DETA CONFERENCE: GHANA 2009

MODERN DISTANCE EDUCATION VERSUS TRADITIONAL ORTHODOXY: The Case of the University of Nairobi

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AUGUST 2009

THE RESEARCH QUESTION

is there a parity in performance in teaching practice between on-campus students and distance study students.
ON-CAMPUS

• Full-time face-to-face learning; 45 hour contact per unit per semester.
• Use of custom stocked university libraries.
• Choice to reside on campus hence capacity for daily socialisation.
• Access to lecturers, professors, counselors and peers.

DISTANCE STUDY STUDENTS

• Limited face-to-face tuition: only 15 out of 90 hours are face-to-face per unit per semester.
• Use pre-prepared printed study materials and audio-cassettes.
• Socialisation, guidance and counseling only contrived.
• Study independently at home or at work.
OBJECTIVES OF THE STUDY

The objectives of this study were to establish whether;

• teaching methodologies used by lecturers to teach on-campus and distance study students have a differential effect on performance in teaching practice

• the on-campus and distance study student’s learning environment factors have effects on their performance in teaching practice

Objectives continued

• on-campus and distance study students entry qualifications to the different modes of study have effects on their performance in teaching practice

• on-campus and distance study students home and societal commitments factors have any effects on their performance in teaching practice.

• the media employed to prepare the distance study students and on-campus students has any effect on their performance in teaching practice.
The study focused on the following questions:

- Do teaching methodologies utilized by lecturers to teach on-campus and distance study students have effects on their performance in teaching practice?
- Do the student learning environment factors of both the on-campus and distance study students have effects on their performance in teaching practice?

Research questions continued

- Do the entry qualification to the different mode of study have any effect on student performance in teaching practice?
- Do the student home and societal commitments have any effect on their performance in teaching practice?
- Do the media used to prepare students for teaching practice have an effect in their performance in teaching practice?
OUTCOMES: Differences

Age: On-campus- 87% between 21&25 yrs
     Distance- 67% between 26&40 yrs
Grades: On-campus-97% bet. A &B+
       Distance-89% bet.B&D+
Marital: On-campus- 97% single
       Distance –85% married
Career: On-campus- 83%non-working
       Distance, 95% working.

OUTCOMES: Similarities

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<th>Sequencing</th>
<th>Fairly weak</th>
<th>Average</th>
<th>Very good</th>
<th>Excellent</th>
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<td>(9) 20.9%</td>
<td>(13) 30.2%</td>
<td>(19) 44.2%</td>
<td>(43) 100.0%</td>
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<td>(15) 30.0%</td>
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## OUTCOMES: Similarities Cont’

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### Mastery of content

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<td>(25) 50.0%</td>
<td>(18) 36.0%</td>
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INPUT>PROCESS>OUTPUT

DEGREE APPLICANT
- PRIOR QUALIFICATION
- MARITAL STATUS
- FAMILY RESPONSIBILITY
- EMPLOYMENT FACTORS
- SOCIAL ROLES
- LEARNING ENVIRONMENT

COURSE REQUIREMENT
- APPROPRIATENESS OF TEACHING LEARNING METHODOLOGIES
- LECTURER SUPPORT
- INSTITUTIONAL SUPPORT
- PEER SUPPORT

PRESSURE
BLACK BOX A

PRESSURE
BLACK BOX B

GRADUATE SECONDARY SCHOOL TEACHER

PERFORMANCE TEST
TEACHING PRACTICE
PRESSURE
PRESSURE

BLACK BOX A
BLACK BOX B

RECOMMENDATIONS

• Mainstreaming distance study
• Integrating continuous assessments into teaching methodologies
• Student support
• Mainstreaming communication technologies into teacher education