability and Need)**



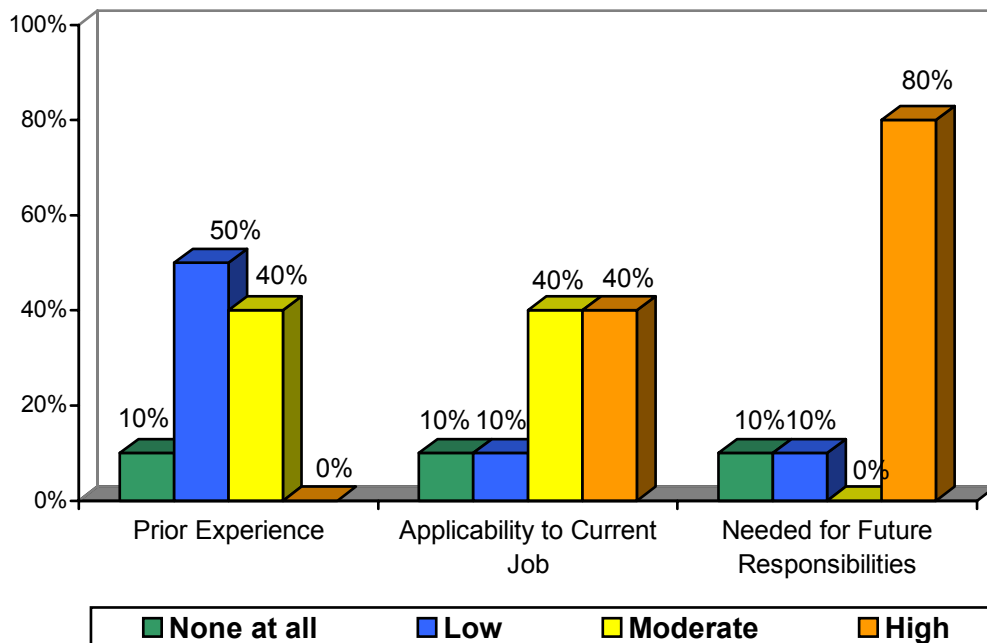
**Selecting course designs options  
(Experience, Applicability and Need)**



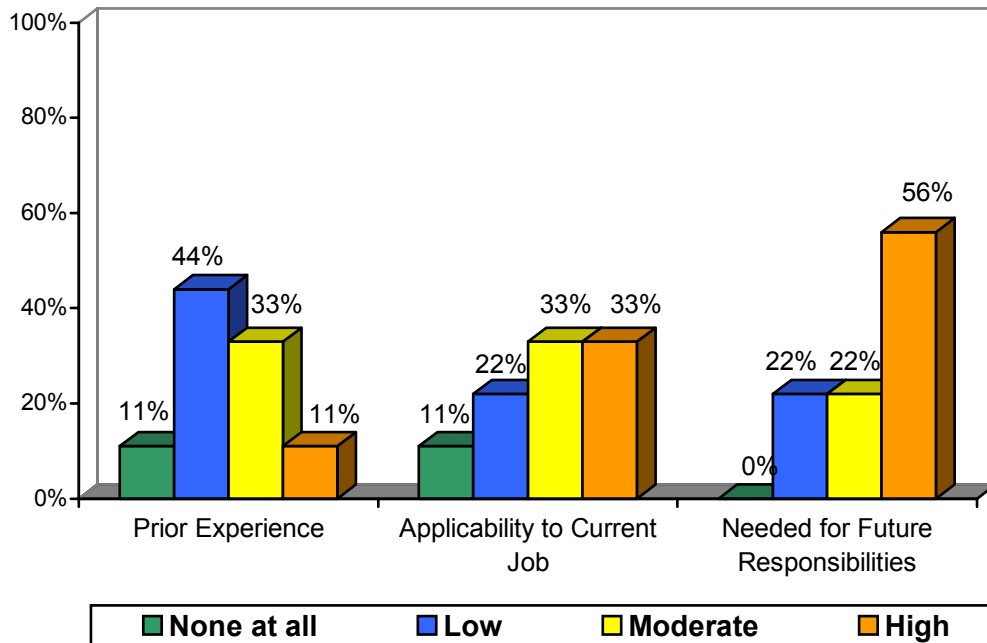
### Selecting communication and evaluation tool options (Experience, Applicability and Need)



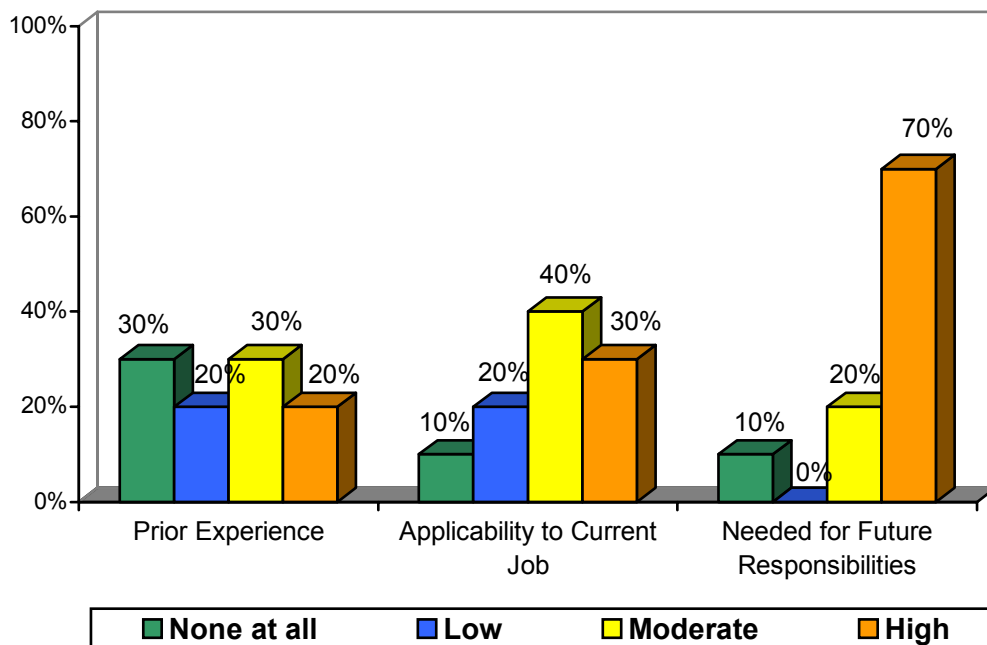
### Selecting course assessment standards (Experience, Applicability and Need)



