

UNIVERSITY OF
 DEPARTMENT OF
 and
 INTERNATIONAL EXTENSION COLLEGE
 DISTANCE
 EDUCATION IN DEVELOPING COUNTRIES
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 TEACHING COURSE - 1985 __.7'7_---:3
 PROJECT PRESENTATION AND TYPING SCHEDULE
 Presenter
 1. S. Nyoni
 2. B. Gatawa
 3. Nzwakie
 h. Mataty
 5. J. Mugadzaweta
 6. E. Chilima
 7. J. Njagu
 8. R. Mdudu
 9. T. Orr
 10. H. Hussein
 11. F. Forrest
 12. Z. Ahmad
 13. V. Muunda
 14. R. S'bangile
 15. Mapitso
 16. Jane Joseph
 17. Nghipandulwa
 and Tembe
 18. Qureshi
 19. B. Cherinda
 20. R. Karnley
 Dag / Time Lates
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 Pre-certificate teacher
 training
 Human Biology Course DNFE
 Agriculture Course NEU
 ZIMSCI
 Tutor Training and Support)
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 for typing
 8/7
 Mon : 15/7 1400-1600 Mon: 9/7
 Tues: 16/7 1000-1300 Tues:10/7
 Records, Distribution
 DeSpatch Systems - M
 Mentor Training Programmes
 ' M :
 for Zlmbabwe Wed: 17/7 1000_1300 on 8/7
 Study Group Organlsatlon Thurs: 10/7
 and Support
 Audio Cassettes for NEU
 English
 Wed: 17/7 1400-1600 Thurs: 10/7
 Audio Cassettes for IITT
 Upgrading
 cours? unit 0" Eagle Thurs: 18/7 1000-1300 Fri: 11/7
 Organlsation
 Course on Educational Thurs: 18/7 1000-1300 Fr1: 11/7
 Planning and Management
 Field Organisation for NEU
 Field Organisation for SAEU?) Thurs: 1400-1600 Fr1: 11/7
 Editing - LDTC Tues: 9/7
 Materials Production - SAEU Fr1: 19/7 100071300 Fri: 11/7

Teacher Training Project for 1000-1115 Fri: 11/7
NEU
Urdu Language/Literature Mon: 1145-1300 Mon: 15/7
. T . .
Expansion of Teacher training Fri: 11/7
in Mozambique
T : 0- 00 F i:
A teacher Training Proposal uses 23/7 100 13 r
for Liberia
11/7

Week

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UNIVERSITY OF LONDON INSTITUTE OF EDUCATION
DEPARTMENT OF EDUCATION IN DEVELOPING COUNTRIES
and

INTERNATIONAL EXTENSION COLLEGE

DISTANCE TEACHING COURSE 1985

Revised Programme - Weeks 11 & 12

17 - 21 June

1000-1115 1145-1300 1400-1600

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:Introduction to

:practical radio

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Monday 17

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' P i s c r i t s f r r a ' '

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Tuesday 18 :Planning and Scriptlng for Practical Exdrcise

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Wednesday 19 C a s e - S t \$ d y - I I T T :S o m a l i a

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Thursday 20 P r i v a t e : & G r o u p s d u d y

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Workshop Review

23 - 28 June

Sundax 23 I C o u r s e R a r t y a t H i r t f o r d

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Tuesday 25 E P r a c t i c i l E x e r c i s : e - Recordings etc.
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E 782 I Transf%r Suite I Studio E
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Wednesday 26: C a s e - S E u d y - N I q E M o z a m b i q u e
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S'AT: TUTORIALS - WRITING
UNIVERSITY OF LONDON INSTITUTE OF EDUCATION
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and
INTERNATIONAL EXTENSION COLLEGE
DISTANCE TEACHING COURSE 1985
Training Writers

In this session, groups prepared timetables for writing workshops in different situations. The reports were as follows.

1. LONG TRAINING WORKSHOP

_____?___

A new institution, with newly appointed full-time writers. They have no experience of writing for distance education.

Objective: give them a thorough training before they start writing.

