

SAE/002/0016/15

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SOUTH AFRICAN EXTENSION UNIT

DAR ES SALAAM

REPORT ON LEARNERS', GROUP LEADERS' AND TUTORS' WORKSHOP
HELD AT THE COMMONWEALTH YOUTH PROGRAMME AFRICA CENTRE
IN LUSEKA - ZAMBIA FROM 14TH - 17TH FEBRUARY, 1989

1.0 INTRODUCTION

'The Learners', Group Leaders' and Tutors' workshop was organized and conducted by the South African Extension Unit in collaboration with the Department of Education of the ANC in Lusaka. The workshop was Conducted by Ndugu N E Ligate, Director of the South African Extension Unit, Ndugu H P Kimaty - The Programmes Development Coordinator (SAEU), Mr. G Leech, the workshop consultant from Namibian Extension Unit. Mr. R Trewby also from Namibian Extension Unit conducted the Audio Cassette session.

The workshop was for three different groups of participants; Learners, Group Leaders and Tutors.

The objective of the learners' workshop was to teach them study skills so that they would be able to plan their studies and study effectively on their own through the distance learning methodology. The group leaders' workshop aimed at training them on how to organize and run their study groups successfully. The objective of the Tutors' workshop was to train the tutors so that they would be able to provide essential tutorial support to the learners and group leaders.

2.0 OPENING

The workshop was officially opened on Tuesday 14th February, 1989 at 1030 hours by Comrade Tickly, the ANC Regional Education Officer. To start with, all the participants sang the ANC (SA) National Anthem. The SAEU Director then gave her remarks. In brief she thanked the staff of the ANC Education Department in Lusaka for making all the necessary arrangements for the workshop. She pointed out that the main aim of the workshop was to launch the SAEU Programmes in Lusaka. She informed the participants about the background and activities of the South African Extension Unit and read out the objectives of the Workshop. After the remarks of the SAEU Director, the Guest of Honour was given the opportunity to open the workshop officially. He started by pointing out

that he was opening the workshop on behalf of Comrade Seretse Chaobi, the ANC Education Secretary, who was on safari. Cde Tickly said that this was the second SAEU workshop held in Lusaka. The first one was for the ANC Comrades residing in Angola. Since then about 200 comrades have benefited from the SAEU Programmes. The second workshop was for the ANC comrades living in Zambia. He stressed the importance of Distance Education which is spreading all over the world. He noted that Education opportunities which were denied to most South Africans could be compensated through Distance Education. The guest of honour indicated that the ANC gives great importance to Distance Education because many people have benefited from it. He thanked the Commonwealth for establishing SAEU and commended the government of Tanzania for allowing the Unit (SAEU) to be established in Tanzania and for allowing its experts to work in the institution. He gave special thanks to the SAEU Director for the great efforts she was putting to make sure the SAEU programmes successful and the comrades were benefiting from them. He observed that so far a very substantial number of students had enrolled for SAEU Programmes and that the GCE London Examination results for the majority of the candidates were very encouraging. He congratulated SOMAFCO and SAEU for the great achievements they had attained, particularly in the case of two comrades who after covering the first 8 units of the SAEU Basic Courses were categorized to Form III equivalence in SOMAFCO. He ended his opening speech by declaring that on behalf of Cde Chaobi and on his own behalf the workshop was officially opened. The remarks of the guest of honour were followed by the National Anthem. The participants then had high tea with the guest of honour.

3.0 LEARNERS' STUDY SKILLS WORKSHOP

This was a one day workshop. It was held on Tuesday 14th February, 1989. The workshop was attended by 25 learners (see Appendix I)

The main objective of the workshop was to teach the learners study skills so that they would be able to plan their studies properly and study effectively on their own.

The topics covered during the workshop were:

Distance Education, Study Skills and Briefing on the GCE Examinations. During the session on Distance Education the following sub-topics were discussed:

- (i) The meaning of Distance Education;
- (ii) Media used in Distance Education;
- (iii) Importance of Distance Education;
- (iv) Advantages of Distance Education;
- (v) Problems in Distance Education.