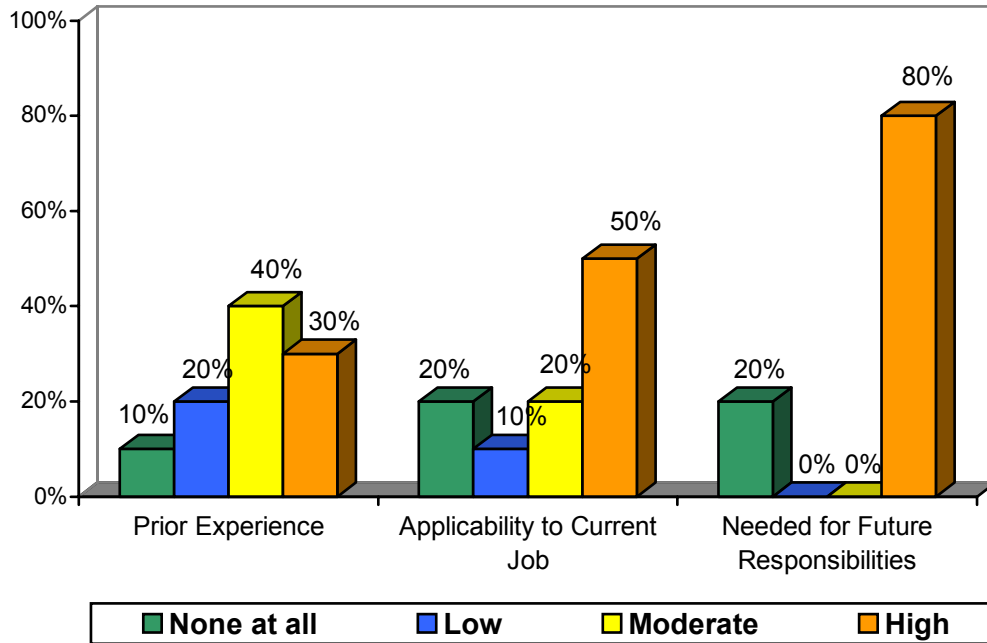
### Using learning objects (Experience, Applicability and Need)



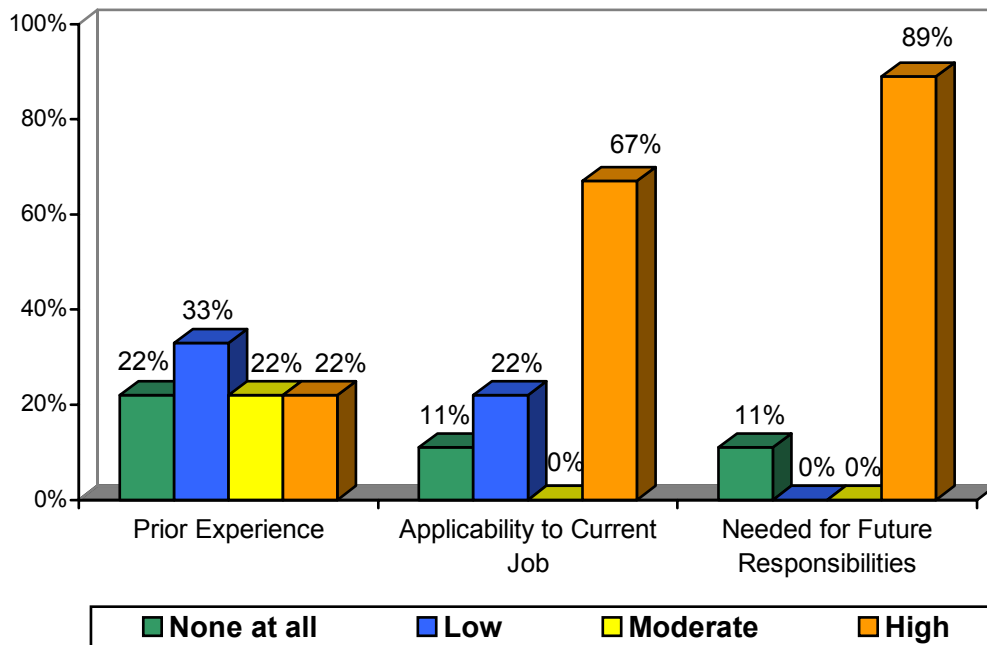
### Creating a test for a course (Experience, Applicability and Need)



