Commonwealth of Learning
INVEST Africa

Curriculum and materials development support
for
Makerere University Business School

Report on activities
November 2013 to May 2014

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12 May 2014

Contents

Acronyms and abbreviations

BCom	Bachelor of Commerce
BESBM	Bachelor of Entrepreneurship and Small Business Development
COL	Commonwealth of Learning
DE	Distance Education
ICT	Information and Communications Technology
IP	Intellectual Property
LMS	Learning Management System
MUBS	Makerere University Business School
Nadeosa	National Association for Distance Education and Open Learning in South Africa
NCHE	National Council on Higher Education
ODeL	Open, Distance and e-Learning
OER	Open Educational Resources
QA	Quality Assurance
RPL	Recognition of Prior Learning
Saide	South African Institute for Distance Education
SMS	Short Messaging System (short text messages for mobiles)
ToRs	Terms of Reference
Unesco	United Nations Educational, Scientific and Cultural Organisation
Unisa	University of South Africa
VLE	Virtual Learning Environment
WBE/WIL	Work-Based Education/Work Integrated Learning

Curriculum and materials development support
for
Makerere University Business School (MUBS)

Summary

Makerere University Business School (MUBS) is a semi-independent institution offering programmes ranging from Certificate to Doctorate level in the broad field of business studies. However, it is in the process of diversifying its offerings to embrace other disciplines in pursuit of a medium term vision to become a stand-alone university. Its primary campus is in Kampala (comprising a main campus and an annex) but it also has five, satellite study centres. Information about its history, location, courses, affiliations and other details, as well as an opportunity to comment/engage via the MUBS blog can be found on its website (www.mubs.ac.ug).

Most students are full-time but the school also makes provision for more flexible delivery in the form of evening and weekend classes as well as an 'external' distance learning component. MUBS currently has two degree programmes that are offered by distance learning as well as diploma and certificate programmes that are offered flexibly. In the future, MUBS would like to increase access to more of its programmes through distance education (DE).

In December 2012, The Commonwealth of Learning (COL), through its INVEST Africa initiative, facilitated a quality review of MUBS DE provision which was undertaken by the South African Institute for Distance Education (Saide).

Among other short-term objectives, the report recommended that staff be offered pedagogical support in the following areas:
- Activity design
- Materials development
- Finding, adapting, publishing OER
- DE administration
- E-learning
- E-tutoring.

During the course of August to November 10, COL, MUBS and Saide discussed the design and logistics for a follow-up workshop that would cover the following issues:
- Curriculum design
- Course design
- Materials development; and
- OER;

for expanded ODeL provision.

The workshop was held in November 2013 and was followed by a supported materials development process, expected to run from December 2013 to March 2014, by the end of which three example course units should have been completed. However, MUBS staff ran into time commitment challenges, so it was agreed to extent the feedback process into May 2014 and to focus on the development of one module as an exemplar for future materials development at MUBS. The key lessons and products of this process were uploaded to the INVEST Africa site on 12 May 2012.

1.   Introduction/Background

Following on from the quality review undertaken in December 2012 which led to a number of key recommendations for improved DE provision at MUBS, the Directorate of Distance Learning/Department of Distance Education engaged in various follow-up activities and reported progress on these as detailed in the following table.

Table 1: Status update in line with recommendations from the MUBS site visit as at 28th August, 2013.

Time frame	Recommendation by Consultant	Update
Short-term Priorities	**Strategic:** • To combine various planning documents into a single document. • Re-visit HR and IP policies to ensure there is clarity of expectations of staff with respective roles of contact. **Technical:** • Negotiate with providers for cheaper hardware, software and bandwidth for students. **Organizational** • Develop student tracking system • Establish automated reporting of registration trends and differentiated cohort analysis • Explore automated sms communication for key teaching and administration. **Pedagogic** • Provide additional training for staff in activity design • Material development • Finding , adopting , publishing OERs • DE administration • E-learning • E-tutoring	• This is being addressed. • HR and IP Policy are yet to be developed, however the current practice is that staff are identified, trained and after developing materials, they are paid. • We are currently negotiating with Uganda Telecom Limited (UTL) one of our internet service providers to avail us with cheap hard and soft wares. • The Quality Assurance Directorate has developed a student tracking system. • We are improving our Education Information System (EIS) to track the differentiated cohort analysis. • Extensive training has been conducted and is still on going in the mentioned aspects. • A programme has also been drawn to further facilitate training of staff in the development of study materials facilitated by staff from the University of Nairobi.
Policy and Planning	• Commit to 5% growth rates • Mission should be updated to reflect commitment to flexible provision of equivalent quality. • Strategic planning should be updated to reflect growth of distance education • HR conditions of service to reflect expectation of DE teaching. • Commit to providing per-application and pre-registration counseling	• We planned to have a stable growth of 100 students in each of the Study Courses with a 10% increase in growth rate for the next two years. This will be done as we study the market response. • The strategic plan has been updated. • Separate staff to facilitate on the DE programmes are being recruited and their terms of service will reflect the expectations • Orientation of these students has been planned.

Time frame	Recommendation by Consultant	Update
	• Develop a student tracking system	
	• To update strategic plan and mission to reflect commitment to flexible provision of equivalent quality. • To reflect DE in the human resources conditions of service	• We have revised our strategic plan and the objective 9 which is "strengthening distance education" as a way of increasing access to education. • In terms of human resource, each of the three Campuses have been allowed to recruit 2 (two) tutors who will specifically handle the DE students and their terms and conditions will reflect their roles as advised. • We have started the process of developing an Institutional IP policy; however, the current practice is that staff are trained and they develop reading materials and are paid after vetting.
Student information system	Applications forms to capture digitally data, to capture trends in age, location, choice of programme, disabilities, technological profile, etc Automated SMS reminder of key administration and assignment deadlines.	• All the student documents have now been captured on the education information system. • Students performance data has been analyzed by quality assurance for decision making
Programme design	Review programmes for DE to include campus activity type and standardize.	The External Programmes have been reviewed.
Course design	Avoid unnecessary proliferation: rather offer courses of high quality that are regularly updated	• This has been done; our programmes are regularly reviewed and updated on a three year cycle. • This Academic Year 2013/14 We advertised for two programmes namely Bachelor of Entrepreneurship EXT and Bachelor of Commerce EXT in all the three Outreach Campuses this AY: 2013/14 which addresses the proliferation recommendation. However, a total of 100 students have been admitted to the Programmes in all the three Campuses. • We plan to re-advertise the DE programmes separately to attract more students.
Course materials	• Develop materials in digital format that can be adopted for different contexts/users e.g print, disabled learners. • Look for OERs that can be adopted or adapted and shared. • Integrate media appropriate for learning purpose-text,	• This done but at small percentage, we need to develop more capacity. • Training in use, adoption and adaption of use of OERs is ongoing, considering the number of staff, we need to develop more capacity.

Time frame	Recommendation by Consultant	Update
	images, datasets, audio and video. • Establish a web presence for every course with asynchronous for a and a progressively robust collection of self-assessment tools such as MCQ banks • Encourage students not based in Uganda to contextualize learning for their own environment • Plan necessary student support as part of course design e.g good.	• Students from our collaborating Universities in the USA, contextualize use the School learning materials into their own study environment. • This will be considered during course review.
Assessment	• Provide feedback on all activities • Provide for online submission, marking , return • Train staff and students on plagiarism and copyright and invest in software to track same.	This is done, though to a great extent manually.
Students support	• Link each student to general tutor/mentor on registration. • Provide contact details of tutors as well as primary lecturers. • Provide Wi-Fi/computer /labs/library services that are equivalency across centers • Increasingly provide access to online support e.g digital help desk, FAQs, link them to websites offering guidance on how to write academically etc. • Revisit constitution and operation of student guild to reflect increasing proportion of DE students.	• The three Study campuses have been allowed to recruit tutors who are going to act as mentors. • Staff contacts are availed to students. • WiFi services are available at each of the Study Campuses • Digital student support not yet available Exposure into this activity needed • The Department in charge of the DE students is working on this (on going process)
Human resource strategy	Provide orientation and training/activity design for staff in ; • Provision of formative feedback • Selection/development of learning resources including OERs • Effective use of LMS/e-tutoring. • Interactive teaching /activity design • Track staff use of time to inform adequate provisioning.	Staff trainings are done on a continuous process but more training is need in this area

Time frame	Recommendation by Consultant	Update
Management and Administration	• Migrate from print to digital • Develop and share an annual academic plan. • Put all policies and procedures on line and update versioning control	• Sensitization of staff is on going • All academic plans are shared with in Faculties, Departments and Sections.
Results	• Track students' performance across different levels and modes of provision • Identify and address killer courses • Identify and address drop out/stop outs • Develop cohort analyses • Track value added in terms of cost/graduate	• This is being done during the presentation and approval of students' results, analysis of their results is usually done. • The killer courses especially the quantitative identified.

Summary of what MUBS did as drawn from the recommendation from the Quality Review Report
1. We shelved some programmes and only advertised for two (2) programmes in our three Outreach Centers/Campuses namely B.Com (Ext) and Bachelor of Entrepreneurship. In general, we have attracted so far 100 applicants. We intend to re-advertise the programmes to attract more applicants at least to the tune of 50 on each of the Programmes in the three Centres.
2. We intend to operate a Flexible Learning approach for the Distance Education (Print and Online) since most of the target audience comprises the rural poor and might not have access to the Internet. However, we have plans to migrate to full online education.
3. We have recommended the recruitment of at least 2 (two) tutors in each of the Study Campuses/ Centres who will increase as the intakes improve.
4. We have started the process of development of an Open Distance Education /DE Policy this will cater for IP rights.
5. We also started the process of development of Study materials.
6. The School strategic plan has been edited to add an objective catering for the DE
7. The Department of DE has been tasked with the responsibility of developing a departmental strategic plan with focus on management of DE students

Additional Capacity Development required:
1. Development of study materials.
2. Sourcing and development of online reading materials for DE learners.
3. In adaption, adoption and publishing of OERs.
4. In adding ODL to our CSR project for prisoners across the Country.
5. In extending education to the disadvantaged across the country FSD approaches.
6. How to blend the flexible teaching approaches in our teaching of face to face programmes.

The objective of this consultancy was to work with MUBS staff in the Directorate of Distance Learning/Department of Distance Education to address the additional capacity development requirements outlined above. The ToRs for the consultancy are included in **Appendix One**.

2. Consultancy activities

The approach taken to the consultancy was intended to be collaborative in nature involving pre-workshop discussion, in-workshop discussion and a post-workshop development and feedback process.

2.1   Pre site visit

Members of the MUBS team as well as the Consultant were requested to register on the INVEST Africa MUBS project site.

This medium was supposed to be used to exchange ideas on how the consultancy might best be approached. However, there was engagement only by Massy Nabasirye in this forum: it appeared that some staff members originally targeted for involvement in the workshop were unavailable and so did not feel the need to engage and that others were invited to join the forum but did not accept the invitation and participate.

A draft workshop outline was developed and posted on the project site for comment. In addition, the site was used to confirm the logistical arrangements for the workshop. The consultant then compiled a set of digital resources to support the workshop comprising over 1 GB of examples which were supplied on 10 flashdrives and could also be uploaded to the MUBS intranet. The flashdrive resources comprised all the workshop presentations as well as supporting workshop resources, in addition to more general resources available under an open licence and related to ODeL and OER. The idea was that MUBS staff might then use or adapt these resources for subsequent **in-house** training.

2.2   In-country workshop

The Consultant arrived in country on the evening of 10 November 2013 and on the morning of 11 November 2013 signed the visitor's book for the School Vice-Principal, met with the Principal, and was introduced to the Makerere University Business School (MUBS) ODeL management team in a welcoming meeting.

The workshop progressed according to the plan outlined in **Appendix 2**, with each workshop day focusing on a different aspect of ODeL provision and OER integration:
- Day 1: Curriculum development
- Day 2: Course development
- Day 3: Materials development
- Day 4: Orientation to OER
- Day 5: Policy implications and forward planning.

2.2.1   Day 1: Curriculum development

The discussions on Day 1 were built around the following resources supplied on the flashdrive:

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1.0 Curriculum design for ODeLb
1.1 SAQA Level Descriptors 11 Nov 2011
1.2 Curriculum Resource 5 Extract from a report prepared by Tony Mays for Unisa comparative curricula
1.3 Curriculum resource 6 joe 41 morrow
1.4 Curriculum resource 7 NPDALLS2006TL3010b Extract
1.5 Curriculum Resource 8 NPDALLS2004TL302ob
```
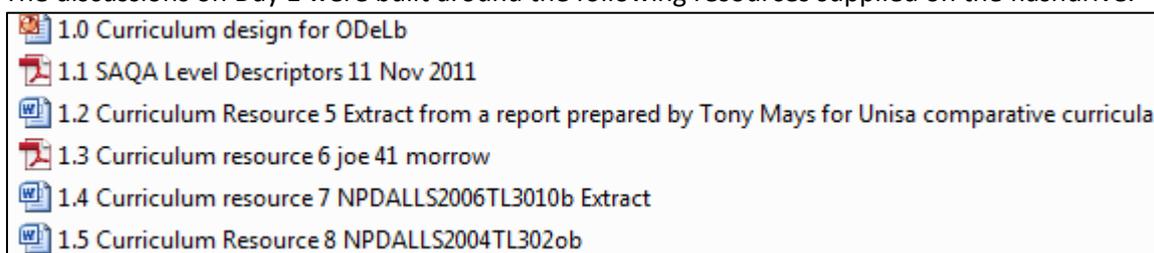
The key message of the day was that ODeL curriculum design requires a holistic and integrated approach that considers the complex interaction of internal and external stakeholder expectations, student needs and expectations, identification of appropriate content and learning resources, learning and learner support, an appropriate assessment strategy and appropriate supporting human, physical and Information and Communications Technology (ICT) infrastructure.

The key output for the day was a programme overview geared towards helping potential students make informed choices about whether a particular programme would meet their needs and what successful participation would require of them.

2.2.2 Day 2: Course development

The discussions on Day 2 were built around the following resources supplied on the flashdrive:

- 2.0 Course design for ODeL
- 2.1 Excerpt from Changing Communities
- 2.2 Course design Extracts from LICS
- 2.3 Course design Supporting teaching v4
- 2.4 QCcourseware
- 2.5 Characteristics of ODL materials
- 2.6 Test
- 2.7 Assessment test
- 2.8 Activities Level discussion
- 2.9 Assessment Resource 2 Feedback
- 2.10 Assessment Resource 3 rubrics
- 2.11 Example module matrix

- A Distance delivery model for support (1)
- Design Diagram outcomes to assessment tasks
- Design Wheel
- Developing E-tivities
- Empowering Learners through Open Learning
- Learning-Learning Spiral-Materials Design 50
- Mediation -Three Presences in Learning
- Module Outline Template v0.1
- Module Structure Template v0.1
- Programme mapping example
- Salmon 5 stage model
- The Design Studio   Feed forward
- The Design Studio   Feedback

The key message of the day was that the design of individual courses needs to be aligned to the design of the curriculum as a whole and needs to follow similar iterative and collaborative processes. All ODeL resources, whether print-based or in digital format, should take issues such as the following into consideration in design and formative evaluation processes:

1. Introduction and orientation
2. Selection and coherence of content
3. View of knowledge
4. Presentation of content and interactivity
5. Activities, feedback and assessment
6. Language
7. Layout and accessibility.

However, how these guidelines are interpreted in practice will depend on the level, context and purpose of the different course units. Particular attention needs to be given to ensuring there is coherence, sequencing and progression from in-course self-assessment activities, formative assignment activities and summative activities that provide evidence appropriate to the stated exit

level objectives; and also that formative feedback (and feed forward) comments should be provided at each key stage in the learning journey.

It was further noted that first year course units need to play multiple roles. In addition to providing an orientation to underpinning foundational disciplinary knowledge, first year course units need also to help students develop academic literacy and independent study skills and also to provide a scaffolded engagement with the features of the chosen learning platform (in MUBS's case this will be Moodle).

The key output for Day 2 was to be the selection of a particular course unit as the focus of development after the workshop and the mapping of design decisions for that course unit to the template supplied. However, this mapping exercise needed to be completed as "homework" as there was insufficient time to complete it during the workshop session itself.

2.2.3   Day 3: Materials development

Discussion on Day 3 centred around the following resources provided on flashdrive:

- 3.0 Materials development
- 3.1 The Teaching Voice (Reading)
- 3.2 Activities guidelines and examplesb

- COL Materials Dev Guide
- Du%20Vivier%20E%20%20A%20Sustainable%20Open%20Schooling%20System%20in%20Ghana
- eli3009-1
- E-tutorManual
- E-waste_ A growing environmental problem for Africa
- Laurillard 2002
- Microsoft_Word__SAIDE_thoughts_on_an_ODL_modeld
- Module review template A incl NADQA
- NADEOSA%20QC%20Section%202
- NadeosaCase%20Studie%20814
- NadeosaCase%20Studies%2017
- ODL Policy Unisa
- Programme modelling costing 2011
- Programme modelling Nadeosa Conference 2011
- Programme modelling paper v4 Nadeosa conference version
- Resoures for online learning activities
- Rumble 2007 Social justice, economics and DE
- Saide Supporting distance learners
- siragusa
- Unesco cross border guidelines
- Use%20of%20Questions%20to%20Facilitate%20%20Social%20Learning%20in%20a%20WEB%202.0
- Writing task

The key focus of the day's discussions was the design of appropriate activities and feedback to encourage students' active engagement with the learning process. Participants had the opportunity to engage with examples of the kinds of activities outlined in Table 2, to select and design appropriate activities for their own planned course units and to review and provide feedback on one another's examples.

Table 2: Activities to promote learning in ODeL courses

Activities building comprehension	Activities building critical thinking	Activities building skill
Computer marked quizzes • Short answers • True/False or Yes/No • Multiple choice	Online research	Simulations, role plays (online)
Video reflections Webquests Matching and sequencing Drag and drop Cloze	Case studies Problem based learning Decision making trees Webquests	Demonstration and practice Games Projects Peer to peer collaboration and communication • Chat sessions • Blogs • Forum discussions • Emails
Label and identify diagrams Scavenger hunts		E-portfolios Student presentations
Activities are interrelated and serve to build competence comprising knowledge, skill, values and attitudes that enable students to perform at a specified standard		

Details of participants involved in Days 1 to 3 of the workshop are provided in **Appendix 3**. However, on Day 4, which focused on an orientation to OER, the core team was joined by other participants from the regions and the details of these participants can be found in **Appendix 4**.

2.2.4 Day 4: Orientation to OER

The first draft of this report was posted on the project space at the end of Day 3 and several times during the course of Day 4, core team members who could access the site were invited to post comments and reflections that could be incorporated into the next version.

Discussions on Day 4, were based on several folders of resources provided on flashdrive:
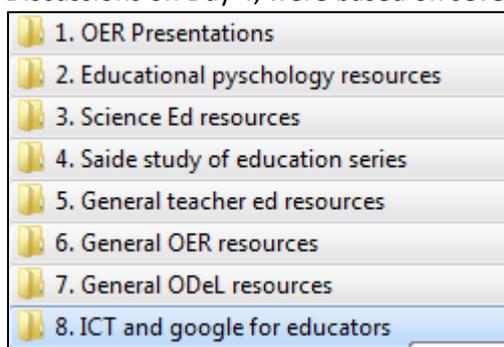
Folder 1 contained all the presentations that guided discussion on Day 4 as well as the first session of Day 5:

Day 1 Session 1 Overview
Day 1 Session 2 Finding OER
Day 1 Session 3 Evaluating OER
Day 1 Session 4 Adapting OER
Day 1 Session 5 Preparing for publication
Day 1 Session 6 Summing up
Day 2 Exploring OER-friendly policy
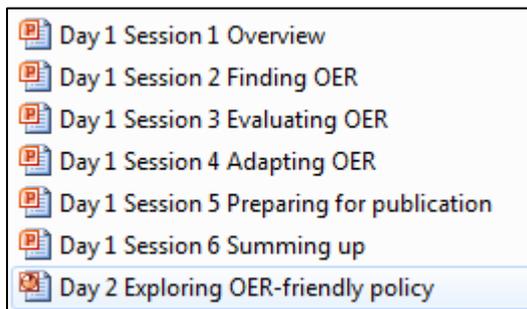
Folders 2-6 contained example resources that related to activities embedded in these various presentations. Providing all the workshop key and supporting resources in this way allows participants to work through them again more slowly and at their own leisure but also for MUBS to use, adapt or augment the resources for any subsequent in-house training for other staff members.

By the end of the day, participants should have been able to explain what OER are, where they can find them, how they can evaluate and adapt them and also what decisions need to be made and what processes need to be followed in order to publish MUBS' own resources as OER.

2.2.5 Day 5: OER and ODeL policy implications and forward planning

Day 5 focused on the stakeholder relations and policy implication of the ODeL and OER issues discussed earlier in the workshop.

It also included a session on forward planning.

2.3 Post workshop engagement

The draft version of this report was shared through the INVEST Africa MUBS project site for comment.

Saide has also provided feedback on MUBS' draft Distance Education policy (incorporating elements related also to OER).

Saide was also to provide feedback on three draft MUBS course units according to an agreed upon schedule lasting till mid-March 2014. However, MUBS staff ran into time commitment difficulties and although three draft module outlines were developed in only one module was it possible to take forward further development. It was therefore agreed to extend the feedback process to mid-May 2014 and to focus on a more detailed draft – review – feedback – revise process for one module. John-Paul Kasse volunteered to use the ICT module he was developing for this purpose and accordingly produced several drafts in relation to feedback provided. The key lessons from this process together with examples of the outputs were posted to the INVEST Africa MUBS site on 12 May 2014.

3. Findings/ outputs

This section of the report summarises the key findings.

3.1 Limitations

Discussion online prior to the visit was almost non-existent with, as noted earlier, only Massy Nabasirye from the MUBS team participating (and focusing mainly on logistics rather than content) and so the workshop was necessarily designed to be fairly generic in nature. Although the need to

use the INVEST Africa MUBS site to engage in online discussion was stressed repeatedly throughout the workshop, engagement is still limited and many core group members have yet to sign up.

As is always the case with on-campus workshops, normal workplace activities sometimes require that participants arrive later or depart earlier from planned sessions than expected. Nonetheless, a core cohort of the core team was present and participating during most of the workshop sessions.

Although programme outlines for two of the programmes were available during the workshop, the programme for the BEd, which was still to be sourced from the main campus, was not available. It was also not clear which of the participants would be involved in which of the three materials development exercises following the workshop so participants may not have been able to ask the questions they would have asked had they known what their follow-up responsibility would be.

3.2 Curriculum development

Appendix 5 contains copies of the programme outlines for the BCom and BESBM programmes.

It is noted from these programme outlines that at least two different audiences are anticipated for these degrees – young school-leavers (who are not the primary audience according to the draft MUBS DE policy) and more mature learners who may already be in the workplace and who may already have done a prior post-schooling qualification. The needs of these two target audiences may be similar in some respects e.g. development of academic literacy skills and different in other respects e.g. younger learners may need more support for time management and require less orientation to ICT tools and more mature students may have the opposite needs (or maybe not). However, it does suggest the need for a suite of support options/ additional resources that reside outside of each programme that tutors/ lecturers can refer students to as needed.

The existence of different audiences also affects the ways in which activities are optimally designed. Thus for example some activities might encourage students to engage with workplace peers and practices if they are already working but otherwise to reflect on experiences of being a client / consumer of services if they are not yet working.

It is noted that while both programmes lead to a Bachelors degree, one requires six semesters of work while the other requires eight semesters. Unless explained carefully, the different workloads and duration to attain nominally the same level of degree may result in one being much more popular than the other. During the workshop the possibility emerged that in time it may be possible to offer unemployed distance learners a trimester model allowing them to progress faster than the campus- or work-based students. It was noted that this would change the nature of the organization and the management of staff as university holidays would then fall away and the institution would begin to operate like a dedicated distance / open distance learning institution and be active year-round.

It is noted in the one programme outline that ICT is expected to play a larger role in distance provision. However, it was confirmed during the workshop that in the short-term at least, **the primary mode of provision will be print-based and contact-supported** with all the learning resources made available in print mirrored on the MUBS Moodle platform. It is assumed that where lecturers make use of Moodle tools such as online forums, participation in these will not become compulsory until MUBS can be assured that all students will have access in terms of devices, connectivity and appropriate ICT skills.

It was observed that the programme outlines do not talk about the overall assessment strategy and it was explained that assessment happens at the course unit level rather than at the programme level. However, it is probably useful for the sake of consistency to spell out at the programme level some minimum expectations e.g. at least 2 formative assessments (assignments/ course work/ tests

etc.) per course unit per semester; a balance of 40% formative and 60% summative assessment and how assessment will be managed for a decentralised student body. Also consideration might be given to some form of integrated assessment that helps students to see how the various constituent course units build holistically towards achieving the exit level objectives e.g. through a workplace assignment or research project or the development of a professional portfolio (an example was provided in workshop resource 1.5).

It was also suggested that for distance provision, and to allow potential students to make more informed choices, the programme outline should provide more information on the **teaching and learning support strategy**.

Currently, the teaching and learning support strategy at MUBS could be described as "emerging" and the planning and orientation for the new tutors appointed at the centres is ongoing.

In general, a "typical" semester of 17 weeks would be structured as follows:

Admission at Kampala campus or at centres	1 week **general orientation** to MUBS at main campus or centres for ALL student cohorts Distribution of course outlines Scheduling of first face-to-face contact session	Self-study: students work through initial readings	1 week **face-to-face** meeting by **end of month 1** Completion of registration process 1st assessment Course unit orientation and additional readings	Tutorial sessions; the nature and timing of these is not yet finalised	1 week **face-to-face** meeting by **end of month 2** 2nd assessment	Tutorial sessions; the nature and timing of these is not yet finalised	Examination session at centres	Graduation for students who have completed programme

As indicated above, the delivery model for distance education is evolving. It was noted that students need to know up-front the schedule of activities that will be followed with times and dates provided. The following example of how a delivery model might be elaborated was included among the resources provided.

A Distance Delivery Model for Support

The following diagram captures the proposed delivery model. It consists of tutorial letters (sent by post as guide to the students as they work through the learning guide, do the assignments, and prepare for the examinations), contact sessions, tutorial sessions, assignments, and examinations. Note:

- Each block is delivered over a semester: April to October, or October to April.

- SCS – Short Contact Session - one day divided between all modules in a Block.

- LCS – Long Contact Session – three days divided between all modules in a Block.

- Contact Sessions are facilitated by trained part-time staff, and Tutorials run by mature students (with an Honours degree).

- It might be possible to organise for practicals and/or tests in the Long Contact Session.

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                          DELIVERY MODEL

                             CONTENT

  Contact    Registration      SCS      Tutorial 1    LCS     Tutorial 2    Examination
                                         Session                Session

  Communication        Tutorial Letter 1      Tutorial Letter 2      Tutorial Letter 3

                       Introduction to content  Feedback/Comments    Feedback on Ass 2
     Focus             Chunck content           on Ass 1             Summary of LCS
                       Guide learners' study    Summary of SCS       Issues arising from LCS
                       Ass 1 & 2                Issues arising from SCS  Examination preparation
                       Guidance on Ass 1        Guidance on Ass 2    Comments for portfolio
                       What to prepare          Preparation for LCS
                       for SCS
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Added to the above structure, might be details such as:
- How distance students can contact tutors/lecturers and when
- How distance students can access general support services e.g. developing writing skills, careers/programme choice/workload counselling
- Opportunities for accessing physical and online library services
- Contact details for ICT/admin call centre etc.

It is further noted that the programme outlines make provision for "Field Attachments" and such Workplace Based Education (WBE) or Work Integrated Learning (WIL) needs to be carefully managed. It requires the building of relationships with workplace providers, the identification and training of mentors in those environments, the monitoring of the appropriateness of experiences and support offered, and arrangements for the formal assessment and moderation of such experiences.

As noted by the National Teacher Institute in Nigeria[1] (2009:47-48), assessment of teaching practice is a core component of an initial teacher education qualification like a BEd and providing such practice requires a phased intervention involving several role players. They make the following recommendations in this regard:

Conducting the Actual Teaching practice
The following procedures are to be followed in conducting the actual teaching practice:
(i)   Orientation of Staff Members
The coordinators, managers, supervisors, facilitators, course tutors, and cooperating teachers should first of all undergo an orientation before teaching practice to familiarize themselves with the requirements for this category of trainees on teaching practice.
(ii)   Orientation of Student-Teachers
The course Managers/Supervisors and the cooperating teachers should orientate the student-teachers in areas such as the concepts, modalities, procedures and guidelines for organizing teaching practice activities. This should last for the first week of the teaching practice.
(iii)   Guided Teaching practice

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[1] National Teacher Institute (NTI). c.2009. *Teaching Practice Manual (PDE 207).* Undated document emailed to Saide by Prince Olude Ademola O, 25 May 2009.

The orientation activities are followed by guided teaching practice in which the student-teacher works under the cooperating teacher in the planning, implementing, and evaluating of lessons. The guided teaching practice should be participatory, interactive, and collaborative. It should last two weeks of the semester preceding the teaching practice exercise.

(iv)   Full Teaching Practice Sessions

The remaining teaching practice sessions of the programme are devoted to full teaching supervision in the sense of coaching and preliminary assessment of the students. These sessions should involve: observation of lesson notes' format, procedures, language and organization, supervision and assessment of the lesson (introduction, presentation, activities, evaluation, summary and conclusion); immediate feedback after each lesson observed; and the return of the students' assessment forms with comment.

(v)   *Monitoring of Teaching practice Activities*

It is desirable that Teaching Practice activities are monitored by the State Ministries of Education, Federal Inspectorate Services and NTI State and Zonal offices. Their efforts will be complemented by NTI Headquarters Staff and the External Moderators. In each case, comprehensive reports should be written and submitted to Headquarters.

ODeL workshop resources 1.4 and 1.5 provide examples of how students might be oriented to a programme's main design features, as does the last section of ODeL workshop resource 1.0. **Appendix 6** contains examples of how participants felt that they might orientate prospective and new students to their respective programmes (as a complement to the formal programme outlines required for accreditation purposes).

3.3   Course development

As noted in the Quality Review report:

The processes for course design are sound and comparable with best practice in other universities. The course files are excellent. It is important to ensure that there is equivalence in terms of provision of the same qualification across different modes of provision. The credit weighting in terms of student learning hours and expected level of performance needs to be consistent to prevent the DE version coming to be seen as a second-best option. Also, in developing in-course and assessment activities, it is important to cater for the two main types of student viz. inexperienced 18-24 year olds, the traditional audiences for full-time university education; and experienced, mature working adults, the most likely audience for DE provision. It is not necessary to have two versions but it is useful to include things like – If you are already in a workplace setting, you might like to …, Compare ideas with a work colleague and/or fellow student …

During the workshop, emphasis was placed on how a common course design template could help course designers focus on the key linkages between objectives, summative assessment, formative assessment, in-course self-assessment and the selection of content.

Examples of participants' attempts, working in programme groups, to complete such a template can be found in **Appendix 7**.

From these examples it can be noted that the template is useful in help to provide an integrated big picture overview but in general more thought needs to be given to why particular activities are included and to how the tasks are scaffolded.

3.4   Materials development

As noted in the quality review report,

The notes developed specifically for DE students are useful but do not yet make the best use of the medium in terms of developing a conversation and fostering student engagement. It was not clear exactly what DE students received to take away with them apart from a printed copy of the course

outline. It is clear that some students in Jinja at least get additional resources on CD/DVD. But it is not clear that this is general practice nor that the necessary copyright clearances are being observed.

During the course of the workshop, participants had an opportunity to engage with examples of distance learning materials produced by other institutions, as well as examples of assessment activities, in order to clarify the key design features of distance learning materials.

It was suggested that the activity-based nature of distance learning materials is possibly the most critical design feature (supported by appropriate user-friendly and gender-neutral language and examples) and that course developers should seek to design in a learning spiral as explained in the following Saide resource also supplied during the course of the workshop.

How People Learn: A Learning Spiral
Prepared by Ian Moll & Sheila Drew, 2008.

SAIDE works within a constructivist framework of learning. This article provides a theoretical basis for the notion of a learning spiral designed into learning materials.

The Learning Paradox
The learning paradox is a recognition that the only basis on which you can learn something, in other words gain an understanding of something that was previously unfamiliar to you, is if you have some way of apprehending it. You can't apprehend something new unless you already know something about it, but you don't know anything about it until you have learned about it.

So to understand learning, we need to have some kind of theoretical account of how someone can come to a new understanding of something without already having knowledge of that thing. The question is 'How is it possible for somebody to come to know something that they don't already know?'

