

AED 203

UNIVERSITY OF ESWATINI
FACULTY OF EDUCATION

PART TIME DIPLOMA IN ADULT EDUCATION YEAR 2
MAIN EXAMINATION PAPER - NOVEMBER 2019

**TITLE OF PAPER: ORGANISATION & MANAGEMENT OF DISTANCE EDUCATION AND
OPEN DISTANCE LEARNING**

COURSE CODE: AED 203

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS:

- 1. SECTION A: ANSWER THREE (3) OUT OF FIVE (5) QUESTIONS**
- 2. SECTION B: COMPULSORY QUESTION - ANSWER THE ONE (1) QUESTION IN THIS SECTION**
- 3. ANSWERS SHOULD BE WRITTEN IN THE ANSWER BOOKLETS PROVIDED.**
- 4. PLEASE START A NEW QUESTION ON A FRESH PAGE.**

THIS PAPER SHOULD NOT BE OPENED UNTIL THE INVIGILATOR HAS GRANTED PERMISSION.

SECTION A

ANSWER THREE (3) OUT OF FIVE (5) QUESTIONS

QUESTION 1 [25 marks]

a. Briefly make clear your understanding of Open Distance Learning. In your response:

- i. Pay attention to the words 'open' and 'distance' and explain their meaning in the DE/ODL context.

[5 marks]

- ii. Explain (5) differences between Open Distance Learning (ODL) and traditional/ conventional Learning and Teaching approaches.

[10 marks]

- iii. Now that you have distinguished between the Open Distance Learning and Conventional Learning & Teaching approaches, explain five (5) distinct characteristics of Open Distance Learning (ODL).

[10 Marks]

Question 2 [25 Marks]

- a. Originator of the Adult Learning Theory, Malcolm Knowles (1913, 1980, 1984) suggested some key principles of andragogy.

In two (2) paragraphs, show your understanding of these key principles by:

- i. Defining andragogy.
- ii. Naming four of the principles of andragogy.
- iii. Thereafter, display your understanding of each principle by giving details about how each is related to adult learning during the Learning & Teaching process.

[10 Marks]

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- b. What is your understanding of the linkage between adult learning, Piaget's theory of constructivist learning and active learning? To expand your line of reasoning, clarify the link of the two theories to the student-centred approach.

[10 marks]

- c. As an adult learner provide a short paragraph detailing what factors influenced and or motivated you to enrol for this adult education programme offered here at the University of Eswatini (UNESWA).

[5 Marks]

QUESTION 3 [25 MARKS]

- a. There are three (3) types of content delivery methods used at UNESWA/IDE and this is referred to as the Blended Learning approach.

- i. Stipulate the three types of subject content delivery Learning & Teaching methods and describe how each works in a ODL/DE Learning & Teaching scenario.

[3 marks]

- ii. Consider the UNESWA, IDE blended learning approach as a model and give two (2) advantages and disadvantage of the BL approach.

[4 marks]

- iii. What in your opinion is the distinct advantage of using educational video clippings as a learning and teaching tool?

[3 marks]

- b. Bearing in mind the DE/ODL context, describe how each of the following types of communication are used in Learning and Teaching.

1. Asynchronous Learning/communication
2. Synchronous Learning/communication
3. Two- way communication
4. Monologue

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Please note that your response must include explanations how and why each of these various types of communication are used in DE/ODL.

[10 marks]

- c. ODL/DE Teaching and Learning (T & L) holds the view that students are 'active' participants in the L & T process. Use your own words to explain what you think is meant by the 'lecture' method. In your opinion, do you think that the lecture method encourages 'passive' learning during the Learning and Teaching process? Support your response.

[5 marks]

Question 4 [25 marks]

- a. Imagine that you have been nominated to be part of the team that will design and develop DE/ODL instructional materials for new students enrolled in the UNESWA Institute of Distance Education programmes.

In an essay format,

- i. Explain why identifying your target audience, their (student) needs and appropriate media to be used for learning and teaching from the initial stage of developing instructional materials is critical.
- ii. Make clear the function of four (x 4) critical 'structural' components of quality distance learners' instructional **materials (specifically - objectives/learning outcomes, introduction, within text activities & summaries)**.
- iii. Describe the key function of the following design and layout **access devices** used when developing in DE/OL to develop quality instructional materials:

1. Contents Page
2. Blank spaces on the sides of the text or within it
3. Headings and sub-headings
4. Language (e.g. use of the active voice)
5. Icons/images/visuals
6. Pagination

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Question 5 [25 marks]

- a. Differentiate between a single and dual mode institution. In your view which type is best. Briefly support your preference.

[3 marks]

- b. Running a successful DE/ODL Learning & Teaching Institution requires excellent Organisation & Management Skills. Consequently, a joint effort from the numerous departments within it is a 'must'. In an **essay format** explain the core/main role and type of support offered by the following key Units within IDE.

1. The Student Support Services Unit
2. The Materials/Instructional Design & Development Unit
3. The Director/Leadership/Assistant Registrar Office
4. The Research & Evaluation Unit
5. The Print, Production & Distribution Unit

Your response must clearly demonstrate your understanding of the role of these key offices in the ODL/DE institution. This can be achieved through a clear explanation detailing how each Unit connects and harmonises to make sure quality DE/ODL programmes are delivered.

[20 marks]

- b. In the name of building and sharing new academic and new knowledge, Open Educational Resources are said to be free learning resources available in the internet. How do you think they (OERs) support the DE/ODL student with their studies?

[2 marks]

SECTION B

COMPULSORY QUESTION - ANSWER THIS ONE (1) QUESTION IN THIS SECTION.

Question 6 [25 marks]

a. Any leader of a DE/ODL institution must possess and display the 21st Century Skills (Critical Thinking, Creativity, Collaboration & Communication) to help them organise and manage the institutions operations to ensure that excellent DL/ODL programmes are delivered.

- i. Explain what is meant by 'management' in an ODL/DE institute context and why establishing a well-defined 'structure' is important in a DE/ODL institution? [2 marks]
- ii. How can good communication, planning, co-ordination and collaboration assist to ensure that the management and organisation of the DE/ODL institution operate smoothly?

[8 marks]

b. There was great admiration and excitement when the local print newspaper 'The Times of Eswatini' published (30 August 2019) a report about UNESWA, IDE launching digital learning centres in the four regions located within the Kingdom of Eswatini.



Times of Swaziland (30.08.2019)

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Now that there are digital learning centres located in the four regions of Eswatini, explain how the following components should be organised and managed so that all DE/ODL students get the maximum academic support to successfully complete their studies.

- Managing the Teaching and Learning in DE/OL
- Managing the development and delivery of DE/OL self - instructional materials
- Managing Students Assessment (assignments and exams)
- Managing Study space
- Managing Library Services

(15 marks)