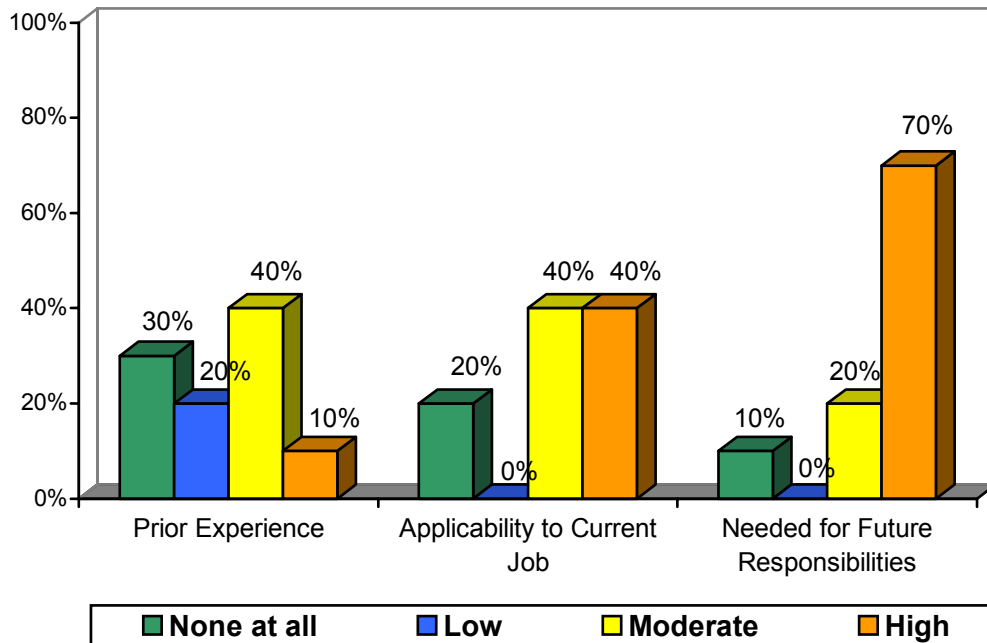
**Providing support for learners  
(Experience, Applicability and Need)**



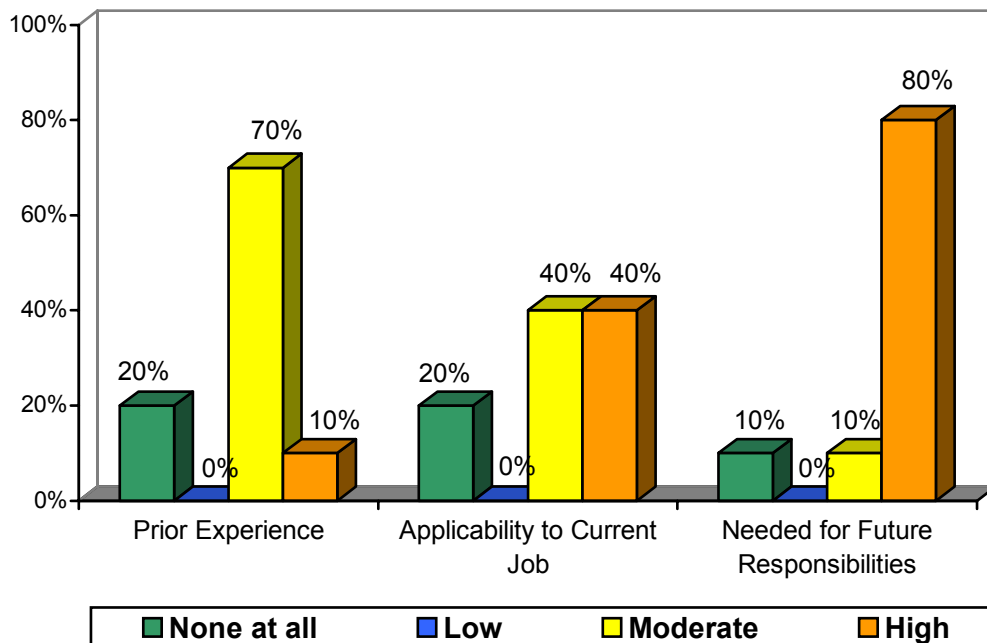
**Facilitating group knowledge sharing  
(Experience, Applicability and Need)**



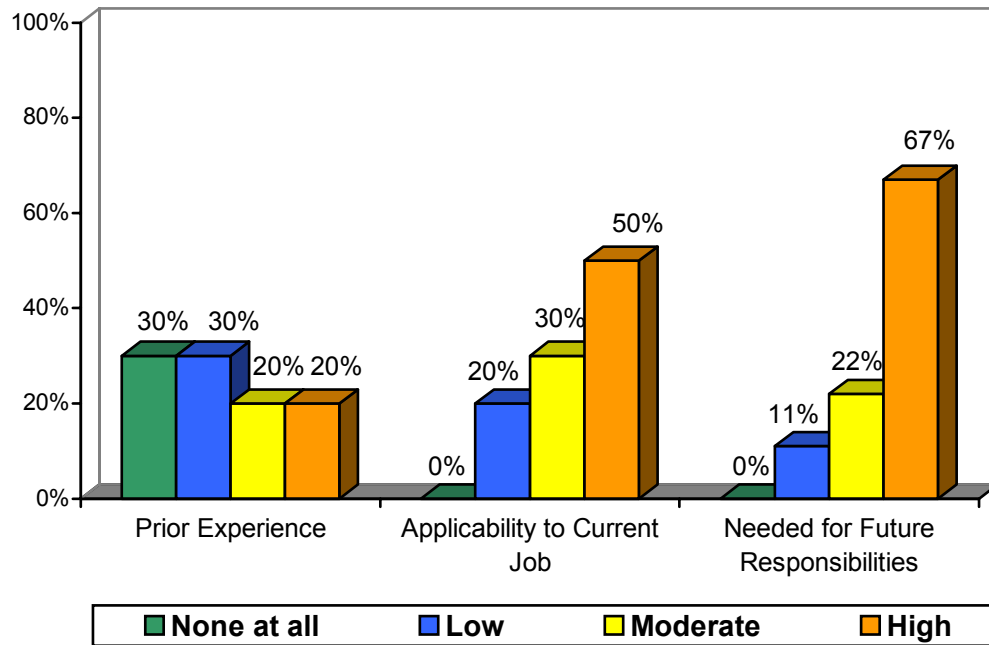
### Creating forums (Experience, Applicability and Need)



### Managing course content (Experience, Applicability and Need)



### Designing synchronous sessions (Experience, Applicability and Need)



## UNSOLICITED NOTES FROM PARTICIPANTS

Many participants sent unsolicited email notes to the workshop facilitators and COL staff, either directly or through the Community of Practice. An illustrative listing of these notes is provided below:

- *Many thanks for allowing us to participate in this timely workshop: e-Learning. I have read the "Statement of Intent" and have no comment. It is perfect.*
- *I had a very good time at the workshop and that I came out of it a new person as far as elearning is concerned. I need to thank you for your wonderful contributions to the workshop. I will not stop telling people that I came to Nairobi with so little and left with so much in terms of knowledge and skills. I have resolved to ensure that what I learnt during the workshop and subsequent improvements I receive would be put to good use at my Institute. Thank you once again.*
- *I wish to extend my sincere thanks for the opportunity I had to participate in the eLearning workshop and work with the wonderful resource persons, the technicians and colleagues in the practitioners group. As I have been telling every one here I went to Nairobi with little knowledge and skills in eLearning and left there with adequate knowledge to make me an apostle of eLearning and with some skills that I can share with my colleagues here. I am determined to put my training to use in the Institute and I am already working on some plans. I hope to share the details with all members of the community as soon as this is completed. I am determined to make a change here. I hope we all are.*
- *Thank you very much for the opportunity to participate. And, thanks much for a well planned training program and the hospitality.*
- *I would like to thank AVU, C.O.L and GDENet for organizing such a wonderful workshop. I had an opportunity to understand elearning better and to me E-learning should be developed to be effective and efficient so that its definition becomes Electronic, Effective, Efficient-learning or 3E-learning. I have met tutors but none with the patience and enthusiasm of Madeleine! She was inspiring and very encouraging. She reminds me of what learners would miss if everything was on line and so I strongly recommend blended learning. I was good to make new friends and open communication channels for possible future collaborations.*

# Appendix

## Workshop Programme

### Overall Objectives

1. Present and explore decision-making tools that can assist policy makers in selecting online applications to support the
1. teaching-learning process,
2. Explore online resources such as the GDENet database and learning object repositories,
3. Demonstrate a variety of materials available online, especially in the areas of science and technology,
4. Build an understanding of eLearning and its use in teaching-learning situations, both to online learners and in supporting
5. educators operating in a traditional classroom,
6. Expose participants to the steps involved in developing materials that can be delivered online and in mixed-mode settings,
7. Develop participants' skills in preparing materials for online and mixed mode delivery settings,
8. Develop an awareness amongst participants of how to transfer their skills from one online platform to another,
9. Explore good practices in facilitating online courses
10. Provide post workshop support and an online community of practice for participants, to better equip them to build capacity of
11. colleagues in their institution.

### Participants

Three groups of participants will be invited to this workshop:

1. Institutional Decision Makers (IDMs) - institutional policy makers
2. eLearning Practitioners (eLPs) - person whose capacity is to be developed in eLearning
3. Technical Support Personnel (TSPs)

Participation is by invitation only and is targeted as follows:

1. One institutional decision maker from each of ten institutions from across Africa,
2. One eLearning practitioner from each of the same ten institutions as the decision makers are drawn,
3. Technical staff from local institutions where the workshop is to be held.

### Notes

Reuse of workshop design and materials:

- This first workshop will be closely monitored with a view to how the agenda can be altered effectively for possible future offerings of a similar kind.

### Arrangements

- Tracks 1 and 3 participants are required to arrive by Sunday 8, August 2004 and depart on Friday 13 August 2004.

- Track 2 participants are required to arrive by Sunday 8, August 2004 and depart on Saturday 21 August 2004.

### Facilitators/Presenters

Madeleine Butschler, Commonwealth of Learning consultant  
 Mohan Menon, Commonwealth of Learning  
 Peter Bateman, African Virtual University  
 Kuzvinetsa Peter Dzvimbo, African Virtual University  
 Peter Leung, Commonwealth of Learning consultant  
 Paul West, Commonwealth of Learning  
 Chris Elfick, Commonwealth of Learning consultant

### Workshop Agenda

#### Day 1

##### Plenary:

#### **Institutional Decision Makers IDMs (Track 1), eLearning Practitioners eLPs (Track 2), Technical Support Personnel TSPs (Track 3) Facilitators**

09:00 Opening and welcome (PB)  
 09:30 Comments from COLs (PW)  
 09:45 Experiences from the Commonwealth Virtual University (PW)  
 10:30 Refreshment break  
 11:30 Change management: perspectives experience (setting the scene for management group) (CE)  
 12:30 Lunch  
 13:30 Presentations on the influence of eLearning and its range of applications. (MB)  
 14:00 Examples of technologies that can be used in developing countries. (MB)  
 15:00 Refreshments  
 15:20 Policies required to implement eLearning successfully in an institution (CE)  
 Factors affecting the internal environment and creating a supportive one (CE)  
 16:00 Enhancing professional capacity development in the institution & in the community. (MB & CE)

#### Day 2

##### Plenary:

#### **Track 1, Track 2, and Track 3 (All)**

09:00 Opening comments and general discussion (PB)  
 09:30 Overview or decision-making relating to operating systems, LMSs, and choices of technology to suit institutions and learners (PL/CE)  
 10:15 Demonstration of use of online resources; demonstration of examples of eLearning content; (PW/MB)  
 11:00 Refreshments  
 11:30 Overview of steps in the process of creating eLearning content. (MB)  
 12:30 Lunch  
 13:30 Establishing a community of practice for management and eLearning specialists (IDMs, eLPs, TSPs) (MB/CE/PW)  
 15:00 Refreshments

15:20 Statement of intent to implement good eLearning practices in their institutions and countries. (PW/CE)

16:00 Presentation on Learning Objects, Repositories and their impact on a continent (D Macleod via teleconference from Calgary, Canada)

17:00 Close of Day

## Day 3

### All

09:00 – 10:00: Plenary: Presentation on automatic meta-tagging of learning objects ( By conference call from Australia) (Andrew Waywood)

### Track 1

Decision making support tools when considering operating systems, LMSs and technology choices. Learner centeredness in institutions; blended learning and process of decision-making.