Dealing with the Learning Paradox
Over time different people have dealt with the paradox in different ways. The classical explanation comes from Plato writing about Socrates. His answer was that people are born with that knowledge. Using a questioning strategy, a Socratic teaching method, you can unleash that existing knowledge. You have to be a skilled questioner and tap into what people already know, challenging them in order to draw out what is in them.

Behaviourism
The opposite position is behaviourism. Behaviourists are interested in the conditions in the environment which lead to an increase in the frequency of a particular behaviour. Their answer to the paradox is to suggest that the way in which the paradox is set up is misleading. It shouldn't be about the way people think. It should really be about what the conditions are that should be set up to produce these learnings. If you reinforce responses that look like the final outcome they will get stronger and stronger and that is how people come to know things.

Constructivism
Differently, constructivists are interested in the way that people engage in certain kinds of action that lead them to construct their own new knowledge. It becomes an active rather than a passive conception of knowledge. The constructivist answer to the question 'How is it possible for somebody to come to know something that they don't already know?' is that people start engaging in actions related to something new, even, without understanding it.

Then if that action is facilitated or mediated in some way, the person will begin to understand and reflect on their own actions and in that way start to internalize their learning.

Constructivists argue that people don't learn something by being told about it. They engage in a genuine activity once they start doing they reflect on what they do, think back about what they have done and learn something from it. That constructivist notion of learning can be thought of as a learning cycle or spiral. In the cycle of learning learners are given access to knowledge and new ideas, and guidance to think about what they did, whatever thoughts they had, or answer they gave, and why and how they came to have new ideas and new knowledge. Further new ideas and knowledge is then constructed within that same framework, along a learning pathway.

The learning spiral

We can see this visually in the following diagram:

… leading to new knowledge / ideas
… leading to new

New activity

Guided Reflection on activity
(discussion of issues raised in activity)

Learning Pathway
New knowledge / ideas …
leading to new activity…

New activity

Guided Reflection on activity
(discussion of issues raised in activity)

Content to frame activity
(based on existing knowledge and experience)

Learning Activity
(reading/ thinking /doing)

Learning Cycle, SAIDE

Activity is not just doing something – thinking is also an activity. How do you think about something you don't know? A thinking task takes you through a particular set of procedures which require you to focus your attention on particular concepts or issues and scaffold those in relation to what you already know, in relation to a new task or a new problem or new concept. That is what the design of a learning activity has to achieve. It is not just something new in a vacuum. We always respond to the world in relation to something we already know.

This is how people learn in any situation. So the concept of a learning cycle or spiral is not just about distance learning. The learning process is the same whether the guided reflection is immediate and face to face, or whether it is mediated through the materials.

In face to face tuition the learner and the teacher are able to have a conversation in which the teacher can respond very quickly in an *ad hoc* way to what the learner does or says and start to challenge and shift the conceptions that the learner is developing. In distance learning you, the writer, have to anticipate what the learner is likely to do and think and say. You cannot always anticipate correctly, but you can construct a set of activities that are likely to take that learner in the

required direction in terms of the development; in other words in the direction of the learning pathway.

In a learning text, we know what is required to establish such a learning pathway. In the absence of a mediator (teacher), the text must take over the dialogic role of providing structured and systematic support to the learner as s/he moves from familiar activity ("the known") to unfamiliar activity ("the unknown"). A designed learning text must consist of a series of learning activities, organised in a developmental sequence, which together require the learner to engage in thoughts and practices characteristic of what the course it trying to teach.

The question is, how does a piece of text substitute for what a teacher does? Think about it: in an ordinary learner-centred context (one in which activities that the learner engages in are set up as the basis on which learning occurs), a teacher is constantly giving feedback to learners on the ongoing outcomes of what they are doing – Is you answer to the question accurate and well-developed? Is the essay that you are writing well-argued? Is the solution you have developed to a geometry mathematically sound? Is your reading fluent and accurate? Etc. – and how they might improve their performance. When one writes a learning text, the idea is to construct feedback in such a way that the reflection encourages students to think critically about what they have done, and provide a framework against which students might be able to discover and reflect on mistakes they may have made. The materials become a mediator or educator.

The text can also help people to come to understand for themselves how they come to learn something new, for example by asking a question or by reading something new so that they are more aware that they can learn and they can take their own learning forward.

The populist notion of experiential learning is that if you have experienced something you have learned it. A good example is beading. Bead work has a complex set of skills in it and beaders probably do learn something while they are beading. But one does not reflect on an activity just by doing it. A reader doesn't automatically ask questions about geometric patterning and sequencing. There may be an implicit notion of design, but it only becomes mathematics when there is deliberate, sustained and systematic reflection on those aspects. One of the main theorist of experiential learning, David Kolb, says precisely that. That it only becomes experiential learning when there is a reflective component to it.

Let's look at how the learning spiral can help us to design materials, whether for self-study purposes or for learning in face to face contexts, or for a combination of both - blended learning.

Designing and developing course materials: A distance education focus

Key elements in the learning spiral	Materials design features
Content to frame activity (Based one existing Knowledge & experience)	As far as is possible, the content needs to be written as a statement of what we expect the learner to know already. At the beginning of the text, we will have to rely on our own understanding of the students' prior learning in relation to the topic in question. However, as the text evolves, and we incrementally introduce new ideas, we will also be able to draw on and frame what we understand to be prior knowledge. It is critical that, from the second activity onwards, that we build conceptually on what has been learnt in the previous activity/ies that we have designed. This activity-by-activity development is what is meant by a 'learning pathway'.

| Learning activity (reading, thinking, doing) | The key point here is that we do not learn by simply being told something. We also do not learn by simply "having an experience" of something. When we listen to a good lecture, we can learn a lot, but only when we actively think about and reflect on what the speaker is saying. If the content of what is being said is not phrased in such a way as to engage with our prior knowledge, or if it is simply a restatement of what we already know, then we learn nothing. In both instances, this kind of lecture (or, designed learning texts) will only serve to bore us.

So the activity is the moment or episode in the learning process in which we actually acquire new understandings and new forms of knowledge – this is the pivotal notion in a constructivist approach to learning. This is why we talk about activity-based learning texts, and why the inclusion of developmentally-conceived activities in learning texts is a non-negotiable feature of the design and development of quality learning materials. |
| --- | --- |
| Guided reflection /response to activity (discussion of issues raised in activity) | This is the point at which the text needs to operate as a teacher – it needs to anticipate the possible responses that learners may have come up with in relation to an activity, and provide them with an opportunity to reflect on what they have written in such a way as to allow them to learn from the actions (mental actions and others) that they have just engaged in. Obviously a sensitive teacher in a classroom does this all the time, but the trick here is to get the text to be able to do this in some way for the learner. You are not wanting simply to give the right answer or to affirm any old thing that the learner may have produced – often, learners are wrong because they make mistakes or because they have a misunderstanding. Rather, what you want to do as a writer is to get the learner to think about what s/he has just done or said or written in a critical and reflective manner, and thus to be able to learn from it.

There needs to be a deliberate structured reflection in relation to the task. The reflection helps to give a focus and to create the conditions for learning from own experience. That is why the reflection does not necessarily produce a right or a wrong answer. Instead, one is trying to is to put the learner in a position in which s/he thinks about whatever answer s/he gave and the reason for arriving at that answer. The learners are required to engage in meta-cognition to reflect on the activity. To simply provide the answer will not tell you whether the learner has learnt something or not. Some people think that even in activity based learning you have only learned when you are given the answer. The reflection cannot be the answer because the reflection is part of the activity. There may be cases where the conversation between different people in the activity is part of the learning process, and it may be helpful to give a kind of answer to clarify that the conversation was on the right track but that is still not the point of the reflection. |
| Learning pathway (New knowledge/ideas leading to new activity) | As you move on in your writing, try to pull a question out of what has gone before. Try and identify an issue that will add new content or will deepen the understanding that the learners have built up so far. Of course, then, this will be introduced to |

	set up the next learning activity which is conceptualised in terms of the learning pathway that you have planned.

Resources 2.1, 2.2 and 2.3 supplied during the course of the workshop exemplify the kind of learning pathway outlined above.

In the second half of Day 3, participants worked in programme groups to complete the following consolidation activity:
- On the basis of feedback received:
    – Update your curriculum orientation for students
    – Update your course unit template
    – Update your example materials including the content – activity – feedback – content cycle;
    – Email your drafts to:

tonym@saide.org.za
cc. mnabasirye@mubs.ac.ug

Appendix 8 was to contain examples of draft learning materials developed/updated by MUBS staff by 25/11/13. However, no draft materials had been received by the due date and this reflected ongoing challenge for MUBS staff in finding the time to commit to the development/re-development of the materials.

3.5   OER

It was noted that although there is national copyright legislation in Uganda, it is rarely enforced and plagiarism and copyright infringements are rife. Within MUBS itself, it was observed that materials developed by staff for use in their teaching are considered to belong to the individual rather than the institution. This means that if MUBS wished to share some of its teaching resources as OER, the author would need to give permission (and possibly be paid), and a thorough third party copyright clearance and quality assurance process would need to be followed prior to publication.

Having explored the different creative commons licences and sources of OER, participants engaged with the examples provided and came to the following realization: the quality criteria for OER are the same as the quality criteria for the selection of any educational resources to be used in the curriculum; the key difference is that the licence makes clear whether a resource can in fact be used and whether or not it can be adapted and/or mixed with other resources for a better fitness for purpose for context and audience.

The discussion therefore resulted in the following checklist for evaluating OER for integration into the MUBS curriculum:

- Licence
- Content
    o Relevance
    o Accuracy
    o Up-to-date
    o Comprehensiveness/ completeness
    o Understandable for target students (in terms of complexity, language, gender sensitivity etc.)
    o Comparability of rigour across different sources (with the possibility to set up debates across different schools of thought)
- Author/source

- Citations/ journal impact
- Presentation and teaching approach
    - Clear graphics
    - Chinking of information
    - Coherence
    - Sequencing
    - Progression
- Appropriate use of media
    - Including attention to file size; and
    - Compatibility of format
- Hyperlinks that are active (need to check regularly).

In a follow-up discussion on why MUBS might use OER and how it might adapt them for context, the following points arose:

- To provide great variety of content and formats in the curriculum
- As a form of research – to see what others are doing
- To facilitate global interaction – engaging with resources from different places through a MUBS moodle discussion forum
- As additional readings / references even for campus-based students
- Because they can be adapted for particular audiences and contexts
    - By changing names
    - By changing examples
    - By changing language (noted that TESSA materials are available in multiple languages)
    - By changing or including contextually relevant examples
- Cost effective in terms of time (if you can find an OER requiring minimal adaptation); space (since most OER are digital they can be supplied individually to students online/on CDs/on flashdrives); resources e.g. savings on physical space, staff, license/royalty payments
- The ability to share them creates opportunities for more collaborative learning activities such as wikis/ google docs
- Can facilitate more active engagement – moving from lecturer-based to resources- and activity-based learning
- Can facilitate CPD by allowing development of short learning/ just-in-time learning programmes
- It is in line with international trends regarding collaborative learning and use of technology.

After engaging with some reflections from the 2012 World Congress on OER, participants worked in two inter-related group discussions.

The first discussion session was based on random numbering and explored anticipated stakeholder reactions to OER integration; the second discussion session was based on interest and explored possible policy issues in five key areas.

3.5.1   OER Integration: anticipated stakeholder concerns

Participants were provided the following hypothetical scenario for discussion:

MUBS has made a policy decision progressively to replace expensive "all rights reserved" textbooks with OER drawn from other universities around the world as well as OER developed by MUBS staff themselves.
What are the concerns/issues?

Students

It was felt that students would like:
- Increased accessibility – all students having access to all resources instead of competing to access a limited number of textbooks
- Variety of materials including from some of the world's "best" universities
- Cost-savings in not buying expensive textbooks
- Improved quality because of sources from "best" universities
- Facilitates research by having access to a wider range of resources
- Ability to work at own pace and to expand coverage in areas of interest
- Possibility for networking and to learn from knowledge and experience in other countries.

It was felt that student concerns would include:
- Concerns about how to select high quality OER
- Information overload / lack of take up for students who do not like to read anyway
- Poor infrastructure and slow internet access
- Many students do not have ICT devices and connectivity – so how will they be helped?
- How will distance learners be supported in tackling complex content provided on the web?

Staff

It was felt that staff would like:
- Greater flexibility about what to teach and how and how to communicate
- Instant access to a greater variety of possible source resources
- Potential cost-effectiveness in terms of time, money, collaboration and sharing, access to resources in languages other than English
- Possibilities for global interaction through feedback on own published OER
- Reduction of space and time constraints – resources can be accessed and used any time from any place with connectivity or downloaded for engagement at a time of choice.

It was felt that staff would be concerned about the following issues:
- Network problems especially in rural areas
- Resistance to change and need for more training and support
- Removal of textbooks would reduce income for lecturers who are also authors.

Management

It was felt that management would like:
- Opportunity to "market" the institution
- Reduced costs e.g. textbooks/royalties/licences as well as staff e.g. no need to increase library staff/reduced time for stock taking, distribution etc.
- Easier monitoring and updating of resources
- Possibility to improve quality because of open critique of open resources
- Opportunity to share and contribute to global knowledge community.

It was felt that management would be concerned about:
- Internet problems and costs in the short term
- Possibility of students learning informally from OER or registering only for individual course units instead of full qualifications
- Need to improve monitoring and controlling mechanisms within a more robust QA system
- Implies need for and costs of further and ongoing training of staff.'

NCHE

It was felt that the NCHE would be interested in/ concerned about the following issues:
- Licensing issues
- Accessibility issues for both institutions and students
- Cost effectiveness for institutions vs cost for students

- Quality and benchmarking procedures
- Including setting of national minimum standards for distance provision
- Mainstreaming OER and OEP and feasibility tests with respect to quality of learning
- Facilities requirements e.g. implications of multi-media development and use, monitoring of distance and online learning, need for support services
- Credit transfer/ recognition with respect to learning based on shared resources
- Implications of scale and integration
- How to ensure continuous improvement
- Possibility of supporting ODL and OER initiatives through grant commissions and establishing/ working with DE/professional councils etc.

Government

It was felt that government would be interested in:
- Monitoring the efficacy of contact vs distance provision
- Amending education law framework to take cognizance of changing approaches to teaching and learning, in consultation with relevant stakeholders
- Developing national guidelines for distance provision
- Creating supplementary budgets for ICT and infrastructure development
- Establishing a DE unit/directory within the Ministry
- Providing funding for staff development/ using MUBS as a case study for DE provision/ OER integration.

It was felt that government would be concerned about:
- General acceptance and recognition of new teaching and learning approaches (implying need for ongoing advocacy, continuing professional development …)
- Quality assurance of resources sourced online
- Cost/affordability for both institutions and students
- Accessibility/outreach given that 80% of students do not yet have ICT devices/ connectivity.

Having anticipated some of the issues stakeholders would be likely to have, the participants were reconstituted into interest groups to explore possible policy implications in five areas.

3.5.2 OER/ODeL policy considerations

Human Resources Management

Each of the key areas for Human Resources Management, for which policy and procedures are currently based on assumptions of full-employment in a contact-based model, need to be revisited from an expanded ODeL/OER integration perspective, including:

- Employment conditions e.g. job descriptions, recruitment, selection, working hours for part-time DE tutors
- Remuneration e.g. salary/payments, increments for part time tutors, materials developers, markers, invigilators
- Performance appraisal e.g. for staff not campus based
- Staff training and development with respect to changing needs such as migration to online provision, promotion requirements and possibilities
- Conduct and disciplinary processes e.g. failure to turn up for a contact session, delays in responding to student queries/ assessment
- Welfare and benefits e.g. medical aid, insurance, leave for part-time decentralised staff
- Separation e.g. procedures for voluntary resignation and forced termination, exit interviews for decentralised staff
- Special needs e.g. for staff and students with mobility/sight challenges, hours of work, access, facilities etc.

IPR/Copyright

There is need to:

- Clarify ownership of learning resources developed for MUBS students using MUBS time and facilities and related rewards/incentives for staff to do quality work.
- Decide on default licence conditions e.g. CCBY and
- Citation requirements
- To clarify student rights to resources which they have been involved in creating
- To track usage
- To define general copyright and plagiarism issues and processes.

ICT

Goal: to provide an enabling ICT infrastructure for effective utilization of OER.
Objective: to put in place infrastructure to facilitate OER adoption
Targets:

- Increase ratio of PCs to students from 1:30 to 1:5
- Facilitate increased student laptop/PC ownership
- Provide fast and reliable connectivity for both staff and students
- Increase storage capacity for multi-media resources and version control
- Provide secure and reliable network campus-wide and at remote centres
- Up to date software that supports OER
- Skilled technical staff to support infrastructure and connectivity maintenance and development
- Policy on ICT usage and protection/insurance
- Reliable data protection (e.g. automated back-ups offsite)
- Develop a procurement plan and process in relation to the above.

Content procurement

It was noted that a procurement unit and process is in place and that established processes for procurement of new resources that cannot be sourced online or internally need to be followed e.g. needs identification sent to head of department, consultation with librarian, development of specifications, approval by CEO of call for tender; bidding and evaluation process.

It was noted that the default position should be to try first to source curriculum content from OER and/or to explore inhouse adaptation/development before putting out to tender development of, for example, videos, etextboks, digital library resources/systems, elearning platform development, ejournals, broadcasting media, open courseware development.

It was noted that where creation of curriculum materials needs to be outsourced, the contract should make explicit that the provider warrants that the product is free of all third-party copyright content and acknowledges that MUBS has the right to share the product under an open licence with others for use/re-use.

Quality assurance

It was noted that quality assurance criteria and procedures are needed in respect of:

- Selection of original content/sources in terms of accuracy, integrity, lack of bias etc.
- Adapted resources to be used for teaching and learning in terms of fitness for purpose for particular contexts and student audiences and mode of provision
- Third party copyright clearance and overall quality prior to publication as OER.

It was also noted that quality assurance was needed of the process of provision e.g. proper scheduling of tutorials to avoid double bookings, monitor staff attendance, and to solicit feedback from students.