Number of writerszlo

Length of training: 2 Weeks only. A consultant from another institution is available for this period only.

TIME-TABLE FOR LONG TRAINING WORKSHOP .1-15 MAY 1985

DISTANCE WRITING

MON: INTRODUCTION COURSE PLANNING

PLENNERY SESSION

EXERCISE

ASSESSMENT

REPORT - BACK

FREE

WRITING EXERCISE

TESTING & PILOTING

REVISION

OBJECTIVES

UNIT WRITING '- EXERCISE

WED: SUBJECT EXERCISE

MATTER

THU: PLENNERY ASSESSMENT

SESSION

FRI: EVALUATION OF

PRINTED MATERIALS

EVALUATION

MON: METHODS OF SELF-CHECK

ASSESSMENT EXERCISES

_1-

WED: ROLE OF I EXERCISE

TOUR TO NATIONAL

THU: UNIT UNIT

WRITING WRITING PRINTING WORKS

FRI: EVALUATION WORKSHOP PARTY CONCLUSION

2.
Your institution has part-time writers.
SHORT TRAINING WORKSHOP
You have a batch of new
writers and you have called them to a weekend residential seminar.
Objective:
Give them the minimum essential training (all you
have time for) so they can carry on writing afterwards.
Number of writers: 10
Length of Training:
13.00 hours Friday to 18.00 Sunday - residential
(NB: Group discussion raised the question of whether such a short
training was worth having)

TIME:

08.
10
10
12
13.
15
15
18
19.
00-10.
.00-10.
.30-12.
.30-13.
45-15.
.15-15.
.45-17.
.00-19
00
30
30
45
15

TENTATIVE TIMETABLE FOR WRITERS' WORKSHOP TO BE HELD
AT MORTEDELLA INSTITUTE OF EDUCATION - 10-12 MARCH 1985

DAY ONE

DAY TWO

Lecture on course

planning

tea/coffee

Course writing

techniques(Lecture)

DAY THREE

Lecture - parts of

a lesson

tea/coffee

Lesson writing

(individual)

Introduction

registration

welcome

Lesson writing on

given topic

(individual)

Model lesson &

discussion

85 tea/coffee tea/coffee tea/coffee

30

00

Distance Educ-

ation (lecture)

Individual writing

(subject of

interest)

Discussion

Lecture on course

assessment

Group Discussion

Assessment
techniques
Evaluation and
official 'closing
30-21.
Departure

3. TRAINING AND PRODUCTION WORKSHOP

You are in an external studies department in a University, starting a new distance programme. Your writers are lecturers in other departments in the University. They have not written for distance education before. Objective: during the workshop, they must receive the necessary training 32g draft their course materials.

Number of writers: 25

Length of Training: 3 weeks. This is the University vacation so they can attend fulltime, but writing must be complete at the end of the workshop.

WEEK 1 TRAINING AND PRODUCTION WORKSHOP

8.00 - 10.00a.m. 10.30 - 12.30 I 1.30 - 4.00p.m. I 8.00 - 10.00

Video

MON: Registration of participants. (pen- ing session (objec- tives of workshop)

Theories of learn- ing & their impli- cations on D.E.

Concept & Philosophy of distance educatio

QUALITIES OF-

1.simple 2.Easy

3.Organised

I

uST UCTIONAL

TUE: MATERIALS

Homework

studying

Groupwork assignr

ment of work to be

produced

M.Self assessment

questions 5.Summary

WED: Sample of instruct-

ional material

Group discussion

Group reports

Preliminary

writing

Writing

continue

THU: Discussion of

written material

Course planning Course Design Improving

writing

FRI:

Planning a unit,

including the

objectives 3

w Writing a unit Visit to a study

centre to see 0 T

operation

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Lecture in Editing of H Writing

Editing participants' Q,

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material (exchange)

Evaluation in

distance

MON: Study the writer's

manual

OE'O

.TUE: Group work to

incorporate eval-

uation activities

in their

writing
ial services
THU Editing Proof Reading Writing Writing
(copy editing_1
llllllllllllllllllllllllllll
Reporting of
sample evaluation
exercises
Writing
Reporting their
discussions
Fri Design & layout Group work on
written material