Under the Study Skills, the learners were taught how to

- (i) Plan their studies,
- (ii) Make notes;
- (iii) Study a lesson;
- (iv) Choose a good study environment
- (v) Do exercises, and tutor-marked assignments
- (vi) Learn from corrected work.

The learners were also given an opportunity to discuss a case study on how to Plan their studies.

During the session on GCE Examinations the learners were briefed on the conditions, registration procedures, and the essential preparations before sitting for the examinations.

An assessment made on the basis of questionnaire responses made by the learners at the end of the workshop revealed that the workshop was successful because its objective was achieved to a satisfactory level (see Appendix 3 section A)

4.0 THE GROUP LEADERS' WORKSHOP

This was a two-days workshop held on the 15th and 16th February, 1989. It was attended by the same participants who attended the Study Skills workshop so that they could lead groups when neccessity arose.

The main objective of the workshop was to train group leaders on how to organize and run study groups successfully.

During the workshop the following topics were covered.

The Adult Learner, The Role of a Group Leader, and the Use of Audio Cassettes.

During the session on the Adult Learner the group leaders discussed the characteristics of adult learners and their implications to the achievement of their study goals. The sub-topics covered under the Role of a Group

Leader included the Responsibilities of the Group Leaders in preparation for study groups' meetings and leading study groups properly. Under the topic on use of Audio Cassettes, the participants were guided on how to handle and operate the Cassette Recorder.

The participants had the opportunity to practice how a group leader should lead a group meeting.

From the questionnaire responses made by the participants it can be said that the objective of this workshop was achieved to a satisfactory level although the duration of the workshop was too short. The participants were adequately involved in group leaders' demonstration and the most useful part of the workshop was the role of group leaders. The role of group leader session was liked most and the topics were well presented (see Appendix 3 section B)

5.0 TUTORS' WORKSHOP

The tutors' workshop was held on the 17th February, 1989. It was attended by 10 tutors (see Appendix 4)

The main objective of this workshop was to train the tutors so that they would be able to provide essential tutorial support to the learners and group leaders.

The topics covered during the workshop were:

Marking and Commenting, Counselling in Distance Education and Record Keeping. During the session on Marking and Commenting the participants discussed their teaching role in marking and commenting on learners assignments. The tutors were given an opportunity to analyse a Case Study on commenting on learners' assignments. During the session on Counselling in Distance Education tutors were made aware that as tutors they were also counsellors of their learners and were expected to motivate, encourage, advise and guide their learners throughout the learning process.

During the Record Keeping session the tutors discussed the importance of record keeping in Distance Education. Emphasis was on group reports, attendance register, learners' progress reports and Monthly Progressive Report.

6.0 CLOSING

The workshop was closed on Friday 17th February, 1989. The closing ceremony was attended by all the participants of the workshop and other invited guests. The guest of honour was comrade Anthony Mongalo a Member of the National Executive Committee and Secretary to the President.

The closing ceremony started with the National Anthem. This was followed by remarks given by the SAEU Director, Ndugu N E Ligate. In her remarks, she thanked the guest of honour for agreeing to come and close the workshop. She made a summary of what was done during the workshop and the achievements made. The SAEU Director observed that the workshop objectives would not have been achieved had it not been for the support rendered by various institutions and the individuals. She expressed her deep and sincere appreciation to Cde Mthoko, the Coordinator of the Namibian Extension Unit (NEU), Mr. G Leech, the Workshop Consultant, and Mr R Trewby, who was a resource person for the workshop. She went on to thank the administration of Univesity of Zambia (UNZA) and the UNZA staff who participated in the workshop. Other thanks were given to the hosts, Cde Massallay and his entire staff, staff of ANC Lusaka Education and Manpower Development Departments and to all the participants. The SAEU Director ended her remarks by presenting Mathematics and English study materials to the guest of honour to mark the symbolic official launching of the SAEU Programmes in Zambia.