It was also noted that there should be a link between quality assurance expectations and processes and performance appraisal expectations and processes.

It was agreed that the above issues should be taken into consideration in the next draft of the MUBS ODL policy (which should include OER considerations as well as making linkages with the draft ICT and eLearning policies also in process – possibly leading to a combined ICT and ODeL policy).

To assist with the process of policy development, and to enable some benchmarking, the resources provided included the following documents:

- The Unisa ODL policy
- The KNUST OER policy
- The Unesco guidelines for cross-border provision.

3.6   Action plan

In the final session of the workshop, the following short term plan was tabled and outstanding items noted:

- 2[nd] version of report on INVEST Africa MUBS site by 18 November for comment
- Final version of report on INVEST Africa MUBS site and submitted to COL by 25 November.
- Outstanding:
    - Programme outline for BEd
    - Final student-centred programme orientation
    - Final course planning matrix
    - Example content: content – activity – feedback – new content

The following table outlines the implications for MUBS staff in the short-term:

What	Who	By when
BEd programme outline	Francis Kasekende	25/11/13
BEd programme orientation	Francis Kasekende	25/11/13
BEd course matrix	Francis Kasekende	25/11/13
BEd content sample	Francis Kasekende	25/11/13
BCom SBM/E prog orientation	Geofrey Nkuutu	18/11/13
BCom SBM/E course matrix	Geofrey Nkuutu	18/11/13

What	Who	By when
BCom SBM/E content sample	Geofrey Nkuutu	25/11/13
BCom gen prog orientation	Gad Mutaremwa	18/11/13
BCom gen course matrix	Gad Mutaremwa	18/11/13
Bcom gen content sample	Gad Mutaremwa	25/11/13

As noted previously, the workshop is to be followed up by development of some actual course units with Saide providing feedback at key stages. The following table outlines the materials development plan:

Who	Course	Intro and Unit 1	First half	First full draft
Nkuutu Geofrey	COM1206	31/12/13	31/01/14	05/03/14
Gad Mutaremwa	COM1207	31/12/13	31/01/14	05/03/14
Christine Nassamba	BESBM1206	31/12/13	31/01/14	05/03/14
Kasekende Francis	TBA	31/12/13	31/01/14	05/03/14
Stella Nakalema	TBA	31/12/13	31/01/14	05/03/14
Kasse John Paul	BUC1101	31/12/13	31/01/14	05/03/14
Kemitare Gladys R	TBA	31/12/13	31/01/14	05/03/14

4. Recommendations

4.1 On Curriculum design

When people think about curriculum, they often equate it with a syllabus that outlines the content to be covered and the way that it will be assessed.

However, we should really think more widely than this. We should consider not only WHAT should be taught and why, but also HOW it should be taught and how the teaching-learning process itself will be implemented. This is illustrated in Figure 1.

Figure 1 suggests that we start by considering what international, national, state and institutional requirements tell us about what should be the expected graduate or exit level competences of the programmes that we offer.

It then notes that we have to start where the students are. We need a clear idea of the profile of our entry level students in terms of their subject or disciplinary competences, their fundamental learning competences and capability for independent learning, their practical and ICT skills and their existing life and work commitments.

The curriculum should then chart a learning pathway to help students get from where they are at the start of the programme to where they need to be as graduates of the programme.

Most students require support in this process. The curriculum as plan therefore needs to consider how this support will be provided and what parts of the learning process are for independent study, what parts require group or work-based activities and also how students might seek support individually.

The assessment strategy is also an important part of the curriculum planning process. It must provide evidence that the programme purpose is being met and in an ODeL programme feedback on in-course activities and on formative assignment is a critical aspect of the overall curriculum design. It is also important to recognise that many students will equate the curriculum with what we ask them to do for assessment.

Developing a curriculum

Sources contributing to curriculum

Requirements of accreditation bodies | National policies | Target qualifications | Contextual research

Analysis of varying target learner needs, learning environment, and national/regional demands

Approach to teaching and learning | Key purpose and outcomes | Content and Skills emphases

Assessment strategy | Teaching and learning methods

Formative and summative methods (incl. work-based)

Course materials
eg learning guide, reader, assessment materials, workshop materials

Independent study

Feedback to students

Group activities
eg lectures, tutorials practical sessions.

Staff or external agencies

Work-based activities

Recording and reporting

Technologies

Individual support
eg telephone, email tutoring

Internal monitoring/moderation

External moderation, quality assurance, and evaluation

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Figure 1: A model for curriculum design
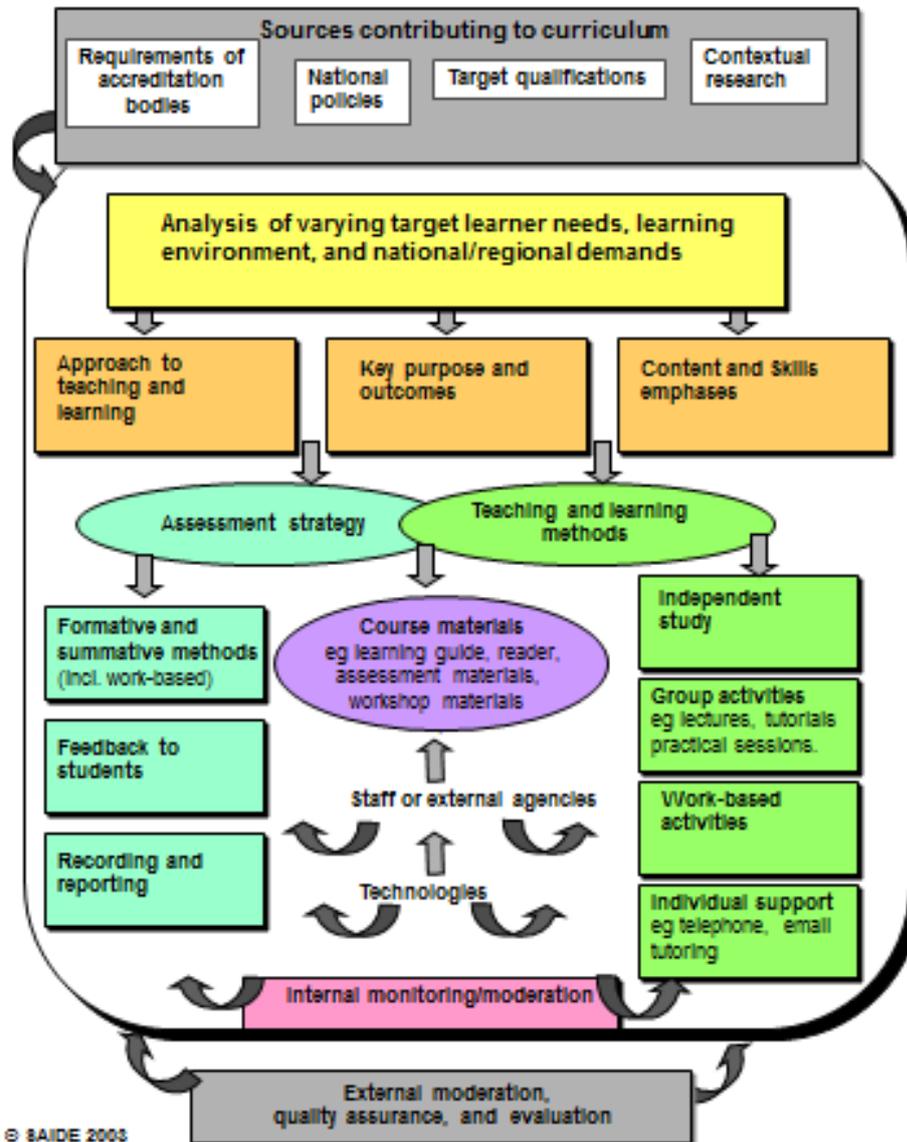
The learning resources we provide are then only part of the bigger curriculum as illustrated in the following diagrams, Figures 2 and 3.
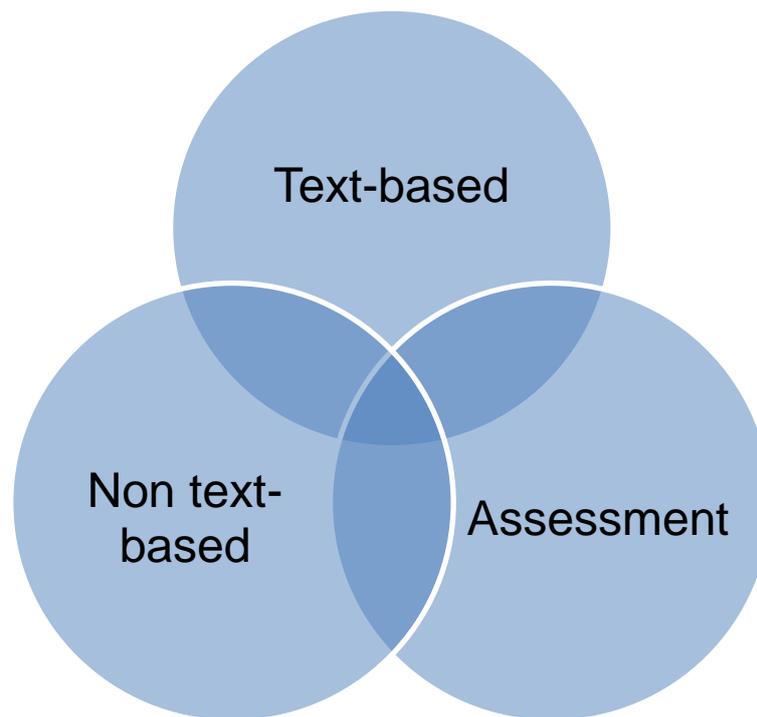

Figure *2: The learning package*

The learning package comprises all the text-based, non-text-based (e.g. audio, video, multimedia) as well as assessment resources that we make available to students.
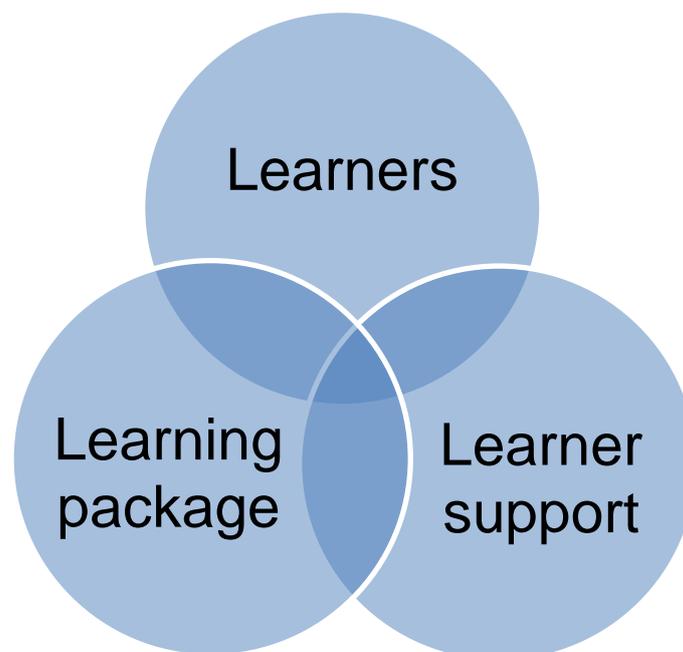

Figure 3: The learning programme

Looked at from the perspective of the student experience, the learning programme comprises the learning package as defined above, the interaction with other learners as well as the support they receive from the programme teachers, administrators and tutors/mentors. Among other things this will include a programme timeline indicating when assignments are due, when contact sessions or online discussions will be held and when examinations or other summative assessment will be scheduled.

At the moment, it is felt that the curriculum development process and products at MUBS remain aligned to a content-based programme concept that is delivered in a campus-based way, even though the campus-based component may be decentralised. The curriculum design process needs to take the next step towards spending more time thinking about and planning how assessment and support might be offered for a larger and increasingly distributed student body. For example, two coursework assignments completed by campus-based students per course unit might be broken down into four or eight smaller sub-tasks that distance students complete on the Moodle platform so that student activity is required on a continuous basis and the assessment strategy helps independent students with the pacing of their studies. Particular attention needs to be paid to the provision of adequate feedback on formative assessment prior to students attempting high stakes summative assessment activities (please see the discussion at the end of the Quality Review report).

In similar vein, it is felt that more time needs to be spent in detailing exactly how the teaching and learning support process will unfold – who will do what, when, how and why – and in clarifying the respective roles of primary lecturers, decentralised tutors, and, in time, decentralised assessors. An example of an "implementation strategy" linked to a particular programme is included in the OER Workshop Resources, in the folder 5. General Teacher Education Resources, in relation to South Africa's certificate programme for school principalship.

Finally, one is somewhat concerned about the choice of a BEd for secondary school teachers as MUBS' first foray into a new disciplinary area. A BEd is a complex programme requiring a strong base of disciplinary knowledge in the field of education e.g. education philosophy, psychology, sociology etc.; and also a grounded understanding of the demands of classroom practice including the systems and processes to manage the mentoring and appraisal of classroom practice; but also a depth of knowledge and experience in each of the disciplinary fields that underpin teachers' subject knowledge e.g. languages, mathematics, history etc. On the face of it, MUBS seems more appropriately geared in the short term rather to offer support in the area of educational management e.g. a certificate course for school principals and/or members of a school management team/HoD. This would require a less radical expansion of the disciplinary base within the School but would provide an opportunity to gain a deeper understanding of the demands of working in a schooling context. A next logical step would be a graduate certificate in education for MUBS graduates interested in becoming teachers of economic and management sciences in schools. Unfortunately, the staff member tasked with taking forward the development of the BEd left the workshop early and was not involved either in the OER discussion or the forward planning.

It is suggested that the selection of a programme to be provided through distance education, and the design thereof, should be grounded in comparative research to establish both need as well as the possibilities for portability and articulation. This will be reflected in the rationale, purpose statements and exit level objectives of the programme outline. An example of such a comparative analysis is provided in ODeL workshop, curriculum resource 5.

4.2   Course design

A programme comprises various smaller courses/modules/papers.

We need to go through a similar process as for the curriculum design, but in a more focused way within a particular disciplinary area.

In similar vein to the recommendations made previously, it is felt that the design of individual course units needs to incorporate a study schedule that outlines all the key learning events during the teaching of the programme e.g. orientation, contact sessions (and purpose), individual study, assessment due dates, dates for group assignments/ discussions etc.

The design template provided and used during the workshop is aimed at helping course unit designers to try to ensure they keep the links between programme objectives, course unit objectives, course unit summative assessment, formative assignments and feedback and in-course activities clearly in mind in the design process and that purpose and objectives determine content rather than the other way round.

The template provided flows from an assumption that teaching is a purposeful activity and that we should have a clear idea of what we want to achieve and what we want students to know/be able to do/ or to feel differently as a result of working through the learning resources. We need to think about what students will need to provide in the way of evidence of their achievement for summative purposes, how we will prepare for that through formative assignments (and feedback thereon) and how the activities in the learning resources will in turn prepare the ground for the formative assessment.

We can then sequence the topics/themes we want to cover and begin thinking about what would be appropriate activities for the content that has been covered.

Once we begin developing a course unit, it is important to provide a clear introduction to the course, what it entails and how it fits within the larger programme. A typical structure for the introduction to a course/module/paper might include answers to typical student questions as illustrated below.

Introduction to the course
What is the purpose of the course?
What is covered in the course?
How does the course relate to the rest of the programme?
How will the course be assessed?
What are the objectives/outcomes of the course?
How much time will be needed?
How does the course teach?

Figure 4: A possible outline for the introduction to a module/course/paper (see Appendix 9 for a full example)

It is helpful for independent distance learners if learning resources follow a similar format and design.

The example below provides a template that can be adapted for different courses and purposes.

Design of a unit of learning
Course Code:
Semester/Year:
Module name:
Unit Title:
Time Allocation:
Introduction
1. What is the purpose of the unit? How does it link to what has gone before? How does it link to what is still to come?
2. Pose an open question of which there is no quick and easy answer to the students, the investigation of which, will provide a purpose for each of the activities and content sections below.

Objectives

By the end of the unit, you should be better able to:

1) Plan a lesson on a topic of your choice and explain your planning decisions
2) Teach the lesson you have planned, departing from or adapting the plan as necessary in response to the needs of different pupils
3) Critically reflect on your plan and practice based on your experience of teaching the lesson
4) Change the plan for the next time you teach this topic so that you will teach it better.

Introductory Activity for self-study

Create an activity that gets the students reflecting on what they already know but also challenges their knowledge and shows the need for more learning.

Feedback

Provide some feedback to the above activity that also introduces the next content/activity cycle.

Content 1

If required provide content for the students to read. The content should work towards a solution to the open question posed in the introduction.

Development Activity for self-study

Students need an activity where they engage with the content. Ask them to do something with the content such as, **recall** information – **comprehend** the meaning – **apply** content in new situations – **analyse** usefulness for their own contexts – **synthesize** the content with other information the student already has – **create** something new that uses the content as a building block.

Feedback

Provide some feedback to the above activity that also introduces the next content/activity cycle.

Content 2

Development Activity for self-study

Feedback

Repeat, Content | Development Activity | Feedback, as needed.

Consolidation Activity for self-study

This activity allows the student to demonstrate that they have achieved the outcomes or objectives stated at the beginning of the unit. It could also be a consideration of the original open question to see if they now have the knowledge and skills to answer it.

Summary

The main points of the unit are briefly identified in a concise manner. A bulleted list could be used.

Self-assessment

It is useful to provide an opportunity for students to reflect on whether they have met the objectives of the unit.

Conclusion

Link what has taken place in the unit to what has come before and what is still to come so that the unit is seen as part of a process rather than a discrete unit.

Group discussion activity for the myUnisa forum etc.

This provides an opportunity for students to reflect on any challenges they encountered in working through the learning resources, to share and discuss the findings of any practical activities they completed, and to further consolidate the learning through additional activities designed specifically for a group discussion.

ICT integration activity (to build skills that will continue to be applied across the programme)

This provides an opportunity for students to practise their ICT skills by completing a course-related ICT-based task e.g. complete a self-assessment quiz, develop a Powerpoint presentation on what they have learned, write a short blog, contribute to a wiki-based review of the learning resources etc.

Figure 5: A possible structure for a unit of learning (see Appendices 10 and 11 for examples illustrating this kind of structure)

4.3   Materials development

It was argued that activities and feedback are critical to the design of learning resources for distance and eLearning. This is not to say that other issues are not important such as appropriate use of language and examples to ensure that the materials do not convey a "hidden curriculum" of gender or any other kind of bias.

Included among the workshop resources are many examples of completed materials designed for use in distance education as well as a copy of COL's guidelines for materials development which includes additional examples of specific distance education issues. Course unit materials developers should engage with these and seek to adapt such examples to suit their own teaching purposes.

4.4   OER

Because the course units that need to be developed during the course of this consultancy, and those responsible for developing them were not clear till towards the end of the workshop, it was not possible to guide individuals towards finding and engaging with examples of OER that were directly related to the course units they will be required to develop. Engagement with generic examples does not have the same impact as engagement with examples that could help a staff member to meet specific work goals on which their performance will be appraised.

4.5   General

In the Quality Review report, some of the tensions involved in dual mode provision were highlighted and during this consultancy the challenge of finding a balance between managing the ongoing campus-based work and preparing for possible expansion of what is still very small scale ODeL provision were and are very apparent. Staff need to have dedicated time for the necessary investment of effort in developing ODeL appropriate programmes, materials, systems and processes. It is suggested that if there is an opportunity for one of more of the core team to visit South Africa, that they should try to organise visits to Unisa, the Distance Education Unit at the University of Pretoria, the Distance Education division at the Potchefstroom campus of North West University and also, the private provider, Regenesys. This would provide insight into four quite different approaches to ODeL provision, each with different implications for staffing, policies, ICT and supporting systems and processes.

5.   Concluding remarks

It is clear that MUBS has made some progress towards the evolution of its distance provision since the Quality Review exercise completed in December 2012. However, it is equally clear from this workshop that staff require more time and support in thinking through the implications of distance provision and developing curricula (including decentralised assessment and support strategies), courses and learning resources that are designed specifically for this mode of provision. Hopefully the examples and guidelines provided during the workshop and in the follow-up support will help in this process. The author would like to extend a special note of thanks to John Paul Kasse for being willing to commit time to the follow-up process over and above his other commitments and for being willing to share some of the draft materials that arose from the draft- feedback – revise process.

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Appendices

INVEST Africa
Consultancy for capacity building in distance course development
for Makerere University Business School
Distance Learning Programme

Appendix 1: Terms of Reference

Background

COL supported a distance education quality review for MUBS in October and November 2013. Following this, an action plan to strengthen the MUBS distance education offering was developed and progress was documented in April and August 2013.

This input is design to provide capacity building support for a team of MUBS staff constituting a Curriculum and Materials Development Team and strengthen the design and development of distance learning courses and materials. The materials will make use of existing Open Education Resources (OER) and the new materials will be available as OER.

Objective & Scope of Work

MUBS has made significant progress towards addressing the recommendations that arose from the previous consultancy on distance provision readiness. In its most recent progress review it has noted the need for further support in the following areas:

1. Development of study materials.
2. Sourcing and development of online reading materials for Distance Education (DE) learners.
3. Adaption, adoption and publishing of OERs.
4. Adding Open Distance Learning (ODL) to our CSR project for prisoners across the Country.
5. Extending education to the disadvantaged across the country Flexible Skills Development (FSD) approaches.
6. How to blend the flexible teaching approaches in our teaching of face to face programmes.

Items 1, 2, 3 and 6 can be addressed in an integrated way through a consideration of the design of self-study and distance education materials and how OER can support this. Items 4 and 5 raise broader curriculum issues. It is possible that having clarified the needs in respect of these elements, some materials development needs will be identified that will require practical application of the skills underpinning items 1, 2 and 3. Having identified a practical curriculum need and targeted some materials development to meet this need, it would be useful to provide feedback at key stages of the development of these materials. This input is designed to support this process.

Objective

The objective of this consultancy is to work with MUBS staff in the Directorate of Distance Learning to identify one or more curriculum needs and to model and guide a process for developing learning materials to address this need through a course design and materials development process that includes the integration and adaptation of OER where possible.

Scope of Work

The consultant will:

2.2.1   Review and comment on MUBS strategic objectives and policy development for Open Distance & Flexible Learning (ODFL) and update the MUBS Institutional M+E report in the light of August 2013 progress report.

2.2.2   Engage with the MUBS Team on the INVEST Africa online Community Learning Network to discuss the modalities of the consultancy and support their own internal needs identification and planning process.

2.2.3   Review current curriculum plans with respect to MUBS' Corporate Social Responsibility, support for the disadvantaged and one or more mainstream programmes with a view to identifying specific materials development support needs.

2.2.4   Develop in discussions with MUBS and then facilitate a 5-day workshop, covering the following ground:

- Curriculum development for distance provision in relation to specific targeted programmes
- Course design for distance provision in relation to specific targeted programmes
- Activity design to support a transition from lecture-based methods to resource-based learning to distance provision
- Finding, evaluation and adapting OER to support the materials development process and sharing back some of the adapted materials
- Forward planning considering stakeholder and policy issues in the process.

2.2.5   Following the workshop, the Consultant will provide feedback on drafts of agreed materials development for three modules at the following key stages:

Introduction and first unit – in terms of level and engagement

First half of modules – in terms of sequencing, progression and coherence

First full draft – in terms of overall match with agreed course design, materials development for DE guidelines and issues that need to be addressed to allow for publication of the materials as examples of MUBS OER.

MUBS will:

2.2.6   Constitute a Curriculum and Materials Development Team to work with the consultant on refining the approach and clarifying the needs.

2.2.7   Engage with the consultant online before and after the visit to MUBS.

2.2.8   Prioritise the DE course planning and materials development over the agreed period and communicate this to all staff.

2.2.9   Undertake to cascade the model to train appropriate staff involved in distance education materials development.

Expected Results

By the end of this consultancy, participants will be able to follow a typical curriculum and course design and materials development process to support both resource-based and distance provision and will be able to find, evaluate and adapt OER to support the process and to share back.

Deliverables:

3.1   Updated MUBS Institutional Monitoring and Evaluation (M&E) Report.

3.2   Curriculum and Materials Development Team trained in the systematic approach to planning, designing and developing distance learning programmes.

3.3   Plans and draft materials for at least three distance learning courses.

Duration & Timing

The consultancy will take place over a period of 5 months from November 2013 to March 2014.

First, the Consultant and the MUBS team will work online to clarify the needs and ensure that the planned workshop and follow-up process will support the development of actual materials required to support distance programme delivery.