TRAINING AND PRODUCTIVE WORKSHOP

WEEK 3

10.30 - 12.30 I

Practice in Assessing

01.30 - 04.00pm

08.00 - 10.00am I I 8.00 - 10.00 pm

Assessing Writing

(Lecture)

0 Improving the

written material

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Continue writing

units bringing

in all the ele-

ments

Developing of self-

assessment ques-

tions

Self-Assessment

questions and

types of assess-

ment

Improving the

Written material

Continuation of

Piloting and

Testing

Practical

Piloting and test-

ing of material

Technic

Piloting Testing

of material

m 10.00 - 14.30

W r i t t e n

Course maintenance I m p r o v i n g

Revision - Lecture

Presentation of Closing Session

Written Work

Summary and Workshop

Evaluation

mmmA x 6.30 - 7.30

DISTANCE TEACHING COURSE - 1985

Issues in Distance Teaching

x

USES OF:

-PICTURES IN DISTANCE TEACHING

DON'Ts DOs

1. Don't use diagrams to explain 1. If diagrams are used clear instructions must be given to the artist.
2. Pictures should follow a clear and
2. Don't use too many pictures. logical sequence.
3. Don't mix diagrams and 3. Use simple pictures.
- photographs.
4. Don't use pictures which will u. Use pictures to liven the page.
- discourage the learner.
5. Don't use diagrams which will 5. Use pictures or photographs but
- make the student lose interest not both.
- in the subject.
6. Pictures must be relevant to the
- content and society.
7. Use local artists.
8. Pictures should be appealing to
- the learner.

DISTANCE TEACHING COURSE - 1985

SHORT ANSWER QUESTIONS

Can a baby react to other people in the first 5 months of his life? If so how does he do it?

At what age does a baby follow objects?

When a baby is double his birth weight, what things can he do?

When can a baby move about freely to where he wants to go?

Give 3 examples of activities that a baby can do between the ages of 8 and 11 months.

What do we mean when we say that the baby is more co-ordinated?

How is a baby of 18 months more responsive than that of 9 months? give 3 examples.

Would a child of two years enjoy playing with other children?

At what age would a child be likely to say "it's mine"?

May 1985

DISTANCE TEACHING COURSE -- 1985 i

29 April 198

Group 3

TASK: COMPLETION QUESTIONS

INSTRUCTION: Fill in the blanks with a word to complete the correct sense of the following sentences

1. A baby is able to swallow even at the stage of his

2. Between the ages of two and three months, the child is able to at his parents.

3. Using either can crawl or cannot crawl, complete the following sentence.

At the age of 6 months a baby from point

A to point B

u. At the age of ten months, the physical development of a baby has advanced to the extent that he is able to and

5. Use either Independant or degent to fill the first blank in the following sentenct. The second blank should be filled in by a word from the passage.

At his first birthday, the baby has developed a measure of and can play simple

6. A baby becomes a toddler at ' years.

7. At the age of 2 years, the baby is largely (ego-centric, social).

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DISTANCE TEACHING COURSE - 1985

GROUP 2

MULTIPLE CHOICE

Instructions

(1) Answer all the questions.

(2) There are four possible answers to each question, but only one of them is correct, encircle the letter which has the correct answer.

1. At what age is the baby's weight twice the weight he weighed at birth?

9 - 10 months

2 - 3 months

6 months

cow?

1 Year

At the age of 9-10 months the baby can do one of these activities:

A. Sit up without support

B. Pile up three bricks to make a tower

C. Can bend to pick up

D. Can walk

At the age of one year, a child

A. Pulls himself upright but probably then gets stuck
He makes two syllable sounds when chattering to his parents . . v, '

C. Suck, breathe and swallow in a co-ordinated manner

D. . Is known as a toddler

At the age of two years, a child

Learns to be more co-ordinated

A.

B. Coos and gurgles when happy

C. Is very possessive

D.