At this juncture the guest of honour was given the opportunity to officially close the workshop. In his closing speech Comrade Mongalo thanked the government of Tanzania for accepting the SAEU to be established in Tanzania. He thanked Tanzania's Institutions which were helping South Africans. He thanked UNZA for allowing its tutors to help the South African students and he thanked CYC for agreeing to host workshops for South Africans. Comrade Mongalo said that after the 1976 SOWETO uprising, people had to leave the country to continue with the struggle by using other methods. Currently, emphasis was being given to Liberation and Education. He pointed out that it had now been realised that requisition of much knowledge was an absolute necessary component of the struggle. He gave a brief outline of the ~~achievements~~ of the SAEU and expressed his gratitudes to the SAEU Director, Mrs N E Ligate who had taken energetic measures to make sure that SAEU Programmes for South African were successful. Comrade Mongalo noted that more South Africans will benefit from the SAEU Programme due to the launching of the programmes in Zambia. He ended his address by

saying that he will present to the ANC President the study materials he was given and then declared that the workshop was officially closed. After Comrade Mongalo's address, the National Anthem was sang and then the participants had informal discussions while bites and drinks were served.

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List of participants who attended the Learners' Study Skills workshop,
held at the Commonwealth Youth Programme Africa Centre on 14th February, 1989
in Lusaka - Zambia.

1. Rachel Ndhlovu
2. Tiny Zondi
3. Sipho Mazibuko
4. Ayanda Dlodlo
5. Edward Sibeko
6. Ramabatho Moloi
7. Mfundo Brilliant Nazo
8. Zakes Motse
9. Stella Masuku
10. Margo Nkuhlu
11. Mansie Shangase
12. Maleke Moripa
13. Nkosinathi Shezi
14. Themani Pantsi
15. Sophie Skhosana
16. Sasha Pushkin
17. George Zulu
18. Linda Lewushane
19. Amelia Mazibuko
20. Ben Mokoena
21. Georginaha Laka
22. Steven Cele
23. Nomsa Motha
24. Buyila Mnisi
25. Rusty Dladla

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TENTATIVE TIME TABLE FOR STUDENTS', GROUP LEADERS' AND TUTORS'

WORKSHOP TO BE HELD FROM 14TH - 17TH FEBRUARY, 1989 IN LUSAKA-ZAMBIA

| DAY/DATE | 900 - 1030 | | 1100 - 1200 | | 1300 - 1400 | | 1430 - 1530 | 1530 - 1600 |
|------------------------|---|-----------|--------------------------------|-------------|------------------------------|--------------|---|---|
| TUESDAY 14/2/1989 | OPENING PAC OFFICIALS SAEU DIRECTOR | TEA BREAK | DISTANCE EDUCATION | LUNCH BREAK | STUDY SKILLS | COFFEE BREAK | STUDY SKILLS | GCE LONDON EXAMINATION & EVALUATION |
| WEDNESDAY 15/2/1989 | THE ADULT LEARNER | | ROLE OF GROUP LEADERS | | ROLE OF GROUP LEADERS | | GROUP LEADERS DEMONSTRATION | GROUP LEADERS DEMONSTRATION |
| THURSDAY 16/2/1989 | GROUP LEADERS DEMONSTRATION | | GROUP LEADERS DEMONSTRATION | | THE USE OF AUDIO CASSETTE | | THE USE OF AUDIO CASSETTE | EVALUATION |
| FRIDAY 17/2/1989 | MARKING AND COMMENTING | | COUNSELLING | | REC. KEEPING & EVALUATION | | CLOSING PAC OFFICIALS SAEU DIRECTOR | |

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REPORT ON EVALUATION OF LEARNERS', GROUP LEADERS' AND
TUTORS' WORKSHOP HELD AT THE COMMONWEALTH YOUTH PROGRAMME
AFRICA CENTRE - LUSAKA, ZAMBIA FROM 14TH - 17TH FEB., 1989

1. INTRODUCTION

This evaluation report is divided into three sections. Section A is the report for the Learners' one day study skills workshop. Section B is for the Group Leaders' workshop which was held for two days. Section C is for the Tutors' one day workshop.

