

**DISTANCE EDUCATION AND TEACHERS' TRAINING
IN AFRICA (DETA) CONFERENCE: ACCRA, GHANA
3 – 6 AUGUST 2009**

**A Future Scenario of e-Learning for
Primary Colleges of Education in Zambia**

Presenters

Godfrey Mwewa, University of Zambia

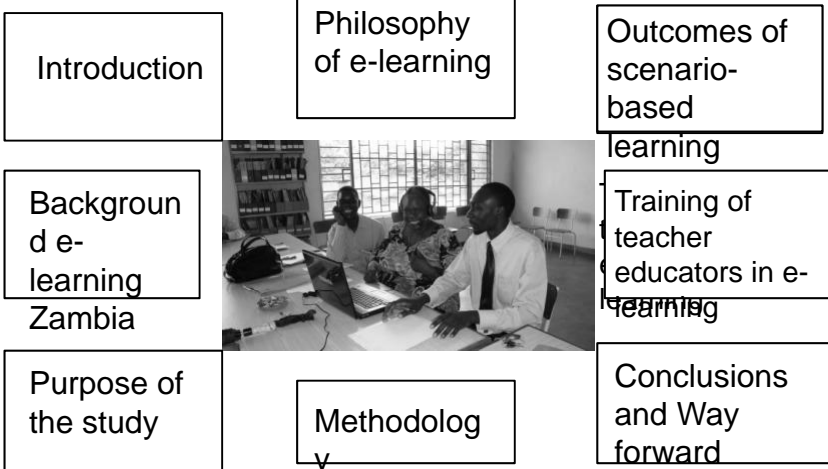
Harry Moono, Charles Lwanga College of Education

Leonie Meijerink, VVOB, Zam

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Presentation Outline

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Introduction



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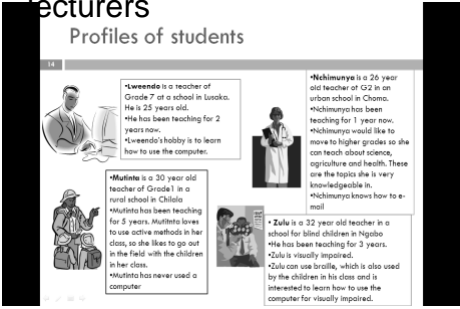
*I am Lweendo,
a distance
student and use
the blog to...*

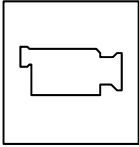
You don't know what you don't know!

○ ○ ○


**Fictional stories created by
lecturers**

Profiles of students






Background of e-learning in Zambia



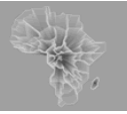
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- MoE and partners investing in e-learning to increase access to teacher training and quality education.
- Strategic plan for e-learning development near completion.
- Country to host 2010 Africa e-learning conference



5th International Conference on ICT for Development,
Education and Training
Lusaka, Zambia, May 26 – 28, 2010

An Annual Event for Developing eLearning Capacities in Africa



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Background



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- **CLCE, rural Zambia, taken first step among colleges to integrate interactive methods in enhancing access and quality in teacher training.**

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Purpose of study



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- Discover how quality and accessibility to teacher education can be enhanced in Zambian colleges of education
- Contribute to MDG and EFA targets by educating masses of qualified teachers
- CLCE hopes to educate more teachers and bring them to higher levels through e-learning.
- College is representative of all colleges of education in the country.
- Lessons learnt/challenges from scenarios at CLCE adapted to other colleges.

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Methodology



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Structure of introducing e-learning to CLCE phased as:

- Presentation on 'what is e-learning?'
- Establish participants needs on what to learn about e-learning.
- Hands-on Training: 'Introduction to e-learning'.
- Developing scenarios of the future of e-learning for students in 2012.

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Essential questions on characteristics and perceptions



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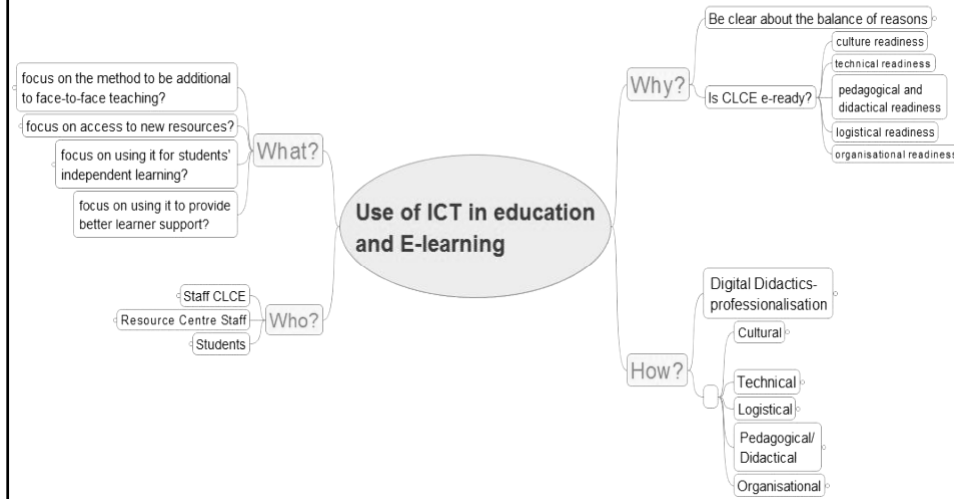
- Why would you like to introduce e-learning at the college?
- Which aspects of e-learning are you familiar with?
- What would you like to see enhanced in Colleges of Education in Zambia? How?