Can climb stairs two at a time

- 5.
- A.
- B.
- C
- D

coma:

DOW?

A child is able to observe what is happening in his surrounding when he is:

One week old

2-3 months

6 months

9-10 months

Babies between the ages of one and two years are characterised by:

Walking very fast

Language development

Love of stories of other people

Lack of co-ordination

At birth a child:

grasps, hears and lays

Laughs loudly

Sucks

Sucks, breathes and swallows in a corordinated manner

Max 1985

DISTANCE TEACHING COURSE - 1985

Advantage:

1.

Disadvantage:

1.

10.

11.

12.

USING A TEXTBOOK WITH COURSE BOOKS

A textbook is a product of a specialist in the subject

therefore the student is assured of factual content.

The textbook acts as a resource/reference material.

Therefore the student has access to good information.

With a textbook, the student is able to standardise his work (for exam purposes) with that of a student in school.

The textbook is a source of research.

The use of a textbook helps to develop study skills.

Some textbooks might be out of date e.g. science books.

Textbooks would include even exercises that are not appropriate to distance learning.

Student might get confused because of the divided attention-textbook or coursebook?

Student might spend more time than is necessary on any one unit/lesson because of:

a) using both books

b) having too much material

c) cross references

The language level in the textbook might be too high.

It is a principle of distance teaching that the course should be self-contained. The textbook might be a distracting element.

Use of a textbook can lead to Shoddy writing of lessons/. units in course books.

Textbook may make reference to too many media that a distance learner may not have.

Textbook may be too difficult.

Most textbooks may not be appropriate to the local environment

Textbooks may not be readily available.

Obtaining copyright permission might delay production process.

../Contd.

Usage of Textbook:

- 1.
- 2.

Cross references

Main source of material

Intergration of Textbook into course:

1.
Textbook should not be used as a substitute for a course book i.e. main ideas of the course should be dealt with in the course book.
Textbook should be used for illustration and further details. Textbook should compliment the course book and not the other way around.
Some of the assignments should be based on the textbook.
Course writer should try to make the course book self-contained and only use the textbook for reference.

Max 1985

DISTANCE

TEACHING COURSE 1985

Problems Encountered When Teaching Practical Subjects

(e.g. Natural Sciences) at a Distance

1. Introduction

In developing countries there is a great demand for the teaching of practical subjects in order to produce self-sufficient citizens.

But there are a lot of problems that we face in this course. The group has divided these into two categories - general problems and problems surrounding the student. Also some solutions (where possible) have been suggested.

2. Problems of Limitations

2.1 General Problems

2.1.1 The Media

2.1.

2.1.

2.1.

2

3

People teaching practical subjects are faced with a problem of communication - that is, which media is best to teach such subjects - which methods of communication will be suitable.

Solution

The use of multi-media - that is, radio, TV, print, cassettes, face-to-face and so on. Also regional study centres to be provided for practical experiments.

Personnel

Finding qualified and experienced staff is a problem too.

For instance, to write such courses we need highly specialized and experienced writers and editors. We need qualified printers to man the printing unit (if there is any).

Solution

Staff development is the only answer here. We need to train our people and minimise the use of expatriate experts. Distribution of material (tutorial) has proved to be a problem. In most rural areas the postal system is almost zero.

Solution

Nil

Resources

In developing countries finance is the major setback.

Donors are needed to provide laboratories, apparatus, tools and machinery. Also relevant reference books are not always available.

Solution

Money should be made available. Governments and donors should work hand in hand in this respect.

Administrative Problems

Tutors in the regional study centres fail to perform their duties as expected because of lack of motivation, promotion and so on.

Solution

Administrators are to motivate these people by way of promoting them.

2.2 Problems Surrounding the Student

2.2.1 Conceptualization

2.2.

2.

2.

.2.

.2.

2.

2.

2

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Generally distant learners fail to conceptualize or understand the subject matter.

Solution

Regional centres should occasionally provide weekend or residential courses.

Technical or scientific terms

Students fail to grasp or internalize such terms so much that writers have to simplify the matter thus diluting or lowering the standard.