II SECTION A:

LEARNERS' STUDY SKILLS WORKSHOP

The main objectives of this workshop was to teach the students the importance of Distance Education and the study skills so that they would be able to study effectively on their own through the distance learning methodology.

The following are the evaluation results:

1.0 Duration:

- 1.1 About 78% of the students who responded to the questionnaires indicated that the one day duration allocated for the workshop was adequate. Only 28% of the participants said that the duration of the workshop was too short.
- 1.2 About 39% of the participants suggested that two days duration for the study skills workshop would be adequate.
- 1.3 Many participants indicated that the time spent on the workshop topics was adequate except time spent on the briefing on the GCE examinations was too short.
- 1.4 Most participants 56 indicated that more time should be spent on Study Skills and about 22% suggested that more time should be spent on briefing on GCE Exams. About 17% of the respondents felt that more time should be spent on Distance Education.

2.0 Presentation of workshop topics

Most of the respondents indicated that the presentation of each workshop topic was either very good or good.

3.0 General Comments

- 3.1 The session liked most by the learners was the Distance Education 45% followed by Study Skills 38%.
- 3.2 Concerning sessions liked least about 61% of the learners indicated that none of the sessions was liked least
- 3.3 The participants showed that the workshop topic which was the most useful was the Study Skills.
- 3.4 The learners proposed the following changes/improvements be taken care of in similar future workshops.
- more time for Study Skills
 - more time for Briefing on GCE London Examinations
 - more time for reading hand-out materials
 - more time for discussions
 - improve presentation
 - keep presentations short and precise
 - use an interpreter for vernaculars
 - more attention to cultural factors
 - more attention to psychological effects
 - more attention to motivation
 - keep same programme

CONCLUSION

The success of this workshop can be assessed from the way the learners responded to it. The learners indicated that the presentation of the workshop topics was either very good or good. They pointed out that the topic they liked most and found to be most useful to them was Study Skills. From these two points it can be assumed that the objective of the workshop was achieved to a satisfactory level.

III SECTION B:

GROUP LEADERS' WORKSHOP

The main aim of the group leaders' workshop was to train them on how to organize study groups and run group discussions. The following are evaluation results.

1.0 Duration

- 1.1 The majority of students 78% indicated that the two days allocated for the workshop was adequate and about 22% felt that the duration was too short. They recommended that the duration should range from 3 days to 7 days.
- 1.2 Concerning time spent on each workshop topic most respondents indicated that it was adequate. Distance Education 73% the Adult Learners 65% Role of group leaders 65%, study groups 70% and Case Study 61%. About 39% learners indicated that time spent on the use of Audio cassettes was adequate while about 35% of them said time was too short.
- 1.3 The participants recommended that more time should be spent on Adult Learners 30% and Role of the Group Leaders 23%.

2.0 Presentation of Workshop Topics

The majority of the participants indicated that the presentation of the workshop topics was either very good 57% or good 52%.

3.0 General Comments

- 3.1 The session liked most was the Role of the Group Leader
- 3.2 About the session liked least 48% of the respondents indicated that none of the session was liked least but about 40% pointed out that the use of audio cassettes session was liked least.
- 3.3 The sessions on the Role of the Group Leaders and Study Groups were the most useful parts of the workshop.
- 3.4 The students proposed the following changes/improvements for similar workshops in future.
 - more time for the workshop
 - more books for reference
 - more time for the preparation of Group Leaders' demonstration
 - more explanation on the use of Audio Cassettes
 - more work on group working
 - more on adult learners problems
 - choose exercises to suit the participants
 - relate more to students subjects
 - relate more to students standards
 - improve presentation

- make it livelier
- have available materials referred to
- keep the same programme

CONCLUSION

Majority of the participants indicated that most useful part of this workshop was the Role of Group Leader and Study Groups. They showed that the group leader session was liked most and the topics were well presented. Even though they suggested that more time should be spent on group leaders' demonstrations. From the above observations it can be assumed that the objective of the workshop was achieved.