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Overview of questions



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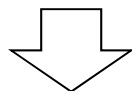
Methodology cont'd ...



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Needs expressed by CLCE lecturers:

- To understand what e-learning could look like in future in the context of a Zambian college of education.
- To get hands-on experience on how to use e-learning tools and methods.



Training set up for lecturers to experience e-learning hands-on through a scenario-based approach.

Methodology cont'd ...



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- To use scenario-based learning (SBL): learning embedded in context, within which learners live and work.
- SBL concept of situated cognition- knowledge cannot be developed and fully understood independent of its context (Kindley, 2002).
- CLCE, consideration of challenges of accessibility to computer hardware and internet facilities; looking ahead in near future-ready for it.

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Methodology cont'd ...



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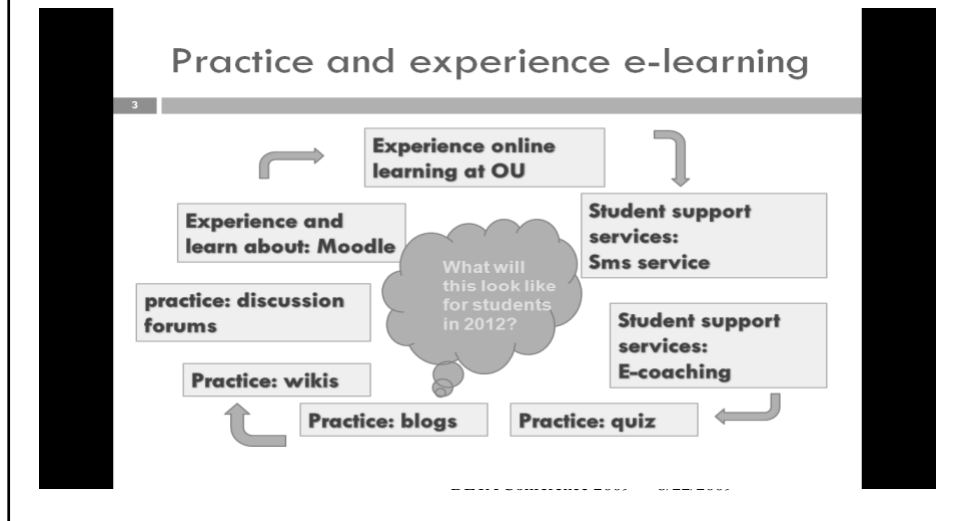
- Scenario-based learning takes the form of storyline in which learners required to assume a key role (Schank & Cleary, 1995).
- Provided different student profiles of students.
- Hands-on activities, reader and practical examples of various Web2.0 tools and e-learning platforms given through guided discovery.

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Blended methods and tools explored by participants



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Methodology cont'd ...



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- Choose profile of a student from 8 profiles provided.
- Shared and improved on stories through 'world cafe' method.

Philosophy of e-learning



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- E-learning is an open system
- Goal of quality e-learning is to blend diversity and cohesiveness into dynamic and intellectually challenging 'learning ecology'.
- Realized worldwide that electronic communications technologies have capacity to extend interaction over time and distance.
- ICTs advanced more than our understanding of how to use technology in educational setting.
- Internet at core of e-learning transformation (Garrison & Anderson, 2003).

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Philosophy of e-learning



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- Institutions in Africa cannot afford to lag behind.
- Zambia is a large country with widely spread communities.
- In-service students (novice teachers) often work in rural areas.
- Be able to study any time or any place and communicate over distances to learn from other professionals.
- E-learning very new concept in Zambian education.

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Philosophy of e-learning



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- E-learning to generate 'easy money'.
- Emerging reality: addressing deficiencies in teacher education related to over-reliance on lectures and information dissemination in current system.
- Introduction of e-learning in Zambian institutions should be on **quality** of learning experiences.

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Philosophy of e-learning



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Cont'd ...

CLCE vision on e-learning focuses on achieving high quality e-learning:

- By 2012, train a student teacher using technology-mediated learning within resources in a flexible manner through a personal route, which enhances constructivism within classroom and social setting.
- Produce teachers who are competent, committed and confident in studying independently with use of ICT and other means of modern technology.

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Vision of CLCE on e-learning

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- Flexible learning through personal route
- Content same (or richer) as for full-time students- difference in mode of delivery.
- Acquire skills in independent learning, learners empowered to study independently.
- Full participation of students through interactive materials to be prepared.
- Format will be module type with period for face to face contact with lecturers.