Then the Consultant will facilitate a 5-day in-country workshop for all interested parties (i.e. the workshop must involve the core team and those identified to develop materials but could involve other staff with an interest in one or more components of what the workshop will cover).

After the workshop, the Consultant will provide feedback on three sets of draft materials at three key stages of the development process according to a schedule agreed during the workshop.

Curriculum and Materials Development Team

MUBS Principal has appointed 7 people to form the Curriculum and Materials Development Team:

1. Dr. Mohammed Ngoma	Dean Graduate Research Centre	Chairperson
2. Mr. Nkuutu Geoffrey	Head	Member
3. Mr. John Paul Kasse	Lecturer	Member
4. Ms. Nassamba Christine	Lecturer FVDE	Member
5. Ms. Nahabwe Dinah	Deputy Director Quality Assurance	Member
6. Ms. Nabasirye Massy	Deputy Director Distance Education	Member
7. Ms. Cathy Nassali	Deputy Director , MUBS DIPs and Certificates	Member
8. Ms. Eldred Kyomuhangi	Deputy Director , School Registrar	Member

The assignment will be undertaken for COL by Mr. Tony Mays, from the South African Institute of Distance Education (SAIDE) who carried out the first MUBS consultancy. Mr. Mays has proven knowledge and skills and experience in all aspects of distance education systems and processes. In addition, he has a wide experience in monitoring and evaluation and quality assurance mechanisms in distance education.

Administrative Information and Support

Ms Massy Nabasirye will manage the activity with COL on behalf of MUBS. She will be responsible for the facilitation of the mission, and preparation of workshops, etc. during the consultant's visit. The consultant will provide their own laptop. Local transport within Uganda and workshop costs and facilities will be covered by MUBS. COL will cover the costs of consultant's fees, travel and accommodation.

Reporting

The consultant is expected to produce:

1.1   An updated institutional monitoring and evaluation report on MUBS progress with distance and flexible learning.

1.2   Three stage reviews of the distance learning materials.

1.3   A report on the input with an analysis of the strengths and weaknesses of MUBS distance learning programme and recommendations for actions to strengthen the programme.

MUBS is expected to produce:
1.4   Three good quality distance learning courses – either new ones or improved existing courses.
1.5   A report on their experience of the input.

Appendix 2: Workshop plan

Outcomes:

By the end of the workshop, participants should be (better) able to:

1. Identify the key curriculum design considerations for ODeL provision and apply these to practice at MUBS
2. Identify the key course design considerations for ODeL provision and apply these to practice at MUBS
3. Identify the key materials development considerations for ODeL provision, including gender sensitivity, and apply these to practice at MUBS
4. Find, adapt and publish Open Educational Resources (OER) appropriate for purpose
5. Plan and implement a work schedule for the development of 3 MUBS ODeL courses/modules.

Time	Activity	Responsible/resources
Up to 09 November	Refining workshop plan; resourcing the workshop plan Identifying MUBS curriculum/course foci	Saide with MUBS team MUBS team
11/11/13		
08:30 – 10:30	Introductions and expectations Key components of curriculum design for ODeL: context and stakeholders, student profile, learning strategy, assessment strategy, support strategy, review strategy	Saide, all PPT and CDR
10:30 - 10:50	Comfort break	
10:50 – 12:30	Presentations on at least three MUBS curricula/courses in progress with an emphasis on curriculum design for ODeL	MUBS team
12:30 – 13:15	Lunch break	
13:15 – 15:45	Reviewing and updating curriculum design of MUBS pilot programmes/courses	Saide and MUBS team
15:45 – 16:00	Wrap-up and preparation for Day Two	Saide
12/11/13		
08:30 – 10:30	Key components of course design for ODeL: what to teach, how to teach it, how to assess, how to support, how to review …	Saide, all PPT and CDR
10:30 - 10:50	Comfort break	
10:50 – 12:30	Presentations on at least three MUBS courses in progress with an emphasis on course design for ODeL	MUBS team
12:30 – 13:15	Lunch break	
13:15 – 15:45	Reviewing and updating course design of MUBS pilot programmes/courses	Saide and MUBS team
15:45 – 16:00	Wrap-up and preparation for Day Three	Saide
13/11/13		
08:30 –	Key components of materials design for ODeL:	Saide, all

Time	Activity	Responsible/resources
10:30	media selection, content selection, sequencing and progression, activity design, language and gender, examples and gender, ICT integration	PPT and CDR
10:30 - 10:50	Comfort break	
10:50 – 12:30	Presentations on at least three MUBS draft materials in progress / in use with an emphasis on materials design for ODeL	MUBS team
12:30 – 13:15	Lunch break	
13:15 – 15:45	Reviewing and updating materials design of MUBS pilot programmes/courses	Saide and MUBS team
15:45 – 16:00	Wrap-up and preparation for Day Four	Saide
14/11/13		
08:30 – 10:30	Orientation to OER What are OER and where can we find them?	Saide, all PPT and CDR
10:30 - 10:50	Comfort break	
10:50 – 12:30	How can we evaluate OER? How can we adapt OER?	Saide, all PPT and CDR
12:30 – 13:15	Lunch break	
13:15 – 15:45	How can we publish OER? Finding and adapting OER for target MUBS courses	Saide and MUBS team
15:45 – 16:00	Wrap-up and preparation for Day Five	Saide
15/11/13		
08:30 – 10:30	Reflections on OER take-up and implications for policy Stakeholder analysis for OER integration	Saide, all PPT and CDR
10:30 - 10:50	Comfort break	
10:50 – 12:30	Policy analysis for ODeL/OER integration	Saide, all PPT and CDR
12:30 – 13:15	Lunch break	
13:15 – 15:45	Outstanding questions Planning the next steps	Saide and MUBS team
15:45 – 16:00	Wrap-up of workshop	Saide, MUBS

Appendix 3: Core group involved in 5-day workshop

TRAINING IN SEARCH, ADAPTION, ADOPTION, DEVELOPMENT, AND PUBLISHING OF OPEN EDUCATION RESOURCES (OER) 11th-15th November, 2013 at the MUBS Main Library 3rd Floor-Time: 08:30-04:00PM.
ATTENDANCE: DAY 1
 Monday November 11, 2013

	NAMES	Faculty
01	Dr. Moses Muhwezi	Entrepreneurship & Business Admin.
02	Ms. Massy Nabasirye	Vocational and Distance Education
03	Mr. Kasse John Paul	Computing and Management Science
04	Mr. Geoffrey Nkuutu	MUBS Jinja Campus
05	Mr. Gad Mutaremwa	MUBS Jinja Campus
06	Ms. Cathy Nassali	Vocational and Distance Education
07	Ms. Eldred Kyomuhangi	School Registrar's Representative
08	Ms. Christine Nansamba	Vocational and Distance Education
09	Ms. Eva Stella Nakalema	Vocational and Distance Education
10	Ms. Gladys R.Kemitare	Commerce
11	Mr. Charles Dokcen	Vocational and Distance Education

ATTENDANCE: DAY 2
Tuesday November 12, 2013

	Staff nominated	Faculty
02	Ms. Massy Nabasirye	Vocational and Distance Education
03	Ms. Christine Nansamba	Vocational and Distance Education
04	Mr. Kasse John Paul	Computing & Management Science
06	Mr. Geoffrey Nkuutu	MUBS Jinja Campus
07	Mr. Kasekende Francis	Vocational and Distance Education
08	Mr. Gad Mutaremwa	MUBS Jinja Campus
09	Ms. Cathy Nassali	Vocational and Distance Education
10	Ms. Eva Stella Nakalema	Vocational and Distance Education
11	Ms. Eldred Kyomuhangi	School Registrar's Dep't
12	Ms. Gladys R.Kemitare	Commerce
13	Mr. Charles Dokcen	Vocational and Distance Education

ATTENDANCE: DAY 3
Wednesday November 13, 2013

	Staff nominated	Faculty
01	Ms. Massy Nabasirye	Vocational and Distance Education
02	Ms. Christine Nansamba	Vocational and Distance Education
03	Mr. Kasse John Paul	Computing & Management Science
04	Mr. Geoffrey Nkuutu	MUBS Jinja Campus
06	Mr. Gad Mutaremwa	MUBS Jinja Campus
07	Ms. Cathy Nassali	Vocational and Distance Education
08	Ms. Eva Stella Nakalema	Vocational and Distance Education
09	Mr. Shabani Matovu	MUBS Jinja Campus
10	Mr. Andrew K. Ssemakula	MUBS Jinja Campus
11	Ms. Gladys R.Kemitare	Commerce
12	Mr. Charles Dokcen	Vocational and Distance Education

Appendix 4: Participants in the OER orientation workshop

ATTENDANCE: DAY 4
Thursday November 14, 2013

	NAMES	Faculty

01	Ms. Massy Nabasirye	Vocational and Distance Education
02	Ms. Christine Nansamba	Vocational and Distance Education
03	Mr. Kasse John Paul	Computing & Management Science
04	Mr. Geoffrey Nkuutu	MUBS Jinja Campus
05	Mr. Gad Mutaremwa	MUBS Jinja Campus
06	Ms. Cathy Nassali	Vocational and Distance Education
07	Ms. Eva Stella Nakalema	Vocational and Distance Education
08	Mr. Patrick Kakwezi	Computing & Management Science
09	Mr. Bob Ssekiziyivu	Entrepreneurship and Business Admin
10	Ms. Saadah Kimuli	Entrepreneurship and Business Admin
11	Dr. Eunice Kabahinda	Entrepreneurship and Business Admin
12	Ms.Shakira Naggujja	ICT Centre
13	Mr.Charles Olupot	ICT Centre
14	Mr. Augustine Matovu	MUBS Mbarara Campus
15	Mr. Robertson Turyamwijuka	MUBS Mbarara Campus
16	Mr. Robert Tabani	MUBS Arua Campus
17	Mr. Moses Okumu	MUBS Arua Campus
18	Ms. Gladys R.Kemitare	Commerce
19	Mr. Shabani Matovu	MUBS Jinja Campus
20	Mr. Andrew K.Ssemakula	MUBS Jinja Campus
21	Mr. Charles Dokcen	Vocational and Distance Education

Day 5

	Staff nominated	Faculty
01	Ms. Massy Nabasirye	Vocational and Distance Education
02	Ms. Christine Nansamba	Vocational and Distance Education
03	Mr. Kasse John Paul	Computing & Management Science
04	Mr. Geoffrey Nkuutu	MUBS Jinja Campus
05	Mr. Gad Mutaremwa	MUBS Jinja Campus
06	Ms. Cathy Nassali	Vocational and Distance Education
07	Ms. Eva Stella Nakalema	Vocational and Distance Education
08	Mr. Patrick Kakwezi	Computing & Management Science
09	Mr. Bob Ssekiziyivu	Entrepreneurship and Business Admin
10	Ms. Saadah Kimuli	Entrepreneurship and Business Admin
11	Dr. Eunice Kabahinda	Entrepreneurship and Business Admin
12	Ms.Shakira Naggujja	ICT Centre
13	Mr.Charles Olupot	ICT Centre
14	Mr. Augustine Matovu	MUBS Mbarara Campus
15	Mr. Robertson Turyamwijuka	MUBS Mbarara Campus
16	Mr. Robert Tabani	MUBS Arua Campus
17	Mr. Moses Okumu	MUBS Arua Campus
18	Ms. Gladys R.Kemitare	Commerce
19	Mr. Shabani Matovu	MUBS Jinja Campus
20	Mr. Andrew K.Ssemakula	MUBS Jinja Campus
21	Mr. Charles Dokcen	Vocational and Distance Education

Appendix 5: Programme outlines

B. Com external

1.0   **BACHELOR OF COMMERCE EXTERNAL**
2.0   **Preamble**
A special feature of the four year Bachelor of Commerce External Degree programme is its flexibility that permits candidates to attain higher academic qualifications, improve their skills, knowledge and competencies as well as job security without necessarily leaving their places of work for long periods of time. The programme is also designed for A-level levers who cannot afford full-time programmes who would rather work and study by distance education scheme.
Also diploma holders can benefit from this programme.
The Bachelor of Commerce (B.Com external) degree programme of Makerere University Business School prepares undergraduate students for careers in business management both in the public and private sectors of the economy. Since its inception in 1997, the School has offered management education to a broad spectrum of students from the Eastern Africa region and beyond.

Justification
Open and distance learning has the potential to generate new patterns of teaching and learning. Strongly linked with developments in information and communication technologies, it is close to the development of new learning needs and new patterns of information access and application and learning.
There is evidence that it can lead to innovation in mainstream education, and may even have effects beyond the realm of education itself. Open and distance learning therefore plays an especially decisive role in the creation of the global knowledge-based society. The cost structures in open and distance learning are quite different from cost structures in conventional types of education. Capital investments usually substitute for high recurrent costs, making economies of scale a decisive actor. Large distance-learning programmes may produce graduates at considerably lower costs than conventional institutions. This depends, however, on a number of other factors. The costs of open and distance learning vary a great deal according to the use of learning materials, media and technologies, and types and organization of student support services. In order to evaluate costs it is also necessary to consider the rate of completion of studies.
Factors affecting the cost-efficiency of open and distance learning systems include: the number of learners enrolled; the size of the curriculum; the number of years over which courses are offered without change; containment of course development costs; sharing course development costs; technology choice; the level of student support; and a range of working, labour market and structural practices. As a force contributing to social and economic development, open and distance learning is today one of the most rapidly growing fields of education and training. It is fast becoming an accepted and indispensable part of the mainstream of educational systems in both developed and developing countries, with particular importance for the latter. This growth has been stimulated in part by interest among educators and trainers in the use of new, Internet-based information technologies, but also by recognition that traditional ways of organizing education need to be reinforced by innovative methods if the fundamental right of all people to a life of learning is to be realized. Bcom external program contributes in meeting the millennium development goals and it goes a long way in enabling many people in the commonwealth countries to access education which is a basic human right and stated by the United Nations charter but also as an enabler to fighting poverty ignorance and disease.

To improve on its utility, the programme has been and will continue to be realigned to be consistent with the changing needs of society. The programme has three options/specialisations   such as: Accounting, Finance, Marketing, Human Resources Management, Business, project management and Procurement and Supply Chain Management, each one addressing the unique needs of our

society.

The programme is offered on distance learning modes. The distance learning programme is designed to accommodate especially those in employment and other demands.

Objectives

a)   To introduce students to the general issues and approaches to management.

b)   To enhance self-confidence and ability to critically evaluate management issues from academic and practical perspectives.

c)   To develop awareness of the changing local and international business environments.

d)   To prepare students for advancement in their fields of specialization.

e)   To instill problem-solving attitudes and business ethics in the practice of management.

f)   To inculcate entrepreneurial and self-reliance attitudes and habits in students so that they may be active participants in the creation of new wealth.

Approach

The B.Com is both academic and practical in its orientation. The teaching methods applied include lectures, distance study materials, tutorials, assignments, class discussions, case analysis and research. Students are evaluated on the basis of class attendance and participation, performance in assignments, tests and in final examinations done at the end of each semester. Links with the business community, industry and other business schools provide an important component.

2.0 GENERAL REGULATIONS

2.1   General University Regulations

Studies and examinations for a Bachelor of Commerce Degree shall be governed by the general regulations and statutes of the University and in addition by the regulations of the Makerere University Business School (MUBS).

2.2   Admission to the B Com External Programme:
2.2.1   Admission into the first year is through any of the four avenues:

•   Direct entry;

•   Diploma Holders Scheme;

•   Professional Qualification;

•   Mature Age Scheme;

For admission to the BBC degree course under the Direct Entry scheme,

a)   Direct entry
         A candidate must have:
         i)   sat the U.C.E. examination (or equivalent) and obtained a Certificate in it; and
         ii)   obtained at least 2 principal level passes at Uganda Advanced Certificate of Education (U.C.A.E.) obtained at the same sitting. The Weighting System is as follows:

Essential   Two best done of All A' level Subjects
          Relevant   Third best done of All A' level Subjects
          Desirable   General Paper
          Others   All Others

b)   Diploma Holders scheme.
         A candidate must hold a diploma in any discipline from a recognized institution

c)   Professional Qualification
         Candidates who completed level one of any professional programme will also be eligible.

d)   Mature Age scheme.
          Passed a mature age entrance examinations.

2.2.2   Admission to the second year
          A candidate may be admitted to the second year of studies under the following conditions:
a.   Possession of a First Class diploma from a recognized Institution.
b.   Candidates who have completed Level II of a professional qualification from any field.
c.   Possession of a Higher Diploma of Makerere University or its equivalent from a recognized Institution.

2.3   Duration of the Programme
          The Bachelor of Commerce Degree (External) shall normally extend over a period of four years.

2.4   Number and length of Semester.
          Each year of studies will have (2) two semesters each of seventeen (17) weeks. Programme will be run on a face-to-face mode and there will be two weeks for examinations and the whole programme will be covered in eight (8) semesters.

2.5 (a) Types of courses.
2.5.1   A Course:
A course is a unit of work in a particular Field/Area of a study normally extending through one Semester the completion of which normally carries credit towards the fulfillment of the requirements of certain Degrees, Diploma or Certificate.

2.5.2   Size of Course
a)   The smallest Course shall be Two (2) Credit Units.
b)   A Course that has a practical component within it shall have a maximum of Five (5) Credit Units
c)   A course that has no Practical Component shall have a Maximum of Four (4) Credit Units

2.5.3   Contact Hour
A Contact Hour shall be equivalent to One (1) Hour of Lecture/Clinical or Two (2) Hours of Tutorial/Practical/Fieldwork.

2.5.4   Credit or Credit Unit
A Credit or Credit Unit is the measure used to reflect the relative weight of a given Credit towards the fulfillment of appropriate Degree, Diploma, Certificate or other programmes required. One Credit Unit shall be One Contact Hour per Week per Semester or a series of Fifteen (15) Contact Hours.

2.5.5   Categorizing Courses
a)   A course shall be categorized as Core, Elective, Pre-requisite or Audited.

b)   Not all Courses on an Academic Programme shall be made core.

c)   The Courses for the First Year Studies shall be called Pre-requisite or Introductory Courses.

d)   All Courses having the same content shall have the same Names, Codes and Credit Units

e)   Only the Academic Department that have the mandate to teach particular Courses shall be the ones to coordinate/teach such Courses wherever they are taught/offered.

f)   The Level of content of a particular Course has to match the Credit Units allocated to the

Course.

g)	The number of Elective Courses that each student shall be required to register for in every Undergraduate Academic Programme shall always be stated so as to guide the students when they are choosing them from a particular set of Elective Courses.

h)	There shall always be a ceiling for the number of Undergraduate students who shall be allowed to register for a particular Elective Courses.

i)	The Undergraduate Students should be encouraged to register for Audited Courses as well.

**2.5.6	Core Course**
a)	A Core Course shall be a Course, which is essential to an Academic Programme and gives the Academic Programme its unique features. Everyone offering that particular Academic Programme must pass that Course.

b)	A Core Course shall be offered in all the Semesters

**2.5.7	Elective Courses**
An Elective Course shall be offered in order to broaden an Academic Programme or to allow for specialization. It is chosen from a given group of Courses largely at the convenience of the student. Another Elective Course (s) may be substituted for a failed Elective Course. The Substitute Course (s) shall be within the specified Course (s) for that Academic Programme.

**2.5.8	Audited Course**
An Audited Course shall be a Course offered by a student for which a Credit/Credit Unit shall not be awarded.

**2.5.9	Prerequisite Course**
a)	Pre-requisite
A Pre-requisite as a condition (either course or Classification), which has to be satisfied prior to enrolling for a Course in question. A Pre-requisite Course, therefore, shall be a course offered in preparation for a higher level Course in the same area of study.

b)	A Course Requiring a Pre-requisite
When a student fails a pre-requisite Course, he/she shall not be allowed to take the higher level Course requiring a Pre-requisite Course before embarking on a higher-level Course requiring a Pre-requisite.

**2.5 (b)	Normal Semester Load for Undergraduate Academic Programmes**
The Normal Semester Load for Undergraduate Academic Programmes shall range from Fifteen (15) Credit Units to Twenty One (21) Credit Units.

3.0	**PROGRAMME STRUCTURE**

Curriculum
Every curriculum for the degree is subject to approval of the Academic Board and Senate. No candidate is deemed registered without such approval and no change is permitted without it.

BCOM EXTERNAL PROGRAMME STRUCTURE						
YEAR ONE						
CODE	COURSE					
	SEMESTER ONE	L	T	P	CH	CU
COM 1101	Fundamental Accounting Principles*	45	30	0	60	4

50

COM 1104	Micro Economics		30	30	0	45	3
COMM 1112	Business Administration		45	30	0	60	4
	Business law 1		30	30	0	45	3
Total semester CU							**14**
	SEMESTER TWO		**L**	**T**	**P**	**CH**	**CU**
COM 1206	Quantitative Methods 1 *		45	30	0	60	4
COM 1207	Organizational Theory		45	30	0	60	4
COM 1105	Business Communication Skills		30	30	0	45	3
Total semester CU							**11**
		Purchasing and Supplies Management Option					
			L	**T**	**P**	**CH**	**CU**
COM1207	Organizational Theory		45	30	0	60	4
COM 1105	Business Communication Skills		30	30	0	45	3
COM 1210	Prin. of Purch. & Sup.Mgt		45	30	0	60	4
Total semester CU							**11**
	SEMESTER TWO		**L**	**T**	**P**	**CH**	**CU**
MGS2101	Business Statistics		45	30	0	60	4
COM 2108	Business Law11		45	30	0	60	4
BEM2101	Entreprenuership Development 11		14	0	30	30	2
BBE2203	Macro Economics						
Total semester CU							
	YEAR THREE						
	SEMESTER ONE		**L**	**T**	**P**	**CH**	**CU**
FIN 2210	Finance For Small Business		45	30	0	60	4
MGS 2201	Business Research Skills		15	0	0	30	2
MGT2209	Service Sector Management		45	30	0	60	4
BEM2201	Priinciples Of Small Business Management		45	30	0	60	4
Total semester CU							
	SEMESTER TWO		**L**	**T**	**P**	**CH**	**CU**
BEM2203	Principles Of Creativity &Innovation		15	30	30	45	3
BAD3111	Strategic Management		45	30	0	60	4
MRK 3116	Marketing For Small Firms		45	30	0	60	4
BUC 3109	Business Software Applications		30	0	60	60	4
BEM 2210	Entrepreneurship & Small Business Field Attachment			60	90	75	5
Total semester CU							
	YEAR FOUR						
	SEMESTER ONE		**L**	**T**	**P**	**CH**	**CU**
LGD3105	Business Ethics		30	30	0	45	3
BEM 3101	Feasibility Study & Analysis		15	0	30	30	2
BHR3104	Principles of Human Resource Management		45	30	0	60	4
COPM 3253	Ugandan Economy & Regional Integration		45	30	0	60	4
Total semester CU							
	SEMESTER TWO	**L**		**T**	**P**	**CH**	**CU**
BEM 3208	Project Planning & Management	45		30	0	60	4
FIN 3201	Elements Of Taxation	15		30	0	30	2
BHR 3203	Human Behaviour At Work	30		30	0	45	3
BEM 3202	Business Plan	15		0	30	30	2

Total semester CU		

TOTAL CREDITS UNITS BREAKDOWN						
Year One						
Year Two						
Year Three						
Field Attachment						
Year Four						
Total						

B. Entrepreneurship and Small Business Management

Title of Programme: Bachelor of Entrepreneurship and Small Business Management
1.0   Background:
Entrepreneurship is one of the major areas identified as key determinants of economic growth; especially in developing countries where after decades of numerous macroeconomic policies, poverty is still rampant. Solutions to poverty alleviation are increasingly being sought in entrepreneurship. Traditionally, entrepreneurship has been associated with starting and running one's own businesses. But today, it is also considered as a way of life that is dominated by, and thrives on challenges through the identification and exploitation of resources. The growth in importance of Entrepreneurship is therefore based not only on its use as an avenue for improving business competitiveness, but also as a means of increasing creativity and flexibility required in today's fast changing environment.

1.1   Justification