Solution

Same as above.

Actual application of theory. Students, in most cases, fail to put theory into practice.

Solution

Same as above

Time factor

Most correspondence students are employed full-time elsewhere. This makes it difficult for them to attend study centres or seminars.

Solution

Nil

Long distances

Some learners have to walk long distances to attend study centres and thus are always tired and their performance is lowered.

Solution

Study centres should, if possible, be centralized.

Non-availability of tools.

The fact that distant learners have no laboratories, apparatus, tools and so on is frustrating and lowers their level of performance.

Solution

Again here, donors should help with finance.

2.2.7 Psychological problems

Most distant learners are adults, they suffer from strains and tensions due to social problems. These conditions hinder and impair learning.

Solution

Beyond control.

DISTANCE TEACHING COURSE - 1985

THE PROBLEMS AND SOLUTIONS OF TEACHER TRAINING AT A DISTANCE

Time factor on the part of the student teacher - i.e. no good study facilities.

Teaching demands against his competencies. The in-service teaching is isolated in the classroom and there is no immediate consultant.

There is no interaction with his fellow student teachers.

Difficulty in acquiring practical knowledge and attitudes at a distance.

Lack of resources or poor facilities, i.e. poor communication and the scarcity of libraries.

Shortage of teachers in distant education.

Status of teachers trained at a distance. They are often looked down upon by formal teachers.

Assessment of teacher students at a distance.

SOLUTIONS

The solution for time factor on the part of the student teacher is to restructure the distant education to become manageable i.e. cutting down or reducing the number of assignments. Secondly reduce the teaching load of trainees. These proposals can only be effective through consultation with the headmaster. Thirdly Holiday workshops should be introduced to give student teachers time to catch up.

The solutions for the teaching demands against the student teachers' competencies are as follows:-

a. A team of supervisors and the headmaster should visit the schools daily

b. Students should be encouraged to work in groups so that the good students will assist the weaker ones and it should be done at a particular centre only on the dates mentioned earlier.

To attack the difficulties in acquiring practical knowledge and attitudes in a direct contact between the trainees and the trainers through face-to-face tutorial meetings, workshops and residential courses. '

One of the solutions to the problem of lack of resources is to again encourage residential courses to enable student teachers to have access to the libraries and other necessary facilities.

Staff development programmes should be encouraged to upgrade the teachers on the job and to also improve the shortage of teachers, i.e. invite specialists to train the teachers, and B. send the students abroad for training seminars or workshops.

Contd/....

(2)

The problem of the status of teachers trained at a distance can only be solved if:

- a. Both formal and non-formal teachers receive equal salaries and certificates.
- b. Courses be designed in such a way that both groups will have equal qualifications,

Effective evaluation can be possible if:

- a. The confidence and support of the headmaster are gained
- b. A team of supervisors and inspectors move from school to school to guide and assess student teachers.
- c. Self-evaluation by the students themselves encouraged.

The above points on the problems of teacher training at a distance: and the solutions are reactions to the request made by the course sponsor.

May 1985

6.

Solution

7.

Solution

The group agreed that in the teaching of languages in distant teaching, the following problems are experienced:-

Pronunciation - for a second language this is difficult and in distant education unless one organises some face-to-face sessions it is difficult to teach.

Solutions - the group agreed that the best solution to this problem is using radio or TV or cassettes where the pronunciation is taught.

The second problem is vocabulary i.e. meaning of words. In reading books or passages the learner comes across new words. Unless he has a dictionary and he knows how to use it, it becomes difficult.

Solution - The group agreed that the best solution is to use printed material by giving difficult words on one side and their meaning on the other side. Dictionaries could also be given to students to help them with the vocabulary.

The third problem is the teaching of spelling. This is difficult if printed material is to be used. The best solution to this problem is using radio and TV. First of all the difficult word will be said and then the spelling given over the radio.

The fourth problem is the teaching of grammar; the solution to this problem is using printed material and radio. On radio programmes, two sentences can be given asking students to choose the correct sentence. The teacher will then later give the correct answer.