SECTION C:

TUTORS' WORKSHOP

The main objective of the tutors' workshop was to train them on how to assist the students through marking and commenting on their assignments, teach them during face-to-face sessions and support the group leaders.

The following are the results of the evaluation done by the tutors' at the end of the one day workshop.

1.0 Duration

About 91% of the tutors who participated in the workshop indicated that the one day duration allocated for the workshop was adequate and this was supported by 82% of the participants who recommended that the duration should not be prolonged.

1.2 Concerning the time spent on the workshop topics, majority of the participants were of the opinion that it was adequate although about 30% of the tutors recommended that more time should be spent on counselling.

2.0 Presentation of Workshop Topics

The presentation of the workshop topics was either good or very good because about 55% of the participants indicated that the presentation of marking and commenting was very good and 45% said it was good. About 73% of the respondents indicated that the presentation of counselling was good and 64% said that the presentation of Record Keeping was also good.

3.0 General Comments

3.1 About 29% of the tutors indicated that marking and commenting and counselling were the sessions liked most and about 73% of the participants said that none of the sessions was liked least.

3.2 The most useful part of the workshop was marking and commenting followed by counselling in Distance Education.

3.3 The following changes/improvements were recommended for future similar workshops.

- improvement of the Registration Forms
- start earlier
- more case studies
- more time on counselling
- have comprehensive presentation and discussions
- produce more models

CONCLUSION

The participants of this workshop indicated that most useful part of the workshop and the sessions they liked most were Marking and Commenting and Counselling. This is an indication that the objective of the workshop was achieved.

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List of participants who attended the Tutors' workshop, held at the Commonwealth Youth Programme Africa Centre on 17th February, 1989 in Lusaka - Zambia.

- | | |
|----------------------------|-------------------------|
| 1. Sam Masemola | - History |
| 2. Musa Nkosi | - History |
| 3. A Mazibuko | - English |
| 4. B. Makoena | - Mathematics |
| 5. Dr. K.V. Kahokolam | - Chemistry |
| 6. M S Munsaka | - Mathematics |
| 7. M M Kamwengo | - History |
| 8. Dr. D M Sibalwa | - Public Administration |
| 9. Dr. M W Mwenensongole | - Geography |
| 10. Professor E N Wandibba | - Mathematics |

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ANALYSIS OF QUESTIONNAIRES USED IN EVALUATING 'THE LEARNERS',
GROUP LEADERS' AND TUTORS' WORKSHOP HELD AT THE COMMONWEALTH
AFRICAN YOUTH CENTRE IN LUSAKA-ZAMBIA FROM THE 14TH-17TH FEB., 1989

I STUDY SKILLS WORKSHOP FOR LEARNERSSECTION A: WORKSHOP DURATION

1. What do you say about the one-day duration allocated for the workshop?

| RESPONDENTS | TOO SHORT | ADEQUATE | TOO LONG | NO RESPONSE | TOTAL |
|-------------|-----------|----------|----------|-------------|-------|
| No | 4 | 14 | 0 | 0 | 18 |
| % | 22 | 78 | 0 | 0 | 100 |

2. If you think the time was too short, what would you recommend?

| RESPONDENTS | TWO DAYS | THREE DAYS | FOUR DAYS | NO RESPONSE | TOTAL |
|-------------|----------|------------|-----------|-------------|-------|
| No | 7 | 1 | 5 | 5 | 18 |
| % | 39 | 5 | 28 | 28 | 100 |

3. How do you rate the time spent on

| | RESPONDENT | TOO SHORT | ADEQUATE | TOO LONG | NO RES | TOTAL |
|--------------|------------|-----------|----------|----------|--------|-------|
| Distance | No | 1 | 16 | 1 | 0 | 18 |
| Education | % | 5.5 | 89 | 5.5 | 0 | 100 |
| Study Skills | No | 3 | 9 | 5 | 1 | 18 |
| | % | 17 | 50 | 28 | 5 | 100 |
| Briefing on | No | 9 | 7 | 1 | 1 | 18 |
| GCE Exams | % | 50 | 39 | 5.5 | 5.5 | 100 |