Entrepreneurship and Small Businesses are considered to be socially and economically important owing to their contribution to economic growth in that they contribute 20% to the country's total employment and 60% of the total household income. This sector therefore, has the potential to take a leading role in poverty eradication.

The people who set up these small businesses need entrepreneurial skills if they are to succeed. Currently, for every three businesses that are set up two fail in their first three years of operation. Such a situation calls for corrective measures. A degree course that combines entrepreneurship and small business management would help in this direction. Degree courses that are in existence focus on medium and large businesses and neglect the small business sector that has the potential to spur overall economy growth.

1.2   Programme Objectives
The programme;
i)   Provides specialist knowledge and skills to entrepreneurs about how to start and manage small businesses.
ii)   Provides specialist knowledge and skills about how to improve the management and hence performance of small businesses.
iii)   Creates all round entrepreneurs who can make sound managerial, financial and making decisions.
iv)   Provides specialist knowledge and skills about how to develop small businesses and see them grow through medium to large firms.
v)   Equip students with knowledge and skills on how to plan and manage projects.
vi)   Equip students with skills in feasibility studies and appraising of projects.
vii)   To provide knowledge and skills in the development and designing of feasible Business Plans.
viii)   Promotes research in entrepreneurship and small business.

1.3   Career Prospects
The job opportunities open to graduates of the programme include;
i)   Business Development Manager
ii)   General Manager (Small/Medium firms)
iii)   Loan Manager (Micro Finance Institutions)
iv)   Entrepreneur (self-employment)

v)   Business Development Consultant
vi)   Business Manager
vii)   Can be employed in any business organizations.
With some experience, the career objectives of these graduates in the long term would be;
a)   Chief Executive Officer (CEO)/Managing Director (MD)
b)   Director
c)   Chairman/Managing Director (MD)
d)   Owner Managers
e)   Business Development consultants.

1.4   Resources
a)   Financial Resources
In addition to the government-sponsored students, the BESBM programme attracts a big number of privately sponsored students. These funds from the paying students will supplement the government funding.
b)   Human Resources
Makerere University Business School has got highly qualified, experienced and competent staff to teach on this programme. These are listed under No. 9.0-Staff List.
c)   Equipment
The School has sufficient furniture, computers, teaching aides and other relevant equipment necessary to run the programme.

2.0   GENERAL REGULATIONS

2.1   General University Regulations
        Studies and examinations for a Bachelors Degree shall be governed by the general regulations and statutes of the University and in addition by the regulations of the Makerere University Business School (MUBS).

2.2   Admission requirements
2.2.1   Admission into the first year is through any of the four avenues:
•   Direct entry;
•   Diploma Holders Scheme;
•   Professional Qualifications and
•   Mature Age Scheme.

a)   Direct entry
        A candidate must have:
        i)   Sat the U.C.E. examination (or equivalent) and obtained a Certificate with at least 5 passes; and
        ii)   Obtained at least 2 principal level passes at Uganda Advanced Certificate of Education (U.C.A.E.) obtained at the same sitting. The Weighting System is as follows:
Essential   Two best done of All A' level Subjects
        Relevant   Third best done of All A' level Subjects
        Desirable   General Paper
        Others   All Others
b)   Diploma Holders scheme
A candidate must hold at least a second class diploma in any discipline from a recognized institution
        c)   Professional Qualification
                Candidates who completed level one of relevant professional course will also be eligible.
d)   Mature Age scheme
                Passed a mature age entrance examinations
        e)   Admission to other years
Admission other than to the first year of programme shall require a special resolution of the Faculty Board and permission of the Senate. The Departments will work out all the appropriate Credit transfers, which shall not exceed 40% of the minimum degree Credit units. Person holding a good diploma with at least a second class lower division, from a recognised institution can be admitted to

2nd year, with the provision that they will be required to take some courses from the 1st year that the Faculty Board will have identified and deemed mandatory.

2.3   Duration of the Programme
The Bachelor of Entrepreneurship and Small Business Management degree shall normally extend over a period of three years.

2.4   Number and Length of Semesters
Each year of studies will have two (2) semesters each of seventeen (17) weeks; 15 weeks for teaching and two weeks for examinations and the whole course will be covered in six (6) semesters.

2.5 (a) Types of courses
2.5.1   A Course:
A Course is a unit of work in a particular Field/Area of a study normally extending through one Semester the completion of which normally carries credit towards the fulfillment of the requirements of certain Degrees, Diplomas, or Certificates.

2.5.2   Size of Course
a)   The smallest Course shall be Two (2) Credit Units.
b)   A Course that has a Practical Component within it shall have a Maximum of Five (5) Credit Units.
c)   A Course that has no Practical Component within it shall have a Maximum of Four (4) Credit Units

2.5.3   Contact Hour
A Contact Hour shall be equivalent to One (1) hour of Lecture/Clinical or Two (2) hours of Tutorial/Practical or four (4) hours of internship/Fieldwork.

2.5.4   Credit or Credit Unit
A Credit or Credit Unit is the measure used to reflect the relative weight of a given Course towards the fulfillment of appropriate Degree, Diploma, Certificate or other programmes required. One Credit Unit shall be One Contact Hour per Week per Semester or a series of Fifteen (15) Contact Hours.

2.5.5   Categorizing Courses
a)   A course shall be categorized as Core, Elective, Pre-requisite or Audited.
b)   Not all Courses on an Academic Programme shall be made core.
c)   The Courses for the First Year Studies shall be called Pre-requisite or Introductory Courses.
d)   All Courses having the same content shall have the same Names, Codes and Credit Units.
e)   Only the Academic Department that have the mandate to teach particular Courses shall be the ones to coordinate/teach such Courses wherever they are taught/offered.
f)   The Level of content of a particular Course has to match the Credit Units allocated to the Course.
g)   The number of Elective Courses that each student shall be required to register for in every Undergraduate Academic Programme shall always be stated so as to guide the students when they are choosing them from a particular set of Elective Courses.
h)   There shall always be a ceiling for the number of Undergraduate students who shall be allowed to register for a particular Elective Courses.
i)   The Undergraduate Students should be encouraged to register for Audited Courses as well.

2.5.6   Core Course
a)   A Core Course shall be a Course, which is essential to an Academic Programme and gives the Academic Programme its unique features. Everyone offering that particular Academic Programme must pass that Course.
b)   A Core Course shall be offered in all the Semesters.

2.5.7   Elective Courses
An Elective Course shall be offered in order to broaden an Academic Programme or to allow for specialization. It is chosen from a given group of Courses largely at the convenience of the student. Another Elective Course (s) may be substituted for a failed Elective Course. The Substitute Course (s) shall be within the specified Course (s) for that Academic Programme.

2.5.8   Audited Course

An Audited Course shall be a Course offered by a student for which a Credit/Credit Unit shall not be awarded.

2.5.9 Prerequisite Course

i)   Pre-requisite

A Pre-requisite as a condition (either course or Classification), which has to be satisfied prior to enrolling for a Course in question. A Pre-requisite Course, therefore, shall be a course offered in preparation for a higher level Course in the same area of study.

ii)   A Course Requiring a Pre-requisite

When a student fails a pre-requisite Course, he/she shall not be allowed to take the higher level Course requiring a Pre-requisite Course before embarking on a higher-level Course requiring a Pre-requisite.

2.5.10 Major

A Major shall be a set of Courses in a Field/Area of specialisation in which each student is encouraged to explore the Field/Area in considerable depth. The set of Courses for a Major shall constitute not less than two-thirds of the Programme Load.

2.5.11 Minor

A Minor shall be a set of Courses in a Field/Area that is of lesser importance than the Major. A Minor shall constitute not more than a third of the Programme Load.

2.5.12 Specialisation in an Academic Programme

Some Academic Programmes allow some degree of specialization within a particular Programme. A Programme specialization shall be a set of Courses combined from both a Major and Minor areas.

2.6 Academic Programme Load

Academic Programme Load shall be the essential set of Courses registered for/offered by a particular student for the Award of a certain Degree/Diploma/Certificate. It has both Core and Elective Courses.

2.6.1 Semester Load

a)   Semester Load shall be the total number of Courses for a particular Academic Programme offered in a Semester.

b)   The Courses to be Retaken and those to be audited shall be within the Maximum Semester Load of every student.

2.6.2 Normal Semester Load for Undergraduate Academic Programmes

The Normal Semester Load for Undergraduate Academic Programmes shall range from Fifteen (15) Credit Units to Twenty-One (21) Credit Units.

2.6.3 Maximum Semester Load for Undergraduate Academic Programmes

The Maximum Semester Load for Undergraduate Academic Programmes shall be Twenty-eight (28) Credit Units so as to cater for students who have Courses to retake or those who would be able to complete the requirements for their respective Academic Awards in less than the stipulated minimum duration).

3.0 PROGRAMME STRUCTURE

BACHELOR OF ENTREPRENEURSHIP & SMALL BUSINESS MANAGEMENT (BESBM)

Curriculum:

Every curriculum for the degrees is subject to approval of the Academic Board and Senate. No candidate is deemed registered without such approval and no change is permitted without it.

YEAR ONE						
CODE	COURSE					
	SEMESTER ONE	L	T	P	CH	CU
BAD1101	Principles of Business administration	45	30	0	60	4
ACC1103	Principles of accounting	45	30	0	60	4
MGT1105	Business Communication Skills	30	30	0	45	3
BUC 1106	Information Communication Technology 1	45	0	60	75	5
SEMESTER TWO YEAR ONE		L	T	P	CH	CU
FIN 1202	Business Law 1	45	30	0	60	4
MGS 1201	Quantitative Methods	45	30	0	60	4
BAD1203	Principles Of Management	45	30	0	60	4
BEM 1201	Entrepreneurshio Development 1	45	30	0	60	4
SECOND YEAR						
SEMESTER ONE		L	T	P	CH	CU
BBE 1203	Micro Economics	45	30	0	60	4
ACC 2103	Intermediate Accounting	45	30	0	60	4
BUC2109	Information Communication Technology 11	45	0	30	60	4
MGS 2101	Elements of Production Management	30	30	0	45	3
SEMESTER TWO YEAR TWO		L	T	P	CH	CU
MGS2101	Business Statistics	45	30	0	60	4
COM 2108	Business Law11	45	30	0	60	4
BEM2101	Entreprenuership Development 11	14	0	30	30	2
BBE2203	Macro Economics					
YEAR THREE						
SEMESTER ONE		L	T	P	CH	CU
FIN 2210	Finance For Small Business	45	30	0	60	4
MGS 2201	Business Research Skills	15	0	0	30	2
MGT2209	Service Sector Management	45	30	0	60	4
BEM2201	Priinciples Of Small Business Management	45	30	0	60	4
SEMESTER TWO		L	T	P	CH	CU
BEM2203	Princples Of Creativity &Innovation	15	30	30	45	3
BAD3111	Strategic Management	45	30	0	60	4
MRK 3116	Marketing For Small Firms	45	30	0	60	4
BUC 3109	Business Software Applications	30	0	60	60	4
BEM 2210	Entrepreneurship & Small Business Field Attachment		60	90	75	5
YEAR FOUR						
SEMESTER ONE		L	T	P	CH	CU
LGD3105	Business Ethics	30	30	0	45	3
BEM 3101	Feasibility Study & Analysis	15	0	30	30	2
BHR3104	Principles of Human ResourceManagement	45	30	0	60	4
COPM 3253	Ugandan Economy & Regional Integration	45	30	0	60	4
SEMESTER TWO		L	T	P	CH	CU
BEM 3208	Project Planning & Mgt	45	30	0	60	4
FIN 3201	Elements Of Taxation	15	30	0	30	2
BHR 3203	Human Behaviour At Work	30	30	0	45	3
BEM 3202	Business Plan	15	0	30	30	2

TOTAL CREDITS UNITS BREAKDOWN						
Year One						
Year Two						
Year Three						
Field Attachment						
Year Four						
Total						

Appendix 6: Examples of programme orientation for students

The following are two examples of attempts to provide a more "student-friendly" orientation to the BESBM. Both exemplify the need to try to get to the core design features; the 2[nd] variant suggests the possibility of building such an orientation around the anticipated frequently asked questions prospective and newly admitted students are likely to raise.

Example 1: BESBM

BACHELOR OF ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT

Justification

This programme aims to;
- Satisfy the specifications of entrepreneurship with regard to the generic knowledge and requirements being provided to all players
- Fill the gap in the manpower requirements.

Increase the demand for trained personnel in small business management and project planning and management sector

Programme Objectives

This programme will enable you to;
1) Be technically and practically competent in the small business sector
2) Have a understanding of theoretical knowledge and practical skills needed to operate entrepreneurship and small businesses.
3) Understand basics of small businesses skills needed in operations.
4) Appreciate the small business perspective and how they develop products to suit the different groups.
5) Provide specialist knowledge and skills about how to develop small business and see them grow through medium to large firms.

Learning outcomes

By the end of this programme, you should be able to;
- Apply entrepreneurship knowledge by conceiving, startup and manage and grow a small business.

Programme duration and delivery mode
- Three (3 years)
  - 8 semesters
  - 17 weeks i.e. 13 weeks for teaching, 2 weeks for revision and 2 weeks for exams
- Mode of delivery
- Blended mode i.e.
  - Face – face sessions every 1[st] week of a semester
  - Online modules via the university platform

Assessment
- Each course is administered as follows
  - Coursework assessments = 30%
    - Online tests   10%
    - Participation in forums

- Individual forums   5%
- Group forums   5%
- Field based assessments 10%
- Final semester Examination = 70%
- To progress 50% must be scored in a course unit

Target groups
- High school graduates
- Business people
- Diploma holders – (benefit of credit transfer and exemptions on some courses).

Output and prospects
- Successful completion leads to
    - Degree in Entrepreneurship and small business
    - Job Market
    - Entrepreneurial (self employed)
    - Employed in any business organization
    - Credit officer (micro finance institution)
    - Business development consultant
    - Manager of both simple and complex projects in different fields.

Application and support
- Apply through the school website
- Physically contact admissions office
    - Academic registrar
    - 0414565445
    - ar@mubs.ac.ug

Example 2: BESBM

INTRODUCTION TO BESBM EXT

Why enrol for BESBM EXT?
- The last 20 years have seen substantial restructuring throughout the Ugandan economy. Seeking new challenges, increasing numbers of skilled people from the corporate world have started up their own businessES, using entrepreneurship as a way to meet both personal and professional goals.
- Today only about 1200 firms in Uganda employ more than 100 people, so large companies now seek services and products from small enterprises that in the past they would have produced themselves.
- This has resulted in substantial growth in the number of small enterprises contributing to our economy, and this trend is likely to continue.
- Hence the need for this programme.

What are the career opportunities?
- Small business managers and owner-operators
- Entrepreneurs and new venture initiators
- Innovators and entrepreneurs in larger corporations
- Project managers and corporate development managers
- Educators and trainers
- Consultants, advisors and development agency professionals
- Industry and central government policy advisors.

What are the objectives of the programme?
- To provide specialized knowledge and skills in entrepreunership
- To develop general graduate level competences.

How can you get into the programme?
- Direct entry;
- Diploma Holders Scheme;
- Professional Qualifications and

- Mature Age Scheme.

How can you register?
- Logging into the provided account
- By e-mailing
- By contacting us in person or by telephone

What is the duration of the programme?
- 4 years extendable to 7 years depending on your other commitments
- Each year is divided into two semesters of 17 weeks – including two face-face contact sessions of at least two weeks

How will you be assessed?
- Written assignments
- Online quizzes
- Attendance at contact courses
- Field trip reports
- Practical exercises
- Participation in online discussion forums
- Examination

What are the regulations governing the programme?
- Attendance regulations
- Coursework assessments
- Examination assessments and progress
- Withdrawal regulations

What are the payment procedures?
- 40% before first assessment
- 60% after the second the second assessment
- 100% before the final examination

Appendix 7: Examples of completed course design templates

ICT I Module

Title:	ICT I
Code:	BUC 1101A
Level:	Year I Semester I
Credits:	5 (65 hours)
Purpose:	To introduce students to the computer fundamentals and application in small business management. The course will highlight the computer generations, trends and application in terms of knowledge and skills.
Exit level outcomes:	By the end of the course unit, students should have knowledge and skills to: • Classify computers according to generations and types • Differentiate ICT and computer trends • Differentiate between the computer acquisition strategies • Use a computer to solve simple business problems • Use Ms Office software applications like Ms. Word and Ms. Excel.
Formative assessment 1	Post to online discussion forum. This activity counts 5% towards the final module course work mark. • Based on your general knowledge about computers and their classifications, in not more than 200 words, state which computer applications would be ideal for a small business and state reasons why. • Additional credit will be awarded to those that will comment on the postings of other students.

Formative assessment 2	To be written as a test. Written assignment to be done during the second face - face meeting which will cover the topics 1, 2, 3 and 4. This test will contribute 10% towards the final module coursework mark of 30%. It will comprise a series of typical small business scenarios and will require students to a) select an appropriate computer application to solve the problem and b) showor explain how the application would be used in solving the problem
Summative assessment	Practical test to be done from the computer labs to assess computer literacy assignment. The assignment will be based on the practical sessions in the final face – face meetings and will contribute 15% to the final module coursework of 30%. Students will be required to: Use Word to format a business letter and a report with automated sub-headings and a contents page etc. Use Excel to develop a simple small business budget that will allow for scenario planning Use Powerpoint to develop a marketing presentation All of the above will be in response to agive case study which will change from one session to another.

Unit	Core concept(s)	Key activity(ies)
1	Introduction to computers Computer classifications and generations **Feedback** Based on feedback and forum discussions, there will be more emphasis on computer classifications	Discussion Forum Based on your general knowledge about computers and their classifications, in not more than 200 words, state which computers/applications? would be ideal for a small business and state reasons why.
2	Computer acquisition strategies ICT application in Small Business management **Feedback** Based on feedback from student performance, there will be more emphasis on ICT application in small business management	Test Student - assessment quiz
3	ICT trends	
4	Business software applications Practical sessions and labs - Ms Word - Ms Excel	Quiz Wiki on pros and cons of?

Quantitative methods

Title:	QUANTITATIVE METHODS
Code:	COM 1206
Level:	FIRST YEAR
Credits:	60 HOURS PER MODULE
Purpose:	This course is aimed at equipping students with Arithmetic/ Numerical/Mathematical techniques in order to attain skills in making business decisions. It explores in depth the application of quantitative techniques to the making of Business and Economic decisions. Thus students are able to relate mathematical operations to solving practical problems in the daily business operations.
Exit level outcomes:	By the end of the module, students should be able to : • Demonstrate basic skills and knowledge in arithmetic numerical/mathematic techniques • Identify the existing quantitative methods techniques • Apply quantitative analysis in modelling and solving decision-making problems. • Demonstrate critical thinking using quantitative models to solve problems in a diversity of situations. • Apply the models in resource allocation. • Take a scientific approach to decision making and reduce the use of guess work.
Formative assessment 1	Written assignment to be submitted online. • This activity counts 15% towards the final module mark. • In not more than 300 words, students should discuss the rationale and importance of quantitative methods in an organisation's decision marking. • They should then sent it by E- mail to the tutor's address.
Formative	Presentation assignment

assessment 2	1. This activity counts 15% towards the final module mark. 2. The students should form groups in line with the topics already covered and present to the other groups about the specific topic chosen. 3. Submit their presentations in both soft copy and hard copy to the tutor. 4. They should receive feedback from their tutor within 1 week of submission.
Summative assessment	Written assignment. 1. This activity counts 70% of their final module mark. 2. In Word, they write a final examination that gives account of the various lessons and presentations 3. In the final exam the students will be expected to apply and demonstrate the knowledge acquired on the different quantitative techniques to various real world life situations 4. Hypothetical examples and illustrations will be of added advantage. 5. This final exam will last for 3 hours only.

Unit	Core concept(s)	Key activity(ies)
1. **Introduction**	Meaning and Importance of Quantitative Methods. Planning, its Tools and Techniques Decision Making, its Tools and Premises Techniques for decision making under risk, certainty & Uncertainty Rationality of quantitative methods	Develop a mindmap overview of the entire course unit Make summaries of key points from the prescribed readings Participate in open discussions both in contact sessions and in online forums Participate in question and answer sessions once a week Write an essay discussing how quantitative methods can be used in business decision-making.
2. **Mathematical Relations And Functions**	Meaning and Importance Types of Functions Operations of functions Graphing Functions, Composite Functions, Inverses. The Limit of functions and its continuity Applications of functions	Group discussions Take home assignments Quiz Review exercise Open debates
3. **Application of Straight Lines In Business And Economics**	Formulation of Straight Lines Forms of Straight Lines. Application of Straight Lines i.e. Linear Demand And Supply, Market Equilibrium, Break Even Analysis and Consumption.	Group discussions Take home assignments Quiz Review exercise Open debates
4. **Exponential Functions Logarithmic Functions**	Overview on Indices & powers Meaning of Exponentials Rules of Exponential Functions Graphing Exponential Functions, Logarithms Properties And Rules Of Logs, Natural Logs, Application of Logarithmic Functions Applications of logarithms and exponentials to business	Group discussions Take home assignments Quiz Review exercise Open debates
5. **Matrix Algebra**	Meaning and Importance Operations of matrices Determinants and inverse Application Of Matrices I.E. Solving Simultaneous Functions And Production Analysis	Group discussions Take home assignments Quiz Review exercise Open debates
6. **Set Theory**	Meaning and Importance, Properties of Sets Application of sets in Probability Analysis	Group discussions Take home assignments Quiz Review exercise Open debates