### Track 2

Developing Course Orientations

- Learning the how to's of registration, enrolment and first contact with learners
- Establishing content for a course orientation.
- Experiencing an online assessment tool and analyzing its potential applications.

### Track 3

Overview of Linux and main differences from commercial operating systems. (CE, MB/PB, PL)

16:00 –

17:00: Plenary: Presentation on two world-class branded LMSs (By conference call) (PB)

## Day 4

### Track 1

Discussions on institutional implications of decisions, gaining internal support, carrying decisions through into practice, supporting staff; change management requirements and the process of determining an elearning or blended learning strategy applicable or suitable for each different type of course or programme.

### Track 2

*Developing Course Architecture*

Identifying key elements for creating a course architecture

- Selecting an appropriate instructional method of delivery
- Practicing in an online environments and discussing how to engage learners for successful course completion
- Developing online course design skills through use of case studies. Implementing Linux on servers and installing applications, using a FOSS LMS as an example (ATutor). (CE, MB/PB, PL)

### All

15:00 – 16:00: Plenary: Launch of the community of practice for eLearning specialists (IDMs, eLPs, TSPs)

16:00 – 17:00: Plenary: Address by the Rector of the African Virtual University (KPD)  
Closure of IDM and Technical workshops; eLPs continue for 1 additional week. (PW/PB/PD, KPD)

## Day 5

### Track 2

#### *Developing Courses*

- Learning webpage design basics
- Using a practice session to set up a course architecture
- Creating sample course pages (CE, MB/PB, PL)

### Track 3

Supporting ATutor and users in the institution. (CE, MB/PB, PL)

## Day 6

### Track 2

#### *Facilitating Courses*

Discussing and identifying best facilitating practices in the context of various tools

- Using case studies to apply analysis of best practices
- Exploring tools (MB/PB/PL)

## Day 7

### Track 2

#### *Facilitating Courses*

- Using tools of choice to practice facilitation basic skills
- Developing administrative techniques to foster successful learner participation (MB/PB/PL)

## Day 8

### Track 2

#### *Administering Courses*

- Setting up course defaults
- Learning how to back-up courses & create copies for re-use
- Using LMS tools to track learners' progress and evaluate course. (MB/PB/PL)

## Day 9

### Track 2

Applying the knowledge and skills acquired at the workshop to alternate settings including how to apply the knowledge to other LMSs (MB/PB/PL)

## Day 10

### Track 2

Predicting implementation issues participants may face and exchanging solution. Networking and activating the COP (MB/PB/PL/PW)

## **Statement of Intent**

(developed at the COL-AVU eLearning Workshop, Kenya, August 2004)

### **Preamble**

The Commonwealth of Learning (COL) together with GDENet and the African Virtual University (AVU) hosted a workshop in Nairobi from 9 to 12 August 2004 with the objective of promoting the understanding of and the adoption of e-learning practices within universities in Africa.

How e-Learning support the Millennium Goals

How e-Learning supports individual country National Development Plans

What role is there for NEPAD and the e-Commission

The institutions which attended this workshop have followed the development of e-Learning over the last number of years. They are aware of the opportunities which this new medium of education presents. The Institutions are also mindful of the need to expand access to quality education in Africa and are seeking mediums and modes that will facilitate this in an effective, affordable and sustainable manner.

At this stage, differing levels of progress has been made with the use of this new medium in the educational programmes of the institutions that attended the workshop.

### **Objectives of this Statement**

The participants of the workshop prepared this statement of intent to guide the implementation of e-learning at the individual institutions following the workshop, and to seek assistance from the Authorities and Funding Agencies to facilitate this implementation.

The statement also sets out the commitment of the Institutions to move forward with the implementation of this initiative at their institutions and to collaborate and share with one another to achieve these objectives as effectively as possible.

### **Challenges facing the Institutions**

The institutions all face similar challenges. These challenges include:

- Limitations on financial resources available to the institution.
- Increasing cost of education.
- Demands for education which exceed our current ability to deliver.
- Increasing pressures to increase access to education.
- Geographic conditions require alternative mediums to enable access to education in remote areas of the country.
- Difficulties in attracting and retaining qualified and competent staff to our Institution.
- Limited physical facilities available to the institution.

- Increasing learner contact and support for both on campus and distance education students.

### **Justification for e-Learning**

Through the rapid technological development over the last 10 years, particularly through the extension of the Internet as a medium of communication and a business tool, a new medium of learning has been developed which provides significant opportunities to the institution. There is already a wide acceptance of this new medium of education as an acceptable and viable mode of education. Many institutions and corporate entities have adopted e-Learning successfully and there is already a large global community of on-line learners.

e-Learning is defined as the use of technology to enable the learning process. In most cases, this new medium of education will be used alongside the traditional mediums of education in a manner which has become known as “blended learning”.

The main justification of e-Learning is provided through the opportunities which it presents to the university, including:

- E-Learning has the potential to enhance traditional face to face education.
- The ability to develop e-Learning material, known as learning content, in a form that it can be reused over and over.
- The ability to deliver content to increasing numbers of students electronically at no incremental cost.
- The increasing availability of electronic learning material such as e-journals and e-books to support an e-learning approach.
- The opportunity provided to students and lecturers to define the time frames for education allowing for increasing flexibility of teaching and learning times.
- Significant cost reductions in the teaching and learning processes including the ability to teach students who are remote from the institution and making use of their own facilities rather than consuming university's facilities
- Reduced requirement for physical teaching facilities.
- Reduced travel and accommodation costs for students and lecturers

In all cases, the use of e-Learning as an approach or mechanism to achieve learning objectives and defined outcomes, needs to be carefully considered to ensure that the highest possible quality of education is provided.

The workshop participants believe that a number of the above challenges can be addressed in part by the use of e-Learning as an additional and extended medium of education.