4. Where would you have liked to spend more time?

| RESPONDENT | DISTANCE EDUCATION | STUDY SKILLS | BRIEFING ON GCE EXAMS | NO RESP | TOTAL |
|------------|--------------------|--------------|-----------------------|---------|-------|
| No | 3 | 10 | 4 | 1 | 18 |
| % | 17 | 56 | 22 | 5 | 100 |

SECTION B: PRESENTATION OF WORKSHOP TOPICS

5. What would you say about the presentation of the topic on

| | RESPONDENTS | VERY GOOD | GOOD | POOR | NO RESPONSE | TOTAL |
|--------------|-------------|-----------|------|------|-------------|-------|
| Distance | No | 13 | 5 | 0 | 0 | 18 |
| Education | % | 72 | 28 | 0 | 0 | 100 |
| Study Skills | No | 6 | 11 | 2 | 0 | 19 |
| | % | 32 | 58 | 10 | 0 | 100 |
| Briefing on | No | 6 | 9 | 1 | 2 | 18 |
| GCE Exams | % | 33 | 50 | 5 | 12 | 100 |

SECTION C: GENERAL COMMENTS

RESPONSES

No %

(i) Sessions you liked most?

| | | |
|-----------------------------------|----|-----|
| A. Distance Education | 11 | 45 |
| B. Study Skills | 13 | 38 |
| C. Briefing on GCE Exams | 4 | 14 |
| D. All the session | 0 | 0 |
| E. Others (not in the list) | 0 | 0 |
| F. No response | 1 | 3 |
| TOTAL | 29 | 100 |

(ii) Sessions you liked least

| | | |
|-----------------------------------|----|-----|
| A. Distance Education | 4 | 22 |
| B. Study Skills | 1 | 6 |
| C. Briefing on GCE Exams | 2 | 11 |
| D. None of the Sessions | 11 | 61 |
| E. Others (not in the list) | 0 | 0 |
| F. No response | 0 | 0 |
| | 18 | 100 |

(iii) Workshop topic(s) found to be the most useful

| | | |
|-----------------------------------|----|-----|
| A. Distance Education | 3 | 17 |
| B. Study Skills | 7 | 39 |
| C. Briefing on GCE Exams | 2 | 11 |
| D. All the parts | 4 | 22 |
| E. Others (Not in the list) | 1 | 5.5 |
| F. No Response | 1 | 5.5 |
| | 18 | 100 |

(iv) Proposed changes/improvements.

- More time for study skills
- More time for briefing on GCE Examinations
- More time for reading hand-out materials
- More time for discussions

- Improve presentation
- Keep presentations short and precise
- Use an interpreter for vernacular
- More attention to cultural factors
- More attention to psychological effects
- More attention to motivation
- Keep same programme

II GROUP LEADERS' WORKSHOP

PART A: WORKSHOP DURATION

1. What do you say about the two days duration allocated for the Workshop?

| RESPONDENTS | TOO SHORT | ADEQUATE | TOO LONG | NO RESPONSE | TOTAL |
|-------------|-----------|----------|----------|-------------|-------|
| No | 5 | 18 | 0 | 0 | 23 |
| % | 22 | 78 | 0 | 0 | 100 |

2. If you think the time was too short what would you recommend?

| RESPONDENTS | 3 DAYS | 5 DAYS | ONE WEEK | NO RESPONSE | TOTAL |
|-------------|--------|--------|----------|-------------|-------|
| No | 4 | 5 | 4 | 10 | 23 |
| % | 17 | 22 | 17 | 44 | 100 |

