

DISTANCE EDUCATION & TEACHER DEVELOPMENT: PERSPECTIVE FROM THE UNIVERSITY OF CAPE COAST

Dawson-Brew, E, Ankoma-Sey, V & Oduro, GKT.

*DETA Conference held at the University of Cape Coast, 3rd – 5th
August, 2009*

8/22/2009

1

Overview

- Concept of Distance Education (D.E)
- Why D.E?
- The University of Cape Coast Model (CCE)
- Challenges
- The Way Forward

8/22/2009

2

Concept of Distance Education (D.E)

- Process of education involving independent study or open learning based on self-instructional material (Hall & Manett (1996)
- ‘an educational process in which a significant proportion of the teaching is conducted by someone removed in space and or time from the learners’ (UNESCO, 2002)
- **Major Feature** : Teacher is separated from student by Distance and Time

8/22/2009

3

Why D.E?

- Conventional means of Education not able to meet the teacher development needs of the nation (*See Table 1*)
- D.E. provides opportunities to absorb people who have not been able to access teacher development through traditional colleges
- Ensures that teacher development does not disrupt school calendar and time table unnecessary (*teacher not removed from schools*)

8/22/2009

4

Table 1: Regional Distribution of Trained & Untrained Teachers in Ghana

Region	Trained		Untrained	
	Male	Female	Male	Female
Ashanti	4,999 (66.3%)	4,201 (94.0%)	2,543 (33.7%)	270 (6.0%)
Brong Ahafo	3,453 (55.1%)	1,350 (80%)	2,813 (44.9%)	322 (19.3%)
Central	2,300 (54.6%)	2,012 (85.3%)	1,916 (45.4)	347 (14.7%)
Eastern	4,355 (71.7%)	3,515 (93.1%)	1,715 (28.3%)	260 (6.9%)
Volta	3,997 (84.0%)	2,367 (94.0%)	759 (16.0%)	152 (6.0%)
Gt. Accra	1,502 (90.7%)	3,733 (98.9%)	154 (9.3%)	40 (1.1%)
Western	2,463 (49.1%)	1,645 (79.6%)	2,588 (50.9%)	422 (20.4%)
Northern	2,550 (47.4%)	754 (72.9%)	2,830 (52.6%)	281 (27.1%)
Upper East	1,152 (64.2%)	643 (84.7%)	642 (35.8%)	116 (15.3%)
Upper West	916 (74.2%)	508 (87.6%)	318 (25.8%)	72 (12.4%)

Source: MOE, EMIS Project, 2005

8/22/2009

5

D.E. Critical

- Challenges related to inadequate professional teachers and misuse of teaching time makes D.E. critical
- In Ghana, D.E. accepted as a strategy through which Education For All can be accelerated
- Hence, UCC & UEW introduced D.E to support training and re-training of teachers

8/22/2009

6

The UCC/CCE Model

- UCC first teacher university in Africa gives prime attention to teacher development
- CCE was established in 1997 to help solve teacher development challenges facing the nation
- Main Focus: 1. Provide opportunities for professionals (teachers, accountants etc to pursue higher education
- 2. train high caliber personnel for national development
- 3. Develop professional competence of serving teachers/personnel of GES

8/22/2009

7

Impact of CCE

- Initial intake was 750 for Diploma in Education programme
- Current intake is 14,000 teachers; total of 20,000 for all professions
- Has 26 study centres all over the country
- Affiliations with WADEA & Simon Fraser University of Canada
-

8/22/2009

8

Mode of Operation

- Print Media (Modules)
- Face to face Sessions (Fortnightly)
- Regular monitoring
- Assessment:
Quizzes/Assignments/Examinations/Project
work/Teaching Practice

8/22/2009

9

Challenges

- Inferiority complex – the notion that D.E is inferior to the conventional system
- Financial burden on student learners
- Disruptions from social problems, e.g funerals, community activities, etc
- Inadequate office facilities
- Travel risks (e.g. robbery attack on staff)
- E-learning in adequacies (not on-line) etc

8/22/2009

10

The Way Forward

- Proper planning, collaboration and coordination of available resources
- Creating networks for support and data base for effective work (all study centres to be networked)
- Need to ensure production of quality learning materials
- Need to facilitate communication through IT (e.g. video conferencing)
-

8/22/2009

11

THANK YOU!!!

8/22/2009

12