## **Outcomes of Nairobi Workshop**

The Nairobi Workshop Participants resolved to:

- Actively pursue the adoption of e-learning in their respective institutions
- Work together to share knowledge and experience with the use of Open Source Learning Management Solutions that will enable the institutions to develop content and present e-learning programmes
- Work together in an effective Community of Practice to share learning, policies, processes and content, where appropriate
- Avoid duplication of effort by jointly ensuring the development of:
  - standardised policies and procedure frameworks
  - standardised content development methodologies
  - awareness and training material
  -
- To explore the establishment of a Learning Object Repositories (LOR's) that will ensure the sharing of reusable content between institutions and access to developed content from global sources. To request COL to immediately establish such a LOR, hosted by them, that will enable this sharing from a single point initially.
- To explore opportunities to work together in conjunction with the AVU to improve access to communications and internet bandwidth, including the opportunity for bulk procurement of bandwidth. This objective acknowledges that these benefits are based on the extent of participation to reduce overall costs to individual institutions.
- To request COL to set up a technical training workshop on the effective use of Open Source communications and internet technologies, such as Caching Servers and Server Tuning, that will enable more effective use of infrastructure with bandwidth limitations.
- To advocate the use of e-Learning to Governments and Organisations in a position to assist the individual institutions and the education sector as a whole with funding and policy development to facilitate e-Learning
- Through the Commonwealth of Learning, to interface with the Ministers of Educations of the Commonwealth Countries to seek their direct support for this initiative in the form of enabling policy and direct funding
- To strive towards a follow-up workshop to extend the work of this initial workshop and share further learning, within one year.

## Statement of intent

The statement of intent of the Nairobi workshop can therefore be summarised as follows:

“To drive towards ensuring increased access to education  
through the effective use of technology enabled or e-Learning  
in a manner that meets the unique requirements and development status of the African  
continent

To work together to avoid duplication of effort  
and ensure the sharing of best practice as well as developed learning content  
so that e-learning can be implemented as quickly and effectively as possible on the  
continent.

To actively seek the support of the Ministers of Education in the respective countries,  
as well as the tangible support of funding agencies and other organizations  
to facilitate the development of e-Learning.”

| <b>Country</b>  | <b>Institution</b>                           | <b>Representative</b> |
|-----------------|--|-----------------------|
| <b>Nigeria</b>  | <b>National Teachers Institute</b>           |                       |
| <b>Namibia</b>  | <b>Windhoek College of Education</b>         |                       |
| <b>Tanzania</b> | <b>University of Dar es Salaam</b>           |                       |
| <b>Kenya</b>    | <b>Jomo Kenyatta University of A &amp; T</b> |                       |
| <b>Lesotho</b>  | <b>Lesotho College of Education</b>          |                       |
| <b>Ghana</b>    | <b>University of Education Winneba</b>       |                       |
| <b>Ethiopia</b> | <b>Addis Ababa University</b>                |                       |
| <b>Uganda</b>   | <b>Schoolnet</b>                             |                       |
| <b>Rwanda</b>   | <b>National University of Rwanda</b>         |                       |
| <b>Kenya</b>    | <b>Kenyatta University</b>                   |                       |
| <b>Kenya</b>    | <b>One Village foundation</b>                |                       |

## **Institution e-Learning Policy**

(developed at the COL-AVU eLearning Workshop, Kenya, August 2004)

### **Current Status**

This institution has been following the development of e-Learning over the last number of years. It is aware of the opportunities which this new medium of education presents. The Institution is mindful of the need to expand access to quality education in our country and is seeking mediums and modes that will facilitate this.

At mid year 2004, no substantial progress has been made with the use of this new medium in the educational programmes of the institution.

### **Objectives of this Policy**

This policy sets out to specify some guidelines and broad policies which will promote and inform the development of and use of e-Learning in our institution. The policy will provide a basis on which the institution can adopt a standardised and structured approach to the use of this new medium in our daily activities.

### **Challenges facing the Institution**

Our institution faces a number of challenges. These challenges include:

- Limitations on financial resources available to the institution.
- Increasing cost of education.
- Demands for education which exceed our current ability to deliver.
- Increasing pressures to increase access to education.
- Geographic conditions require alternative mediums to enable access to education in remote areas of the country.
- Difficulties in attracting and retaining qualified and competent staff to our Institution.
- Limited physical facilities available to the institution.
- Increasing learner contact and support for both on campus and distance education students.

The institution believes that a number of these challenges can be addressed in part by the use of e-Learning as an additional and extended medium of education.

### **Institutional Vision and Mission**

The vision and mission of our institution include the following statements:

The vision of the institution is:

**Education for All**

The mission of the institution has been defined as:

**To increase Access to Education ...**

**To provide Quality Education ....**

**To Support our National and Regional Objectives ...**

Both the vision and mission together with the strategy that has been defined for the institution, clearly set out to address the challenges set out above. The existing educational programmes and traditional education mediums applied by our institution, is only partly meeting these challenges. It is believed and recommended by this policy, that the use of e-Learning can support the vision and mission of our institution and provide us with additional capability and more effective utilisation of resources to meet our challenges and achieve our vision and mission.

It is strongly recommended that the use of technology enabled education should be specifically included in the mission and strategic objectives of the institution.

### **Justification for e-Learning**

Through the rapid technological development over the last 10 years, particularly through the extension of the Internet as a medium of communication and a business tool, a new medium of learning has been developed which provides significant opportunities to the institution. There is already a wide acceptance of this new medium of education as an acceptable and viable mode of education. Many institutions and corporate entities have adopted e-Learning successfully and there is already a large global community of on-line learners.

e-Learning is defined as the use of technology to enable the learning process. In most cases, this new medium of education will be used alongside the traditional mediums of education in a manner which has become known as “blended learning”. The main justification of e-Learning is provided through the opportunities which it presents to the university, including:

- E-Learning has the potential to enhance traditional face to face education.
- The ability to develop e-Learning material, known as learning content, in a form that it can be reused over and over.
- The ability to deliver content to increasing numbers of students electronically at no incremental cost.
- The increasing availability of electronic learning material such as e-journals and e-books to support an e-learning approach.
- The opportunity provided to students and lecturers to define the time frames for education allowing for increasing flexibility of teaching and learning times.
- Significant cost reductions in the teaching and learning processes including the ability to teach students who are remote from the institution and making use of their own facilities rather than consuming university's facilities
- Reduced requirement for physical teaching facilities.
- Reduced travel and accommodation costs for students and lecturers

In all cases, the use of e-Learning as an approach or mechanism to achieve learning objectives and defined outcomes, needs to be carefully considered to ensure that the highest possible quality of education is provided.