3. How do you rate the time spent on

| | RESPONDENTS | TOO SHORT | ADEQUATE | TOO LONG | NO RESPONSE | TOTAL |
|------------------------|-------------|-----------|----------|----------|-------------|-----------|
| Distance Education | No % | 2 9 | 17 73 | 2 89 | 2 9 | 23 100 |
| The Adult Learner | No % | 4 18 | 15 65 | 1 4 | 3 13 | 23 100 |
| Role of Group Leader | No % | 5 23 | 15 65 | 2 8 | 1 4 | 23 100 |
| Study Groups | No % | 3 13 | 16 70 | 1 4 | 3 13 | 23 100 |
| Use of Audio-Cassettes | No % | 8 35 | 9 39 | 5 22 | 1 4 | 23 100 |
| Case Studies | No % | 4 17 | 14 61 | 2 9 | 3 13 | 23 100 |

4. Where would you have liked to spend more time?

| RESPONDENTS | DISTANCE EDUCATION | ADULT LEARNER | ROLE OF G/LEADER | STUDY GROUPS | USE OF A/CASSETTES | CASE STUDIES | NO RESPONSE | TOTAL |
|-------------|--------------------|---------------|------------------|--------------|--------------------|--------------|-------------|-------|
| No | 4 | 7 | 5 | 3 | 1 | 3 | 0 | 23 |
| % | 17 | 30 | 23 | 13 | 4 | 13 | 0 | 100 |

SECTION B: PRESENTATION OF WORKSHOP TOPICS

5. What would you say about the presentation of the topic on:

| | RESPONSE | VERY GOOD | GOOD | POOR | NO RESPONSE | TOTAL |
|------------------------|----------|-----------|----------|--------|-------------|-----------|
| Distance Education | No % | 13 57 | 7 30 | 0 0 | 3 13 | 23 100 |
| Adult Learner | No % | 11 48 | 9 39 | 0 0 | 3 13 | 23 100 |
| Role of Group Leader | No % | 13 57 | 9 39 | 0 0 | 1 4 | 23 100 |
| Study Groups | No % | 12 52 | 8 35 | 0 0 | 3 13 | 23 100 |
| Use of Audio Cassettes | No % | 8 35 | 12 52 | 2 9 | 1 4 | 23 100 |

SECTION C: GENERAL COMMENTS

RESPONSES

No %

(i) Session(s) liked most:

| | | |
|-----------------------------------|----|-----|
| A. Distance Education | 9 | 22 |
| B. The Adult Learner | 6 | 15 |
| C. The Role of Group Leader | 14 | 34 |
| D. Study Groups | 8 | 20 |
| E. Use of Audio Cassettes | 0 | 0 |
| F. All the sessions | 1 | 2 |
| G. Others (Not included) | 3 | 7 |
| H. No responses | 0 | 0 |
| TOTAL | 41 | 100 |

(ii) Session(s) liked least:

| | | |
|-----------------------------------|----|-----|
| A. Distance Education | 0 | 0 |
| B. The Adult Learner | 1 | 4 |
| C. The Role of Group Leader | 0 | 0 |
| D. Study Groups | 1 | 4 |
| E. Use of Audio Cassettes | 9 | 40 |
| F. None of the sessions | 11 | 48 |
| G. Others (not included) | 1 | 4 |
| H. No response | 0 | 0 |
| TOTAL | 23 | 100 |

| | | |
|--|----|-----|
| (iii) The most useful part of the workshop | No | % |
| A. Distance Education | 2 | 8 |
| B. The Adult Learner | 0 | 0 |
| C. Role of Group Leader | 6 | 24 |
| D. Study Groups | 6 | 24 |
| E. Use of Audio Cassettes | 0 | 0 |
| F. All the sessions | 4 | 16 |
| G. Others (Not included) | 5 | 20 |
| H. No response | 2 | 8 |
| TOTAL | 25 | 100 |

(iv) Proposed changes/improvements;

- More time for the workshop
- More books for reference
- More time for preparation of group leaders demonstrations
- More explanation of cassettes
- More teaching aids
- More work on group leading
- More time on Adult Learners problems
- Choose exercises to suit participants
- Relate more to students' subjects
- Relate better to students' standards
- Improve presentation
- Make it livelier
- Have available all materials referred to keep the same programme.

