

DETA CONFERENCE: GHANA 2009

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

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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.

RESEARCH QUESTIONS

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

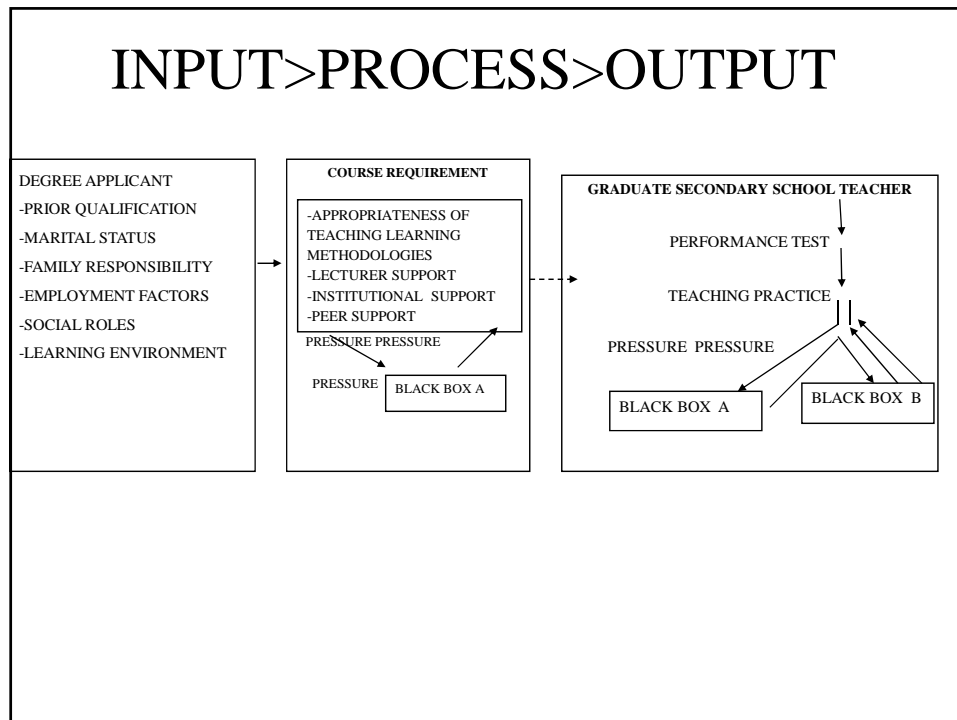
		Sequencing				Total
		Fairly weak	Average	Very good	Excellent	
Mode of study	On campus	(2) 4.7%	(9) 20.9%	(13) 30.2%	(19) 44.2%	(43) 100.0%
	Distance study	(4) 8.0%	(8) 16.0%	(15) 30.0%	(23) 46.0%	(50) 100.0%

OUTCOMES: Similarities Cont'

		Instructional Resources					Total
		poor	Fairly weak	Average	Very good	Excellent	
Mode of study	On campus	(1) 2.3%	(14) 32.6%	(9) 20.9%	(12) 27.9%	(7) 16.3%	(43) 100.0%
	Distance study	(1) 2.0%	(16) 32.0%	(10) 20.0%	(17) 34.0%	(6) 12.0%	(50) 100.0%

OUTCOMES: Similarities Cont'

		Mastery of content			Total
		Average	Very good	Excellent	
Mode of study	On campus	(13) 30.2%	(17) 39.5%	(13) 30.2%	(43) 100.0%
	Distance study	(7) 14.0%	(25) 50.0%	(18) 36.0%	(50) 100.0%



RECOMMENDATIONS

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