7. **Linear Programming**	Meaning And Importance Formulating and Solving Linear Programming Problems Simplex method- maximization	Group discussions Take home assignments Quiz Review exercise

		Open debates
	and minimization. Application of linear programming in business	
8. Basic Calculus	Meaning And Importance of Calculus, Differentiation- Rules and its applications Integration-Rules & application Economic Application Of Calculus	Group discussions Take home assignments Quiz Review exercise Open debates
9. Introduction To Mathematics Of Finance	Meaning And Importance, Compounding, Discounting, Annuities, Amortization, Net Present Values And Internal Rate Of Return	Group discussions Take home assignments Quiz Review exercise Open debates

Appendix 8: Examples of draft learning materials

Please see the reflection posted on the INVEST Africa MUBS site on 12 May 2014.

Appendix 9: An example introduction to a module

Introduction to the module

As a student on the ACE programme for school leadership you will be actively involved in a learning process aimed at developing or improving your competence in respect of a range of areas relating to your management and leadership role in the school system. You will also be continuously assessed through a variety of formal and informal assessment methods. The main purpose of these assessments will be to gather evidence of your achievements against the outcomes described in the exit level outcomes of the qualification (see **Text 1** in your **Reader**). At the end of the programme all the results from these assessments will be considered in deciding whether you have met the requirements to be awarded the ACE qualification.

If you have already been involved in school management or leadership for a number of years, it is likely that you already have many examples of such evidence, e.g. project plans and budgets you developed, procedures you established in your school, minutes of disciplinary hearings, and other records of actions you took to improve school administration. Therefore, you will have historical evidence from previous work, as well as current evidence, which you will be developing as part of the ACE programme. You will also have evidence that you generate in your daily work in the school while you are in the programme.

The question is then: How do you ensure that all the evidence you have (that reflects your competence in areas covered in the ACE programme) is considered during the formal assessment? How do you compile all this evidence in a way that assessors will be able to use in determining whether you should be awarded the qualification? This is where the portfolio comes in, and the aim of this module is to assist you to compile your portfolio to ensure that it contains relevant evidence of your competence in relation to the ACE qualification.

Exactly what is the portfolio that you will have to compile? Your portfolio will be a collection of evidence from diverse sources that you put together and submit to assessors who will use it to assess your competence against the requirements specified in the ACE qualification.

What is the purpose of this module?

The main purpose of this module is to assist you to compile a reflective portfolio with evidence of your competence in school leadership and management. The secondary purpose is to enable you to understand the use of portfolios as an assessment instrument, so that you will be able to promote

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their use for assessing learners in your school. The module should enable you to successfully complete the unit standard, 'Develop a portfolio to demonstrate school management and leadership' (SAQA ID number 115438 – see **Text 2** in your Reader) which is included in the ACE qualification.

Why have a portfolio module at all?

You must be wondering why you are doing a module on portfolio development and developing a portfolio. This is a) to give you credit for the design and process in developing a portfolio, b) to highlight its importance, and c) because in your professional work you need to understand what a portfolio is and what it can do.

What is covered in the module?

This module comprises an introduction and three units as follows:

- This introduction, which gives a broad overview of the module and how it relates to the rest of the ACE qualification
- Unit 1, which covers the nature of the portfolio as an integrated and flexible outcomes-based assessment instrument
- Unit 2, which covers the planning and preparation for the portfolio
- Unit 3, which deals with the actual process of compiling the portfolio.

How does this module relate to the rest of the ACE?

The portfolio unit standard has been included in the qualification because the designers of the qualification assumed that not all students in this programme would know how to develop a portfolio that reflects their management and leadership competence. Therefore this module will guide you through the process of developing a reflective portfolio to record all evidence relevant to the four core unit standards of the ACE qualification that cover the key competencies of school managers/leaders.

These five unit standards are described in the portfolio unit standard as the 'core exit level outcomes':

- Demonstrate effective language skills in school leadership and management (ID number 115440)
- Lead and manage people (ID number 115437)
- Manage organizational systems and physical and financial resources (ID number 115434)
- Manage policy, planning, school development and governance (ID number 115439)
- Manage teaching and learning (ID number 115436).

The final portfolio will therefore be a comprehensive record of all the evidence that you produced during these four core modules of the programme, which would include completed assignments, written tests, work-based projects, etc. The portfolio will also contain relevant evidence that you may have produced during the execution of your regular school management/leadership functions, either before or during the programme, on condition that these relate directly to the outcomes in the above-mentioned core unit standards.

How will this module be assessed?

Only a small part of this module will be assessed on its own while you are completing this module. The main assessment of the portfolio will happen throughout the programme, with the final summative assessment being conducted at the end of the programme, i.e. towards the end of your second year. The reason for this is provided in the range statement of the portfolio unit standard that specifies that the portfolio must provide "evidence of applied competence in terms of the core exit level outcomes of the ACE (School Leadership)".

This means that you will use the portfolio to record all the evidence that is relevant to the core exit level outcomes of the ACE qualification. Unit 3 will cover issues around evidence and provide guidelines on how to select evidence that is relevant to these outcomes.

The ACE qualification (under 'Moderation options') states that providers offering this programme may use their own qualified staff as assessors. They may also use the services of tutors, departmental advisory staff and fully qualified educators acting as mentors, as well as outside assessment agencies. It furthermore states that "All of these [external] assessors should be registered with the relevant ETQA and/or the accredited provider".

The qualification (see 'Integrated assessment' in **Text 1**) also makes allowance for the use of other forms of assessment, such as self-assessment, assessments by peers and tutors, as well as on-site verification of practical management competence by an authorised verifier.

The Department of Education has developed an 'Analytic rubric' for assessing all the modules in the ACE programme. The rubric that all assessors will use to assess the evidence produced for this module is attached as **Text 3** in your Reader.

What are the learning outcomes of this module?

At the end of this module you will be able to provide evidence of achievement of the following main outcomes:

- Understand how the portfolio can be used as a flexible assessment instrument within the context of the outcomes-based assessment system in South Africa
- Understand the use of professional development portfolios in the professional development and developmental appraisal of educators, particularly those responsible for school leadership and management
- Draw up an action plan for compiling a portfolio of evidence relevant to the core exit level outcomes of the ACE qualification
- Compile a portfolio, which will include relevant evidence, links between the evidence and the core exit level outcomes, reflective commentary, and a personal and organisational development plan.

Learning time

This module carries 10 credits. It should, therefore, take the average student approximately 100 hours to successfully complete the module. The 100 hours includes contact time, reading time, research time and time required to write assignments. Remember that about half of your time in this programme will be spent completing practice-based activities in your school. This will often involve you in discussions with your colleagues. A more specific indication of time to be spent on each of these activities will be provided in each of the units that make up this module.

Teaching and learning

This module, like the whole of the Advanced Certificate involves part-time study while you are working. Much of what you learn will therefore be dictated by your own effort and commitment. The most successful students are not necessarily the cleverest or the most experienced but rather the ones who are most disciplined, most organized, most willing to reflect critically on their own learning and most able to apply theory to practice and manage time efficiently.

However, this Advanced Certificate in Education (ACE) is also practice-based. This means that it does not only require you to read and write but also to **apply** what you have learnt, to reflect on the success or failure of the application and to learn from your mistakes. Learning is, therefore, not simply a theoretical exercise but also a practical, experiential one.

To help you in this endeavour, the module comprises three different parts – a Learning Guide, a Reader and a set of Templates. Each of these documents serves a very specific purpose.

- The **Learning Guide** acts as your teacher/lecturer, providing you with information, guiding you through activities and stimulating you to ask questions, find answers and share what you learn with your colleagues and/or fellow students. It is informed by the assumption that learning is a

process rather than an event and that students and lecturers need to accept joint responsibility for its success. The information in the Guide is, therefore, not a sufficient source of learning in and of itself. You, the learner, have to complement the information contained in the Guide by reading, researching, discussing/debating and reflecting on the issues and challenges raised in the Guide. Only then will your learning be an enriching experience.

- The **Reader** contains various texts. Some of these form the basis of the activities; others serve as exemplars of the kind of tasks that you are required to perform during the course of this and possibly other modules.
- The set of **templates** are provided for you to use in the application of what you have learnt and afterwards when you conduct workshops, do research, develop policies, write reports, etc. In this sense they serve as resources that should assist you in managing your institution in an effective and efficient way.

The following icons are used in the Learning Guide in an attempt to provide you with clear signals of what is expected of you.

STOP AND THINK
Whenever you see this icon, you should reflect on the issues/challenges presented,

preferably in writing, and file it in the Reflection section of your Learning File/Folder.

ACTIVITY
When you see this icon, you will know that you are required to perform some kind of activity that will indicate how well you remember or understand what you have read or that will help you assess how good you are at applying what you have learnt.

TIME ALLOCATION
This icon is typically followed by a suggestion on the time the average student would need to complete a specific activity. If you are inclined to work either faster or more slowly than the average student the time given should be treated as a rough indicator only.

OUR COMMENT
This icon precedes the writer's comments or tutorial advice on a particular activity or text. The comments should never be read before you have completed the preceding activity since your opinion may be completely different from the writer's and still be correct. The writer is simply providing you with his/her informed opinion.

KEY POINTS
The points following this icon are regarded as crucial to your success. Not only do they

serve as a very brief summary of what has gone before but they also highlight the things

that it is essential for you to know, understand and be able to apply.

Details of administrative procedures, such as the names and contact details of lecturers, dates of contact sessions, handing in of assignments, tutorial support and library services are provided in the tutorial letters of the higher education institution at which you have enrolled. Please study these

letters carefully as they also provide you with the names and contact details of the lecturer/s responsible for this module.

Appendix 10: Extract from a distance learning course exemplifying key design principles

Extracts from:

Sherratt, N., Fletcher, A. & Northedge, A. 1992. *Changing Communities. Living in a Changing Society series*. Milton Keynes: OUUK. Pp. 8-12, 18, 23, 24

This resource was donated to the Saide resource centre for sharing with ODL practitioners more widely, long before the advent of open educational resources and creative commons licences.

section *1* INTRODUCTION

This module is about communities. But what do we mean by a 'community'? It is a word we use quite freely in conversation and yet it turns out to be quite slippery once we try to get a firm grasp on it. We live in such a large and variegated society that 'community' probably means rather different things in different places. Is a community in the Scottish Isles the same as a community in Middlesbrough or Belfast?

In some ways it seems easier to get hold of the idea of community by looking back to the villages and small towns of the past. If we were able to travel backwards in time three or four hundred years, we would find that most people in Britain lived either in a village or a small town. Imagine yourself to be one of them, looking out of your window. Who would you see? Almost everyone who passed by would be someone you knew. Not only would you know *who* they were, you would also know a lot about them. You would know where they lived, with whom, and what work they did. In fact, you would have known them for a long time. Although you would not necessarily feel friendly towards everyone passing by, you would nevertheless share a lot in common with them, having grown up in the same place and experienced a lot of the same times of hardship and plenty. People's past deeds, good and bad, would be known to all so that reputations once gained, for better or worse, would tend to last. Quarrels might run on from one generation to the next. But equally, loyalties would run strong and in times of need you would expect to be able to call on support. In short, as you looked out of the window you would see people with whose lives your own life was intricately enmeshed.

This is putting it a bit simply, but it will serve for now as one kind of image of community life. How different is it from the life you live in Britain in the 1990s? Try answering the Activity question below.

Activity 1	Look out of your window (or else imagine looking out). Who do you see?

Activity 1

...e you begin
...e questions,
...d the section
...Activities' in
the Course
Introduction.

Look out of your window (or else imagine looking out). Who do you see?
- Do you see people you know?
- How much do you know about them? (And how much do they know about you?)
- How long have you known them?
- How much do you have in common with them in terms of your life experiences?

Looking at your answers, would you say that you live in a community?

Note that feedback is provided but it is tentative; it does not give a single right answer but rather seeks to develop a discussion.

Note the advance organiser letting students know what the unit is about; objectives could be used instead of questions.
Note also the indication of when to refer to other media.

This is a good point at which to listen to the audio cassette as far as the end of the discussion between Ann Hanson and Norma Sherratt.

Perhaps you have concluded that you live in a community very like the village of a few centuries ago. Somehow, though, it seems unlikely, unless you live in a very remote part of the country. Alternatively you might feel that you *do* live in a community, but one of a different kind. Although you might not know people as well as villagers of centuries ago would have, nevertheless you may feel that you have links with the people out there. On the other hand you might feel that you have very few connections with people around you and that there is no sense of community in the area worth speaking of.

In this study module we are going to explore the extent to which we actually live in communities today and, if we do, how far they are close-knit communities of the kind sketched out above. To guide us in this exploration we shall be setting out to answer the following questions.

CORE QUESTIONS
1 What is a community?
2 Are communities largely a thing of the past?
3 What makes communities flourish or decline?
4 How do different people within a community experience it?
5 Can communities be important within a modern society?
6 How do communities link up to the rest of society?

These six questions correspond broadly to the six main sections of the module, so you can return to them if at any point you lose your sense of where the module is heading.

section *2* # THE MEANING OF COMMUNITY

> Note the way in which the opening section and activity 2 build on the conversation started in the previous section.

2.1 What is a community?

To be able to talk about communities, we need to get a better grip on what we actually mean by the term.

Activity 2

Write down a few notes on what the word 'community' means to *you*.

Think of your own experience, if any, of living in a community.
How does life in a community differ from life without a community?

> Note the integration of study skills for students new to independent resource-based learning.

STUDY SKILLS

KEEPING NOTES WHERE YOU CAN USE THEM

Keep these notes alongside you, so that you can check back to them as you work through the module. We shall be looking at examples of different kinds of communities and at people's experiences within communities. It will be valuable to be able to compare these with your own experiences of, and thoughts on, communities. Keep your notes on a separate pad so you can add new thoughts to it as you go along. By the end of the module you will have a very interesting set of reflections on your way of life.

We shall now approach our question from another angle, by trying to pick out what the distinguishing features of communities are. We shall examine five photographs very carefully. We can tell a great deal from pictures, provided we know what questions to ask.

Activity 3

Look at the five photos. They all show groups of people, but do they show communities? Which would you pick as the odd one out?

> Note how this activity continues to build the unfolding argument.
> Note also the effective use of media other than print.

Photo 1
Quechua Indians
farming in Callejón
de Huaylas, Peru

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Photo 2 A street scene in England in the 1950s

Photo 3 London Bridge at five o'clock in the afternoon

Photo 4 An Afro-Caribbean club in north London

Photo 5 Afternoon at the school gates

Note that again the feedback is tentative and the teacher talks to the student as though they were having a conversation, rather than presenting discrete and fragmented bits of content.

Photograph 3 is meant to be the odd one out. We shall consider why in a moment. If you picked a different one, make a note of why and then see if you disagree with what is said in the discussion below.

The following activity will take longer, but will tell us a great deal. It is important to get your note pad and do this one carefully.

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Activity 4

Look at Photograph 1 and write down answers to each of these questions:

1 Do you think that these people share a sense of belonging to a community?

2 If so, how close-knit do you think that community is?

3 What are these people doing?

4 How often do you think they see each other?

5 How well do you think they know each other?

6 How important do you think they are to one another?

7 If one of them was ill, what do you think the others would do?

8 What kinds of things do you think they might talk to each other about?

9 Do you think a stranger would find it easy to join the group?

Now answer the same questions for each of the other four photos.

> Again, feedback is tentative. The focus is on having a reasoned conversation and building understanding of a concept.

Here are my answers. Obviously I am guessing, but that is the nature of the exercise. I expect my answers are longer than yours and will be different on some points. I have also added a few extra notes that I made. Don't be concerned about such differences. There are no 'right answers' here. Your answers will reflect your experience and ideas as my answers reflect mine. I am simply giving you something to compare with. The answers are numbered to match the questions.

PHOTO 1: THE PEOPLE FARMING

1 Yes, I would imagine they feel very much bound up in a community.

2 It looks as if it would be a very close-knit community.

3 They are farming – working together to produce food. If this communal activity fails, they will go hungry.

4 I would guess that they see each other every day and perhaps most of the day.

5 They know each other very well indeed, I imagine. Probably each of them knows almost the entire life history of each of the others.

6 I would guess that they are very important to each other; that their whole lives are affected by their relationships with each other.

7 They would certainly notice the loss of labour if one was ill; but I imagine they might also help out with food, looking after children, and so on.

8 I assume they would talk about whatever is important to them and to village life, though they might not need to talk a lot, since they already know a great deal about each other and share many of the same ideas.

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communicating with each other over matters of common interest – not just exchanging the bare minimum for a business transaction. Community members tend to know about each others lives – a lot in the case of close-knit communities and less in the case of looser-knit ones. They take at least a passing interest in each other's welfare and, in a close-knit community, may do quite a lot to support each other. Lastly there is a difference between being a member and being an outsider, though the boundary is sharper in the close-knit communities. Members will have a sense of 'belonging' to the community. They may also feel bound up with a particular place.

This brings us to the final point of the whole exercise: a list of features which seem to be typical of communities. This is not a final and definitive list, since we have drawn it from only five photographs. But it gives us a good working base for continuing our discussion.

It is a good idea to include regular summaries like this. And note again, the inclusion of another useful study skill below.

KEY POINTS

A community seems to involve:

► a sense of shared purpose

► regular contact between members

► communication over a wide range of shared interests

► members knowing about each other's lives

► members supporting each other

► a sense of belonging.

STUDY SKILLS   **'DOING' SOCIAL SCIENCE**

This has been quite a long exercise, but it gives you a taste of what social science is about: taking a fairly ordinary aspect of society – in this case photographs of groups of people – looking closely at what is going on, asking questions from a detached point of view, and thinking carefully about what the answers mean.