How to write a good composition was the fifth problem. The solution to this was to use printed material giving students examples of good and bad compositions.

Reading is one of the problems encountered in distant teaching. It is difficult, as students, to read aloud. Occasionally students can be asked to come to the Study Centre and read aloud with the help of a tutor or supervisor.

One of the main problems in the teaching of languages is mother tongue interference; This results in - common mistakes brought about by use of mother tongue. These common mistakes by the pupil could be corrected by the use of radio and cassettes as well. Face-to-face tuition can also help.

May 1985

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UNIVERSITY OF LONDON INSTITUTE OF EDUCATION
DEPARTMENT OF EDUCATION IN DEVELOPING COUNTRIES
and
INTERNATIONAL EXTENSION COLLEGE
DISTANCE TEACHING COURSE 1985
WRITING WORKSHOP
EVALUATION AND
STUDENTS' NOTES AND EXERCISES

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION
DEPARTMENT OF EDUCATION IN DEVELOPING COUNTRIES
and

INTERNATIONAL EXTENSION COLLEGE

D I S T A N C E T E A C H I N G C O U R S E 1 9 8 5

WRITING WORKSHOP EVALUATION

Here is a summary of the questionnaire results and the discussion. There were 20 questionnaires returned, and you were equally divided between writers and editors and others.

Everyone found the workshop useful (7) or very useful (13), and interesting (9) or very interesting (10).

Nutrition writing exercise

The nutrition lesson-writing exercise was useful (10) or very useful (10).

Two people mentioned the difficulty of being restricted to nutrition.

Agriculture was suggested as an alternative subject.

Proposals were made that:

(a) more positive support should be given for people really new to writing, and some advice on writing blocks and how to overcome them.

(b) A firm deadline should be given for handing in work.

(c) People should have an opportunity to see each other's writing.

We decided to circulate a file of copies of the writing. It will be voluntary to submit work. We can write our comments on each other's work in the file.

Practical exercises and group work

Most (18) thought there was just the right number, 1 thought there were too few, and 1 too many. As I had increased the amount of group work this year in response to comments, this is satisfying.

A number of 'V' people added positive Comments on the exercises and group work, mentioning that the group work was both enjoyable and productive.

Lecture and discussion work

Most people (17) thought these were just right, while 3 thought there was too little. The point was made that sometimes the report-back sessions were rather rushed. Two people would have liked more detailed lectures.

a

The manual, 'Writing for Distance Education'

13 people found this very useful, 7 useful. In discussion, there was appreciation of the way it was used during the workshop, particularly the examination of the samples, and other samples as well. One person noted, rightly, that there wasn't enough information in the manual to write a whole lesson. Perhaps a supplement to the manual would help with those topics where participants wanted more detail in lectures.

Length of workshop

As usual, several people (5) wanted a longer workshop. Only 1 thought it was too long, the rest just right. Adding time to this workshop would mean losing time elsewhere in the course. It would be helpful if, at the end of the 4 months, everyone looks again at the question of lengths of different components. One most useful idea that came up is to break the workshop into two : writing, during which everyone constructs their sample lessons; then, after a gap, editing, where we edit our own/ each other's material.

Treatment of specific areas

The workshop was in three parts: course planning, writing, editing and production. For the course planning and writing sections, half of you rated them 'good', the other half 'very good'. The editing and production section came out very slightly worse, with only 8 rating it very good. This was partly due to my tiredness with such a long stint. A division into 2 workshops, as described above, could renew everyone's vigour and enthusiasm. Some people commented that the editing was difficult and demanding. On other topics there were some individual requests for further treatment, but clearly nothing else needed major change.

Other suggestions

We discussed the idea of alternating the writing with something different, in the afternoons perhaps. How and what? We tried mixing these once before, and it didn't work very well, so I would hesitate to change back again!