### **Vision for e-Learning**

The e-Learning vision for this institution is to make effective use of this new medium of education to significantly grow our student numbers and increase access to education while maintaining our standards of quality education. This will support our national and the international goals of “education for all”.

The specific vision for e-Learning at the university is:

- E-Learning will form a component of all programmes, where appropriate, by 20XX
- The university will grow its student numbers through the use of e-Learning by XX % by the year 20XX.
- The university will integrate e-Learning into XX programmes by 20XX.

### **Barriers to Implementation to be Addressed**

Two main categories of barriers exist for the implementation of e-Learning at our institution and in our country. These barriers can be grouped as external and internal barriers and include the following:

#### **External Barriers**

The main external barrier is the limitations on access to technology and basic infrastructure such as electricity and telecommunications for our students who are the target market for e-Learning. We acknowledge that access to technology, particularly the Internet, is increasing rapidly. Until broad-based access is available and reasonable bandwidth is in place for home users wishing to study online at the university, we will continue the face limitations and restrictions on our ability to effectively utilise this new medium. In the short-term, alternative strategies will need to be put in place to overcome this barrier. These strategies will include the use of learning centres and the provision of technology access to students both on campus and in these learning centres.

#### **Internal Barriers**

The main internal barrier will be our own willingness to change and adopt this new medium as an effective part of both our existing and proposed new programmes. Until the potential of this medium is understood and internalised by our leadership and academic staff, and until effective and successful examples of the use of technology enabled learning has been seen at the university, we will struggle to see the benefits of broad scale adoption of e-Learning.

The second major barrier may be access to the seed funding required to develop the first programmes that will demonstrate the value of this medium to the institution.

Other barriers may include:

- The perception that e-Learning may not be an acceptable medium to provide quality education.
- The challenge of managing e-Learning particularly the impact of managing remote students.

### **Supporting Structure for e-Learning**

The university will establish a support unit, to be known as the e-Learning Unit, which will primarily function as a supporting, standard-setting and capacity building body. The specific objectives of the unit will be:

- To promote the use of e-Learning in current and future programmes of the institution
- To provide training and development to lectures and facilitators of online learning programmes
- To set and monitor standards for the use of e-Learning from a technological, content and quality perspective
- To seek opportunities for collaboration and cooperation with other institutions inside and outside of our borders, and particularly with other institutions in the Commonwealth and the African Virtual University
- To monitor the use of external providers of services to ensure standards are adhered to and that quality of service is received
- The creating of an enabling environment to promote e-Learning, such as making specific scholarships available for e-Learning students.

The E-Learning Unit will ensure that its role remains that of a support unit to the faculties all institutes presenting programmes on this new medium. The unit will at no stage take direct responsibility for the creation of e-Learning programmes or the delivery of e-Learning programmes.

### **Dependencies**

A key dependency for the effective implementation of e-Learning is the support and integration with the ICT policy of the University. The ICT Policy will need to make specific provision for technology access for on-campus and distance education students and provide the supporting technology infrastructure to facilitate the development and delivery of e-Learning programmes.

A second dependency is the relationship between this policy and the Intellectual Property Policy of the University. **The content and learning material developed for e-Learning will in terms of this policy be the property of the university.**

### **Standards for the Institution**

The implementation of e-Learning in the institution will largely be new to most uses. As such, this implementation carries the risk of multiple approaches and different methodologies being applied, creating limitations on our ability to share knowledge, skills and even content, across the university. Accordingly, a key responsibility of the e-Learning Unit will be to ensure the development of, and adherence to a defined set of standards and processes which will guide the development of e-Learning content, the structuring of programmes, the technology to support this new medium and the quality of e-Learning programmes.

### **Programme Selection**

The selection criteria for programmes for e-Learning may include the following:

- Demand for programmes exceeding the university's ability to deliver
- Demands for increased flexibility in learning and teaching schedules
- The opportunity to significantly extend access to learners, normally engaged in full-time work and requiring increased flexibility in learning times in the ability to learn at a distance

The nature of the e-Learning in the in each programmes will depend on the requirements of that specific programme. Individual programmes could range from only a small component of the programme being technology enabled, to a programme which is offered entirely online.

### **Incentivisation for e-Learning Participation**

The University has defined a standardised approach to incentivising the participants to e-Learning which includes the following:

[Select and edit an appropriate policy option, or state your own policy]

- No additional incentives will be provided to Lecturers or staff that participate in e-Learning. The benefits to these individuals will accrue through more effective use of their time and teaching efforts in the medium term.
- Lecturers and Content Providers will be remunerated for the assistance and additional effort put in to the creation of e-learning material and conversion to e-learning programmes, where this is outside to the normal responsibilities and workload of the individuals. This remuneration will be in line with the university's existing policies for overtime and extra workload.
- The University has engaged an external party to assist the university with the development of content for the university. Participants will be remunerated by this external party for the assistance that they provide. The terms of this remuneration will be negotiated individually with each participant.

### **Process**

Guidelines will be developed to cover the following processes:

- The assessment of programmes to consider their suitability for e-Learning
- The process of content creation and content conversion
- The process to be used for the presentation of e-Learning programmes
- The administration process for e-Learning programmes

### **Content**

e-Learning content will be developed utilising the institutions approved content authoring tools and technologies. Content once developed will be owned and stored by the university in a format that it can be easily reused and shared where appropriate. Is the university's intention to join with other institutions in the establishment of a Learning Object Repository (LOR) which will be the primary medium for storing individual elements of content.