III TUTOR'S WORKSHOP

PART A: WORKSHOP DURATION

1. What do you say about the one day duration allocated for the workshop?

| RESPONDENT'S | TOO SHORT | ADEQUATE | TOO LONG | NO RESPONSE | TOTAL |
|--------------|-----------|----------|----------|-------------|-------|
| No | 1 | 10 | 0 | 0 | 11 |
| % | 9 | 91 | 0 | 0 | 100 |

2. If you think the time was too short what would you recommend?

| RESPONDENT'S | TWO DAYS | THREE DAYS | FOUR DAYS | NO RESPONSE | TOTAL |
|--------------|----------|------------|-----------|-------------|-------|
| No | 2 | 0 | 0 | 9 | 11 |
| % | 18 | 0 | 0 | 82 | 100 |

3. How do you rate the time spent on:

| | RESPONDENT'S | TOO SHORT | ADEQUATE | TOO LONG | NO RESPONSE | TOTAL |
|----------------------------|--------------|-----------|----------|----------|-------------|-------|
| Marking and Commenting | No | 1 | 9 | 1 | 0 | 11 |
| | % | 9 | 82 | 9 | 0 | 100 |
| Counselling in D/Education | No | 4 | 7 | 0 | 0 | 11 |
| | % | 36 | 64 | 0 | 0 | 100 |
| Record Keeping | No | 4 | 7 | 0 | 0 | 11 |
| | % | 36 | 64 | 0 | 0 | 100 |
| Case Studies | No | | | | | |
| | % | | | | | |

4. Where would you have liked to spend more time?

| RESPONDENT'S | MARKING & COMMENTING | COUNSELLING IN DIST EDUCATION | RECORD KEEPING | CASE STUDIES | TOTAL |
|--------------|----------------------|-------------------------------|----------------|--------------|-------|
| No | 1 | 4 | 3 | 3 | 11 |
| % | 9 | 36 | 27.5 | 27.5 | 100 |

SECTION B: PRESENTATION OF WORKSHOP TOPICS

1. What would you say about the presentation of the workshop topics?

| | RESPONSES | VERY GOOD | GOOD | POOR | NO RESPONSE | TOTAL |
|----------------------------|-----------|-----------|---------|--------|-------------|-----------|
| Marking and Commenting | No % | 6 55 | 5 45 | 0 0 | 0 0 | 11 100 |
| Counselling in D/Education | No % | 2 18 | 8 73 | 1 9 | 0 0 | 11 100 |
| Record Keeping | No % | 4 36 | 7 64 | 0 0 | 0 0 | 11 100 |

SECTION C: GENERAL COMMENTS

RESPONSES
NO %

(i) Sessions liked most:

| | | |
|-------------------------------------|----|-----|
| A. Marking and Commenting | 4 | 29 |
| B. Counselling in D/Education | 4 | 29 |
| C. Record Keeping | 2 | 14 |
| D. All the sessions | 2 | 14 |
| E. Others (Not included) -..... | 2 | 14 |
| F. No Response | 0 | 0 |
| | 14 | 100 |

(ii) Session(s) k liked least:

| | | |
|-------------------------------------|----|-----|
| A. Marking and Commenting | 0 | 0 |
| B. Counselling in D/Education | 0 | 0 |
| C. Record Keeping | 3 | 27 |
| D. None of the sessions | 8 | 73 |
| E. Others (Not included) | 0 | 0 |
| F. No response | 0 | 0 |
| | 11 | 100 |

(iii) The most useful part of the workshop:

| | | |
|-------------------------------------|----|------|
| A. Marking and Commenting | 4 | 30 |
| B. Counselling in D/Education | 3 | 23 |
| C. Record Keeping | 2 | 15.5 |
| D. All the sessions | 1 | 8 |
| E. Others (Not included) | 2 | 15.5 |
| F. No response | 1 | 8 |
| | 13 | 100 |

(iv) Proposed changes/improvements:

- No change required
- Improve registration forms
- Start earlier
- More case studies
- More on counselling methods
- Have comprehensive presentation & Discussion
- Produce more modules