We also discussed getting in visiting resource people, eg editors and designers. We usually reserve this for specialist seminars later in the course. Please give your final opinion on this at the end of the course. We discussed also having 2 people leading the workshop. This should be easier in future. This year, I redesigned the programme quite radically at the last minute, without leaving enough time to brief colleagues. Another suggestion concerned having more details of the workshop in advance. The problems of getting better information to people before the course starts have already been discussed.

a .One person suggested a session analysing a full course rather than just a sample. This could make an interesting climax to the workshop.

Follow-up

These ideas will be taken into account for next year. Meanwhile, we shall shortly ask you for your ideas for topics for extra treatment in specialist seminars. Please put forward any suggestions arising from the workshop. Also, at the end of the course we shall ask you to crystallise your opinions by planning next year's course. You may want to discuss some of these ideas further then. e

Many thanks for making it such a rewarding workshop.

Janet Jenkins

May 102 1985

DISTANCE TEACHING COURSE 1935

Group Discussion on the Problems faced in distance teaching of basic / non formal education

Problem 1

It was felt that the distance between the teacher and the learner for this group was particularly problematic and that they needed more face-to-face contact with the teacher than other groups.

Suggested Solutions :

- a) It was felt that this group must have face-to-face contact and that having a group leader was one solution.
- b) The group also liked the idea used in Zimbabwe, where a mentor was used to supervise and organise the programmes, and dealt with - 20 to 50 people. The Mentor is paid by the Ministry of Education and reports back to them on the progress and problems of the people he is dealing with.

Problem 2

There is a limited amount of material available for this particular group due to the low level of literacy.

Solutions:

- a) It was felt that countries should produce and encourage local writers to write material.
- b) The radio should be used; local programmes should be used; and the time of programmes should be carefully chosen to ensure they are accessible to people who are working.
- c) It was felt that material should be constantly revised.
- d) Also that material could be supplemented with real objects and examples in the community, eg foodstuffs could be used to demonstrate nutritional value. Also various ailments could be used to demonstrate vitamin deficiency, etc.

Problem 3

Isolation is a problem faced by teachers of this group, firstly because they are likely to be isolated from resources such as libraries and study centres; secondly, using the postal services would probably be very long-winded. There is also the problem of language. People living in isolated rural areas do not always speak the national language of a country.

Solution :

It was felt that a contact person was needed. This person would need to be someone preferably from the community, or known to, or trusted by them. The contact person would then report back to the people writing the course or to the Ministry official concerned with the course.

Problem A

It was felt that 'motivation' was a very important problem , and that motivating the learner to continue to finish the programme needed to be looked at.

We felt that problems with motivation were due to the following

1. lack of proper planning
2. lack of identification of the real needs of the people
3. the material used was not always relevant.

Solutions :

We felt that the identification of needs should come from the people themselves as they are the ones who best know their needs and problems. If these are not forthcoming someone should be sent to find out what the people need, but that this person should not dictate - he should go to encourage discussion and learn what people want.

We also felt that when the needs are identified the people should be involved in the planning of the programme.

Problem 5

It was felt that there were sometimes problems with the attitude of the 'donor' and with the attitude of people planning the programme, and that a situation was needed where there was trust and confidence between the donor, the programme planners and the people.

Solution :

We felt this was a hard problem to solve and that a lot of patience was needed by all concerned. However we did conclude that the needs and the programmes should be very clearly identified locally before being presented to the donor and that if this was done it would enable the donor to comprehend the problems faced locally and the needs of the people concerned and avoid a situation where ideas are imported from foreign countries and may fail because they are not relevant locally.

Problem 6 :

The problem of financial constraints was raised. Programme planners do not always consider how much money is available and can be too ambitious, and set up a programme which is likely to fail due to lack of finance.

Solution:

We felt there was a need for more consultation between the donor and the programme planners. Also that programmers should not plan programmes that are too ambitious or too expensive but should be encouraged to use the local resources as much as possible and to create programmes that are as self reliant as possible so that if financial backing is withdrawn the programme can still continue. We felt it important that programmes should reflect the economic situation of a country rather than have, for example, television being used as a means of instruction in a poor and mostly rural country such as happened in the Ivory Coast - Horn of Africa.