In fact, in moving from the photographs to the list of features of communities, we have come a long way. We now have a set of *criteria* which we can apply to groupings of people to see whether they 'qualify' as communities within our understanding of the term (or whether instead our list needs changing).

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Diagrams can be very useful in helping students to see the big picture and to see connections between ideas. Graphics should support the learning process, not just 'decorate' the text.
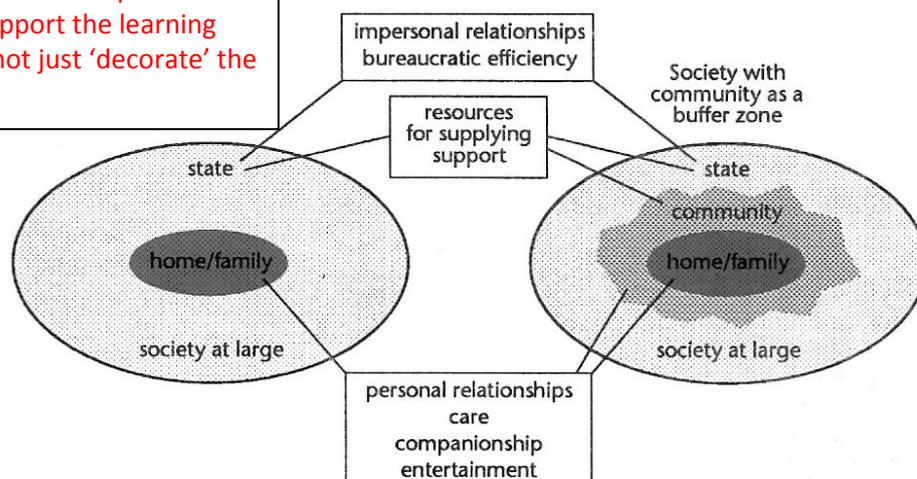

Figure 1 *Community as a 'buffer zone' between family and state*

If we are attracted to the version of society shown on the right, then clearly communities are important. After all, many of us are likely to need support at some point in our lives: as babies, toddlers, or school children, or as old people, or if we are without housing or work. At all these times the idea of local community-based support, which can be responsive to local conditions and needs, and to us as individual people, is likely to be attractive. But can modern communities themselves take the strain? We shall be looking in more detail at this question in Section 6.

Note the way in which the conversation has now evolved to the point where taken for granted assumptions may be questioned … We have moved to a higher level of engagement.

However, we must not think of communities *only* in terms of care and support. Many people hanker after the idea of community for vaguer and more general reasons. Somehow it seems that belonging to a community ought to make life more meaningful. If you ask yourself the question, 'Who am I and how significant am I?' and then think in terms of the state and society at large, you will probably seem anonymous and unimportant. But if you think in terms of your family, that can seem a bit limiting. After all, you may not currently belong to a family and, in any case, a family nowadays is a rather small group, which may give you a very restricted backdrop against which to view your life and works as meaningful. The fact that your family thinks of you as a source of comfort and warmth, or as a high flyer, or as a black sheep, is important, but not necessarily satisfying as the entire basis on which to assess the meaning and worth of your life. It seems more appropriate to have a larger and more impartial group of people amongst whom your actions and qualities can carry significance. So communities can be important in adding another level of meaning to life, as well as offering practical care and support.

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Appendix 11: Example of a complete sub-section of distance education materials (available along with other OER at www.oerafrica.org).

School knowledge and everyday knowledge

6.4

Activity 31: Looking at how we sort knowledge

1. Look at the pictures below:

2. Sort the pictures into two groups, in any way that you like.

Group One	Group Two

3. Now write down a reason why you sorted the pictures in this way.
4. Look at the pictures again. Sort them into groups once again. You may sort them in any way you wish, but do so differently from the way you did it the first time.

Group One	Group Two

5. Now write down a reason why you sorted the pictures in this way.
6. Now look at the two reasons that you gave for sorting the groups. Think carefully: what is the difference between the reason you gave for the first sorting and that you gave for the second sorting? Write down the difference.

These tasks were originally presented by Bernstein to two groups of seven-year-old children from the same school. One group came from middle-class homes, and the other group from working-class homes. Both groups were given a number of cards showing different kinds of food. The children were asked to group the food in any way they pleased, and then to explain why they had grouped them in this way. The children gave the following kinds of reasons.

	Working-class children	Middle-class children
Reasons	• 'It's what we have for breakfast.' • 'It's what Mum makes.' • 'I don't like those'.	• 'They're vegetables.' • 'They've got butter in them.' • 'They come from the sea.'

Take some time to reflect on the issue being raised here.

Stop. Think.

- In what ways are the kinds of reasons given by the two groups different?
- What experiences do the groups use to explain the way in which they grouped the food?

To sort the cards, the working-class children, on the one hand, mainly used criteria which were based on the context of their everyday lives. They referred to people and events in their homes, and they expressed personal emotions. Their principles for sorting the cards were related specifically to the local contexts of their lives.

The middle-class children, on the other hand, did not use personal, localized principles for sorting the cards. Their responses were more indirect and abstract, and did not reflect their own experiences so directly.

The experiment continued. The cards were mixed up again and the two groups were asked to sort them in a different way.
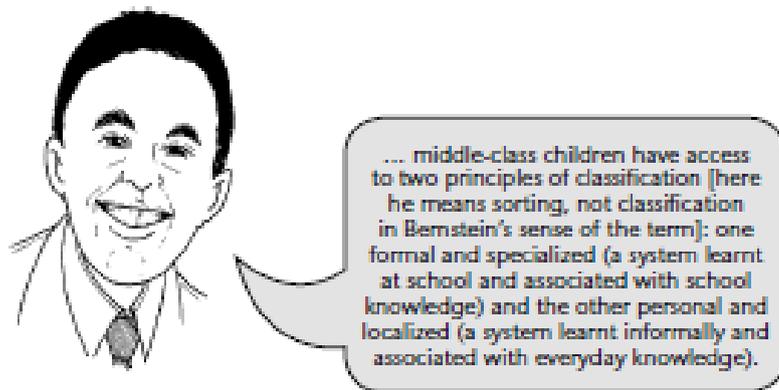
Can you do it a second time? Can you put them together in a different way?

This time, the middle-class children grouped them according to their everyday experiences, using personal and localized categories. The working-class children sorted the cards in much the same way as they had done before. The middle-class group were able to change their principles for classifying the cards, but the working-class group did not show an ability to do this.

What does this tell us?

… middle-class children have access to two principles of classification [here he means sorting, not classification in Bernstein's sense of the term]: one formal and specialized (a system learnt at school and associated with school knowledge) and the other personal and localized (a system learnt informally and associated with everyday knowledge).

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In the school context, where the research was conducted, the first classification principle (school knowledge) is preferred by the middle-class children. Working-class children, who have access only to non-specialized principles of classification, sorted according to their personal experience.

What do we mean by 'specialized'?

Specialized here refers to the particular knowledge, skills, and language that apply to a specific area of activity. Specialized, formal knowledge usually has special language and concepts that make it specific. For example, you may complain that you have a sore stomach. You will use the term 'sore tummy'. Your doctor will use quite different terms – he or she applies a specialized language to describe your problem, which is based on specialized knowledge. So the doctor might refer to your 'sore tummy' as 'gastroenteritis', or even, 'appendicitis'.

How would this operate in 'specialized school knowledge'? In everyday terms you might say: 'I have an apple, then someone gives me another apple, so I have two apples.'

But in terms of school knowledge you might say: 'One plus one equals two.' Here the knowledge is specialized through language ('plus' and 'equals') and concepts (addition). It is a more formal, abstract, and specialized way of thinking and speaking about things. It tends to be distanced from the personal and the local (for example your particular stomach ache, or apples).

But what does the above experiment with middle- and working-class children mean for teaching? This is what Taylor says:

> The problem raised by this research is obvious: middle-class children, because of factors such as the kinds of conversations which they experience in their homes and social circles, and their access to books, computers, travel and other sources of information and experience, have ready entry into and are familiar with the principles which underlie school knowledge. Consequently, education tends to reinforce the codes which these children bring to school, and it provides more opportunities to the middle classes for success, greater access to higher education and to the professions and other higher-earning occupations.

Working-class children have a greater distance to travel to acquire the elaborated language codes and specialized principles of classification which structure formal school knowledge.

Taylor is saying that there is a significant difference between the home contexts of working-class children and the context of the school. In some ways the middle-class children's experiences at home (what they see, do, and talk about) have a closer match with what they learn at school. But what has this to do with curriculum?

Note the way in which the sentence ending one section provokes the question that drives the next part of the discussion … this is an unfolding argument not discrete, fragmented bits of unconnected information …

codes: in this instance, code refers to the conventional ways of thinking and speaking that children bring to school

In South Africa, after the demise of apartheid, curriculum reform tried to address the very big differences between learners by introducing everyday knowledge into the curriculum. It was hoped that, in this way, the experiences of all learners would be recognized, and that all cultures and ways of life would be affirmed. However, such shifts, when they have been made in other countries as well as in South Africa, seem to produce unanticipated outcomes. Earlier we spoke about powerful knowledge. Strong classification between everyday knowledge and school knowledge means a greater chance of being inducted into specialized knowledge. We live in a society which is based on expertise, experts, specialists. Everyone needs to be specialized to do something particular. This is partly why to be specialized means to have access to powerful knowledge. And powerful knowledge provides greater opportunities and better chances in life and in work. We have to question then, whether introducing more everyday knowledge into the curriculum will help, especially working-class learners, to access better life chances. In the next activity, the implications will become clearer. Before that look at the text box below which summarizes the differences between everyday knowledge and school knowledge.

Varying the ways in which content is presented within the same argument; tables, diagrams etc helps students to make different kinds of connections and keeps them interested …

What do we mean by 'everyday' and 'school' knowledge?

- Everyday knowledge is randomly acquired – from conversations overheard, from the TV or radio, from watching the parents, from punishments or praise.
- Everyday knowledge is unsystematic – it is picked up in bits and pieces.
- Everyday knowledge is oral – it is difficult to hold on to and repeat.
- Everyday knowledge is based on opinion – it is personal and local.
- Everyday knowledge is practical and concrete – it belongs to and talks about a particular context.
- The type of everyday knowledge that is acquired depends on family and community context and culture.
- School knowledge is grouped into particular subject disciplines – like Mathematics, Science, Geography, which develop their own language.
- School knowledge is taught systematically, with simpler concepts or tasks coming first and more complex concepts or tasks building on that later.
- School knowledge generalizes, puts ideas together into concepts and becomes increasingly abstract – it makes statements that claim to be true for many different contexts.
- Disciplinary knowledge is based on evidence – it comes from a long tradition of research and debates about what counts as important knowledge.
- School knowledge is written, which gives it more continuity over time.
- School knowledge depends on a national curriculum that is the same for all children.

Activity 32

Now read the following transcript of an actual grade one lesson, conducted after the introduction of the new curriculum reforms that emphasized everyday knowledge. Then respond to the questions that follow it. The teacher's name is John.

Spend about 30 minutes on this activity.

Transcript of an actual grade one lesson	
John:	I want us to talk about milk. What do we do with milk?
Learner:	We pour it on cereal. And on tea.
John:	Who drank milk this morning?
There is no response from the learners.	
John:	Where do we get milk?
Learner:	In oats.
Learner:	Cornflakes.
Learner:	In tea.
Learner:	From a cow.
John:	Let us brainstorm a cow.
John sticks a picture of a cow on the board, over the word 'cow'. He writes the word 'milk' on the board. Although there are real cows milling about all over the township in which the school is situated, John continues:	
John:	Let me show you a cow. Some of you don't know a cow.
Learners:	We do.
John:	Show me where we get meat in the cow.
A learner goes to the board and points to the cow's udders. John leads the learners in singing a song about milking a cow. The learners all know the song, and sing enthusiastically.	
John:	You said we get meat from the cow. Who doesn't eat meat?
There is no response from the learners. John writes the word 'meat' on the board.	
John:	What colour is a cow's meat?
Learners:	Brown.
John:	We don't say it is brown, we say it is red. What else do we get from a cow?
Learners:	Fur.
John writes the word 'fur' on the board.	
John:	How many things do we get from a cow?
Learners:	Three.
John:	Count them.
John points to the three words as the learners count.	
Learners:	One, two, three.
John:	Name things we get from milk.
Learner:	Cheese.
Learner:	Amasi.
Learner:	Butter.
John:	What else do we get from milk?
Learner:	Long life.

Note the way in which the conversation begins with practice that then leads into theory and then moves back into practice …

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Transcript of an actual grade one lesson	
John:	Long life is milk.
There is silence.	
John:	Have we finished? Maybe we will remember it later, Let's go to meat. What do we get from meat?
Learners:	Bones.
Learner:	Fat.
Learner:	Lean meat.
Learner:	Biltong.
John:	Let's move on to fur. What do we get from it?
Learners:	Shoes.
Learners (shout):	Belts. Leather. Jackets.
Learner:	A pillow.
Learners:	Shirt, school bag.
John:	What I want us to do is to draw a cow. You must keep quiet because you will make mistakes if you talk.

1. In the light of what Taylor says, why is this lesson problematic? Do you think the children from disadvantaged homes will benefit from the significant amount of everyday knowledge used in this classroom? Briefly sketch your argument in your workbook.
2. Do you think that the learners have learnt anything new in this lesson? Are they able to respond appropriately to most of John's questions? To what do the questions relate?
3. Can you identify any new concepts that are introduced in this lesson?

Note the way in which the materials reflect the approach argued for in this paragraph… making a systematic attempt to expand conceptual understanding – practising what we preach!

In John's lesson there is no systematic building up of knowledge. The teacher does not move from the everyday to more formal concepts. The discussion stays rooted in the everyday, and the learners are not given an opportunity to arrive at new concepts on the basis of their experiences. The form of the discussion is unsystematic, and resembles everyday ways of speaking. When we talk, we tend to 'jump' around. We link concepts by the associations we make spontaneously in our minds, such as milk, a cow, things you get from a cow – beef, and horns. John conducts the classroom discussion in much the same way, and the content – if one can call it that – draws predominantly on everyday knowledge. John uses only concepts and content that are familiar to his learners – he makes no systematic attempt to extend their knowledge, or to take them into a deeper understanding of processes, for instance how milk comes from a cow to their tables or how leather goods are different from plastic.

Take some time to reflect on the issue being raised here.

Stop. Think.

Think about this lesson for a few minutes.
- How could John have guided the learners to move beyond their everyday experiences?
- How could he have taught them something new in this lesson?
- What new concepts could have been introduced?
- What resources could he have used that were easily available?

The lesson illustrates the overwhelming predominance of everyday knowledge, which sweeps across a bewildering mix of concepts: dairy products, materials derived from cattle, meat products, to mention a few. It would seem unlikely that learners will develop a systematic understanding of any of these ideas under such conditions. Indeed, the lesson seems designed to encourage the most superficial approach to learning, most of which could be related to the personal experiences of the learners, but which are unlikely to result in solid conceptual development. This is perhaps why the lesson concludes with the simple activity of drawing a cow.

This is not to say that there is no room for everyday knowledge. Concepts can be derived from real-life situations where appropriate, and concepts can be illustrated by drawing from the experience of learners. But John's lesson is not designed to encourage or facilitate any systematic conceptual development. As Nick Taylor says in the Reading on p. 276: *In the hands of teachers whose own conceptual frames are not strong, the results are likely to be disastrous where school knowledge is totally submerged in an unorganized confusion of contrived realism.*

To sum up what Taylor is saying: everyday knowledge (and discourse) is unsystematic, and tends to be disordered. It is appropriate in its context (everyday life), and as a 'ground' from which to draw examples or in which to apply learning – to make concepts accessible to learners. By starting with everyday examples and then moving on to broader concepts, we are inducting learners into formal school knowledge. But there is a danger of using everyday knowledge at the expense of conceptual development. If teachers never move learners beyond everyday knowledge, they are unlikely to develop the ability to think with more advanced concepts, or to order their knowledge in tune with the requirements of today's world.

But what about the issue that we raised earlier, that middle-class children have greater access to school knowledge than working-class children? Does a predominance of everyday knowledge in the classroom help learners from working-class families to learn better? It could be argued that it in fact achieves the opposite. A curriculum crowded with everyday knowledge does little to develop more flexible ways of knowing amongst working-class learners. The result is likely to be failure to gain access to the forms of knowledge and discourse that will open up higher levels of learning and provide gateways to the increasingly technical nature of work today.

This is how the radical thinker Antonio Gramsci put it:

> [The job of the school is to] accustom the students to reason, to think abstractly and schematically while remaining able to plunge back from abstract to real and immediate life, to see in each fact or datum what is general and what is particular, to distinguish the concept from the particular instance. … It remains the teacher's pre-eminent obligation to accelerate the child's formation in conformity with the former [concepts] and in conflict with the latter [the particular].
>
> (Gramsci, 1986, quoted in Muller, 2001, p. 66)

We don't want to restrict any learners to the particular and the local, and in the name of equal opportunities all learners should be given access to the general and more universal forms of knowledge that mean greater access to thinking and to life beyond the here and now.

Activity 33

Now turn to Reading 8.6 by Nick Taylor entitled *Curriculum 2005: Finding a balance between school and everyday knowledges.*

In this extract, Taylor expands on the points we have raised in looking at knowledge and the curriculum. Taylor asserts that education generally has moved towards a competence model of curriculum. In the article he differentiates between a number of different competence models, and looks at Curriculum 2005 in terms of radical competence and progressive competence modes. Think about these questions as you read the article.

1. What is the difference between the two models in terms of their approaches to the distinction between everyday knowledge and school knowledge?
2. What are the implications of adopting a competence model of curriculum for teachers?

> In this section the discussion moves into practical application of the new understanding …

Using these ideal types to analyse two lessons

Brett, another teacher at Goniwe, and Marge have very different ways of teaching. Look at the following pages to see the transcripts of them teaching literacy to grade three learners.

Activity 34

1. Read the following two transcripts carefully. Then answer the following questions:
   a. Write a few sentences on how knowledge is classified in the two lessons. Is there a strong boundary between school knowledge and everyday knowledge or a weak boundary? Answer separately for each lesson, and try to give a few reasons for your answers.
   b. What do the learners in Brett's class learn?
   c. What do the learners in Marge's class learn?
   d. On the scale below, how would you rate the teacher and learners in Marge's and Brett's classes?

closed questions: questions that require simple, factual answers of the sort that are either right or wrong ('open' questions require learners to think about their answers).

Scale showing differences in approach from least learner centred to most learner centred				
1	**2**	**3**	**4**	**5**
Learners totally passive: respond automatically' to teacher's closed questions, which are aimed only at checking that they are paying attention. Teacher's main function is to instruct and impose structure and control.	Learners more involved: some of the activities and teacher's questions require responses from learners, but these are focused narrowly on the teaching content. Only the teacher's input is recognized as having authority.	Learners required to solve some problems, and encouraged to relate work to their own experiences and interests. Teacher is in control of lesson focus, pace, and sequence, and is the main source of information.	Learners participate actively in class: expected to take a lot of the responsibility for their own learning, they often work in groups. Teacher provides structure for groupwork, and holds back from always being the main source of information.	Learners fully active and responsible for own learning: expected to initiate many activities, solve problems, investigate, and do research – individually or in groups. Teacher a guide: suggests resources and provides necessary structure only.

2. Complete the following table in relation to the lessons. (You will find this a fairly easy task if you use the lists provided in Activity 15, pages 87–88 as a guide.)

Assumptions about	Marge' lesson	Brett's lesson
Teachers and learning		
Learners and learning		
Resources		
Knowledge		
Evaluation (try to infer this from the teacher's general approach)		
Social change		

4. Now, how would you describe each lesson in terms of competence and performance models? Give reasons for your answers.

BRETT'S LESSON	
T:	We are completing the story we were doing yesterday about the seasons of the year.
T:	Let's not make a noise. We are completing yesterday's story. Have we all turned to the correct page?
Ls:	Yes, Sir
T:	We have to. We really have to complete it. We can't start a new thing without finishing it.
T:	Have we all turned to page 20?
L:	Page 22, Sir
T:	I said page 20. We are going to read it again.
T:	Let's look at our books so that we can explain some of the things that we didn't explain yesterday. So that we can explain some of the things that we didn't explain yesterday.

T reads same story as they read yesterday about the seasons of the year. He stands in front of the class.

T:	[reading] In spring animals and birds breed and it's warmer than winter. This time is the beginning of summer. In some places it rains a lot. Autumn is a period when people harvest what they've sown and they reap vegetables [same as yesterday]. Leaves … winter … dry ….
T:	That is the end of the story. They have been well explained. We have to move onto something else. There are four seasons of the year: spring, summer, autumn, and winter. How many?
Ls:	Four
T:	You can see clearly the order in the picture. Autumn then winter, spring, these times follow each other my children. They start with summer, then autumn, then winter, then spring. Ehlotyeni is summer in English. It is what?
Ls:	It is summer
T:	Ehlotyeni is summer in English. It is what?
Ls:	Summer
T:	Summer in what?
Ls:	In English

We feel that this extract provides a good example of the interplay between content and activity, theory and practice, everyday and specialist knowledge, and between text and other forms of presentation …