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Outcomes of scenario-based training

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⇒ *Example of one story*

Analysis of scenarios revealed:

- Easy communication with tutor and with other students
- Studying can be done any time and any place
- Opportunities for reflection through blogs and discussion forums
- Easier and closer access to resources for lesson planning
- Content can be created by students themselves
- Online learning can be done in combination with regular classes.

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Outcomes of Scenario-based training



- Characteristics can be used to strengthen the quality of ODeL materials by CLCE and other colleges of education to embed in new ODeL teacher education programmes.

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Some impressions



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Training for lecturers when starting e-learning



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- Difficult to create the stories because it was not clear from start for which ODeL programme e-learning would be developed.
- Most lecturers learned quickly how to use blogs, wikis, forums, and Moodle.
- Some lecturers used e-learning tools in innovative way; others used tools in more traditional way. E.g, use of the wiki mainly for rote learning than promotion of critical thinking.
- Some lecturers questioned method of self discovery.

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Training for lecturers when starting e-learning



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- Work to be done to change attitudes from depending on teacher as a source of knowledge towards being responsible for own learning.

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Training for lecturers when starting e-learning



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Evaluation rounds revealed: perseverance;
creativity and willingness to be innovative;

e.g. in world café, it was easier to come up with
future scenarios;

different interests from different lecturers; such
as 'skype fans', others loved the 'blog', or put
lessons and activities in Moodle.

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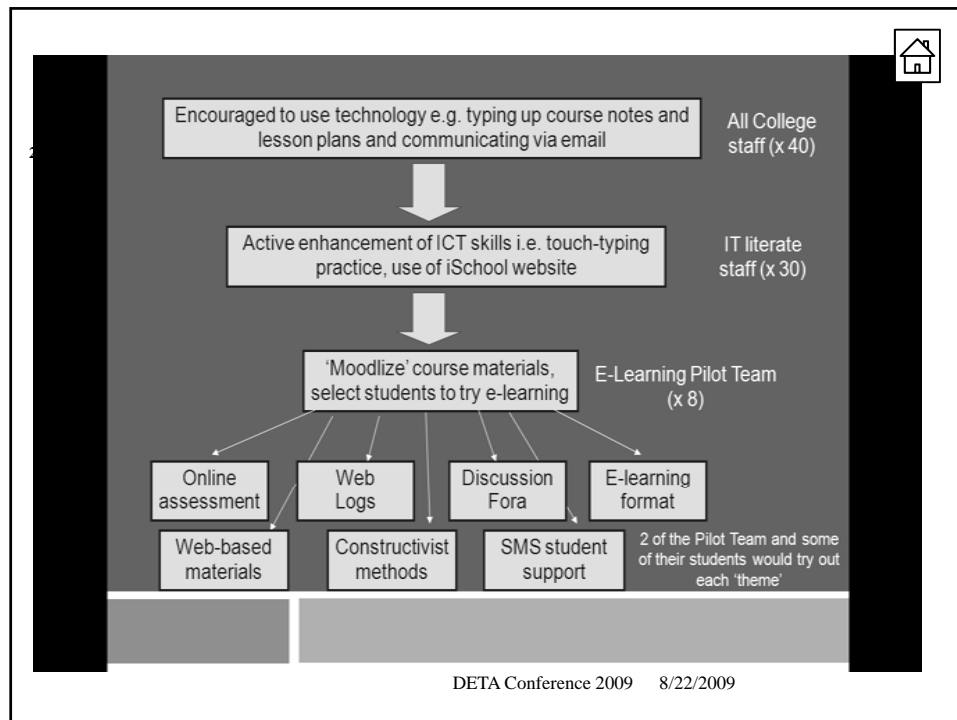
Strategy for implementation of e-learning



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- Initial proposal: distance education committee
- Participants motivated – opportunity to all to experiment

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Conclusions

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- CLCE has initiated new movement in Zambian education
- Scenario-based approach gave lecturers clear perspective on what e-learning could look like in future and how to use different e-learning tools.
- Willingness to embrace e-learning tools and change to innovative methods.

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Lessons learned



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- Lecturers' competencies needed: innovativeness, critical thinking, a problem-solving, be persistent and creative.
- Stories give good idea of added value of e-learning according to lecturers
- Different levels of using the tools. College should decide suitable approach so that NOLB
- Methods of training: hands-on
- If scenario-based approach is used in future, important to have a clear perspective on curriculum in which it is to be implemented.

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Way forward:



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- More practice
- Material production in e-learning format
- embedding e-learning in college-based Continuous Professional Development, for everyone to learn how to use and implement e-learning.
- College needs *recognition, guidelines and support from MoE, UNZA and cooperating partners*

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Way forward cont'd ...



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- CLCE needs to promote model they are starting and lobby for support from different stakeholders.
- Other colleges of education in Zambia can learn from and work together with CLCE.
- Lessons learnt e.g. training lecturers to learn about e-learning, should be an integral part of implementation strategy of each college.

FIRST STEP: ATTENDING DETA GHANA WITH LECTURERS OF ZAMBIAN CE'S STARTING ODEL

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