### **Assessment**

The existing institutional policies and rules for courses assessment will remain applicable to e-Learning programmes.

### **Technology**

The institution will make use of the following software components in the development of content and presentation of programmes:

#### **Secondary tool**

- Content authoring
- Content storing
- Student registration and administration
- On-line Assessment
- Learning Management

#### **Primary tool**

- |       |       |
|-------|-------|
| LMS 1 | LMS 2 |
| LMS 1 | LMS 2 |
| LMS 1 | LMS 2 |
| LMS 1 | LMS 2 |
| LMS 1 | LMS 2 |

### **Governance of e-Learning**

The use of e-Learning as a new medium for the provision of education, should not change the existing Governance and approval processes of the university. In particular, the following key policy statements form the basis of governance of these programmes:

- The Faculties will remain the primary unit through which education programmes are presented.
- The approval of programmes for e-Learning, including the implementation of modifications to existing programmes to blended learning into the current approach, requires the approval of the faculty boards and ultimately the Senate of the university, as would be the normal case with any other changes to all proposed new programmes
- All programmes proposed for e-learning should be supported by a sound Business, Marketing and Financial plan to assist in ensuring the viability of the programme.
- The e-Learning Unit remains responsible for ensuring the standards for e-Learning content development and presentation are adhered to
- The Academic Quality Unit retains its existing responsibility for the academic quality of all programmes presented by the university.
- All programmes should ideally be evaluated by both internal and external reviews to assist in the quality assurance process.
- All programmes must form part of and be accredited by the National standard setting and accreditation bodies.

Where necessary, the unique requirements of e-Learning will be accommodated in the Governance and Policy framework of the university.

### **Management and Administration of e-Learning**

The management and administration of e-learning activities is intended to follow the existing processes and procedures of the university. Where required, policies and procedures will be developed or modified to deal with the unique requirements of these programmes and specify the manner in which e-learning programmes will be managed by the institution.

The success of e-Learning is dependent on the co-operation and collaboration of numerous parties including the Lecturers, the course designers, the content developers, the course administrators and facilitators and the ICT function. Effective management processes will need to be put in place to ensure this co-operation.

**Scope of This Policy**

This policy will be in the single and authoritative source of guidance to faculty and administrative staff in the use of e-Learning as a component of the activities of the institution. Any shortcomings in this policy should be reported to the **appropriate authority / e-Learning Unit** so that the policy can be kept up-to-date and relevant to the activities of the institution.

## Work Plan

(developed at the COL-AVU eLearning Workshop, Kenya, August 2004)

### Group Action Plan

|   | Action  | Responsible                                | Due By  |
|---|---|--|---|
| 1 | Letter to Ministers of Education including the Statement of Intent  | COL  | End August  |
| 2 | Establish Community of Practice <ul style="list-style-type: none"> <li>– Creation of distribution list via first note</li> <li>– Set up a COL extension web page</li> <li>– Accumulate and publish relevant resources               <ul style="list-style-type: none"> <li>o Submit to COL</li> <li>o Publish on web page</li> </ul> </li> <li>– List providers and sources of support in relevant countries</li> </ul> (Resources to include policies and procedures, presentations, software evaluations and other best practice) | COL<br>COL<br>All<br>COL<br>COL            | 20 Aug 04<br>3 Sept 04<br>Ongoing<br>Ongoing<br>Ongoing |
| 3 | Develop standards and templates for <ul style="list-style-type: none"> <li>– Institutional e-Learning Policy</li> <li>– Draft e-Learning implementation methodology</li> <li>– Accumulate examples of National e-Learning Policies, such as Seychelles, Senegal, SA, and distribute through CoP</li> </ul>  | Complete<br>AVU<br>COL /<br>AVU and<br>All | Complete<br>End Sept<br>04<br>End Dec 04                |
| 4 | Develop a template for Technology Standards <ul style="list-style-type: none"> <li>– Software</li> <li>– Hardware</li> </ul>  | AVU  | End Dec 04  |
| 5 | Develop and circulate sample sets of awareness and training material  | AVU  | End Aug 04  |
| 6 | To explore opportunities to work together in conjunction to improve access to communications and internet bandwidth, including the opportunity for bulk procurement of bandwidth.   | AVU  | Report by end Oct 04                                    |
| 7 | Establish a hosted LOR that will enable sharing of content from a single point initially.   | COL  | End Sept 04   |
| 8 | Set up a technical training workshop on the effective use of Open Source communications and internet technologies that will enable more effective use of infrastructure with bandwidth limitations.   | COL  | End Dec 04  |
| 9 | Reconvene within 1 year to share progress and increased knowledge   | COL / AVU                                  | End July 05   |

### Individual Action Plan

|   | Action  | Responsible | Due By      |
|---|---|-------------|-------------|
| 1 | Write brief letter on learning and value from the workshop and return to COL. Also share any reports or documentation prepared for internal use.  | All         | Mid Sept 04 |
| 2 | Strive to present e-Learning Awareness seminars to : <ul style="list-style-type: none"> <li>- Institutional Executive</li> <li>- Deans and Head of Department</li> </ul> Share presentations used on the CoP site | All         | End Dec 04  |
| 3 | Actively contribute to the CoP  | All         | Ongoing     |
| 4 | Develop an e-Learning Strategy for your institution, if a formal one does not yet exist (Share strategy or relevant parts thereof on the CoP site)  | All         | End Feb 05  |
| 5 | Edit and distribute the Institutional e-Learning policy specifically for your institution (Share policy on the CoP site)  | All         | End Feb 05  |
| 6 | Actively support the e-Learning practitioners by ensuring that the appropriate infrastructure and technology is in place for them   | All         | Ongoing     |