NATIONAL OPEN UNIVERSITY OF NIGERIA

SCHOOL OF EDUCATION

COURSE CODE: ODL 714

COURSE TITLE:

PHILOSOPHY OF OPEN AND DISTANCE LEARNING

NATIONAL OPEN UNIVERSITY OF NIGERIA

PHILOSOPHY OF OPEN AND DISTANCE LEARNING

COURSE DEVELOPED AND WRITTEN

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INTRODUCTION

Introduction to Philosophy of Open and Distance Learning is a one semester course. (Please note that the acronym ODL will subsequently be used, throughout this material, for Open and Distance Learning). It will be available for you to take as a core module in the School of Education Programme. This course is suitable for any student seeking to understand philosophical perspectives of Open and Distance Learning particularly in terms of critical analysis of definitions, concepts, terms, and terminologies, issues and problems, basic assumptions and underlying principles, goals and objectives on Open and Distance Learning. The course will also help enhance students' knowledge of the tools used in philosophizing as well as the knowledge of how to avoid pitfall when philosophizing. This course consists of twenty (20) Units, and a postscript, encompassing the following key areas: Perceptions of philosophy in the layman or popular sense and from professional and technical sense, philosophy as a process and as a product in relation to open and distance learning, tools of philosophizing, justification or relevance of philosophy and philosophical analysis to open and distance learning, pitfalls that must be avoided when philosophizing especially errors in reasoning, and philosophical analysis of key components of open and distance learning which are: definitions, concepts and terminologies, issues and problems, basic assumptions and underlying principles, goals and objectives, among others. In this course guide, you will learn about what the course is all about, what you are expected to know in each unit, the necessary course materials you need to use, and how you can work your way through these materials. It also emphasizes the necessity of tutor-marked assignments. There are also periodic tutorial classes that are linked to this course.

What you will learn in this course

Philosophy of Open and Distance Learning is to introduce you to perceptions of philosophy in the layman or popular sense and from professional and technical sense, philosophy as a process and as a product in relation to open and distance learning, tools of philosophizing, pitfalls that must be avoided when philosophizing, especially errors in reasoning, and philosophical analysis of key components of open and distance learning which are: definitions, concepts and terminologies, issues and problems, basic assumptions and underlying principles, goals and objectives, among others. Your understanding of this course will empower you to have in-depth understanding of how to engage in philosophical analysis of varied components of open and distance learning.

Course Aims

The aim of this course is to introduce students to the philosophy of open and distance learning with in-depth knowledge and understanding of how to avoid pitfalls when philosophizing, the tools of philosophizing, and how to engage in philosophical analysis of this form of non-traditional education.

Course Objectives:

On successful completion of this course, students should be able to:

1. Define and explain the meaning of philosophy from the layman and professional sense,
2. Critically examine the tools of philosophising
3. Define philosophy from the process and product sense
4. Define philosophy of open and distance learning as a process and as a product.
5. Explain the causes of errors in reasoning and the strategies for eliminating these errors.
6. Define Philosophy of Open and Distance learning as a Process and Product

7. Justify the relevance of Philosophy in Open and Distance Learning
8. Discuss the meaning of Philosophical Analysis and its relevance in Open and Distance Learning
9. Examine the various methods and techniques of doing philosophical analysis in Open and Distance Learning
10. Discuss vividly how to do analysis in Open and Distance Learning.

Working through this Course

To complete this course, you are required to read the study units and recommended texts. Each study unit contains a self-assessment exercise and, at some points in the course, you are required to submit assignments for assessment purpose. At the end of this course is a final examination. Stated below are the components of the course and what you are expected to do.

Course Materials

Course Guide

Study Units

Textbooks and other Reference Sources

Assignment File

Presentation

In addition, you must obtain the text materials. They are provided by the NOUN. Please, contact your tutor if you have problems in obtaining the required materials.

Study Units

There are twenty (20) study units in this course, and a postscript, as follows:

Module 1

Unit 1: Perception of Philosophy from the layman perspective.

Unit 2: Perception of Philosophy from Professional or Technical viewpoint.

Unit 3: Tools of Philosophizing.

Unit 4: How to avoid the pitfalls in philosophizing especially errors in reasoning.

Module 2

Unit 1: Definition of Philosophy of Open and Distance learning as a Process and Product.

Unit 2: Justification of Philosophy in Open and Distance Learning.

Unit 3: What Philosophical Analysis is and its relevance in Open and Distance Learning?

Unit 4: Methods and Techniques of doing Philosophical Analysis in Open and Distance Learning.

Module 3

Unit 1: Analysis of Definitions, Concepts and Terminologies in Open and Distance Learning.

Unit 2: Analysis of Issues and Problems in Open and Distance Learning.

Unit 3: Analysis of Basic Assumptions and Underlying Principles in ODL.

Unit 4: Analysis of the Implementation Strategies of Open and Distance Learning Programmes.

Module 4

Unit 1: Analysis of Goals and Objectives of ODL.

Unit 2: Analysis and Examination of the Models of ODL

Unit 3: Analysis of the Theories in ODL

Unit 4: Analysis of Student Support Services in ODL

Module 5

Unit 1: Analysis of Instructional Technologies in ODL

Unit 2: Analysis of Modern Instructional Technologies and Media in ODL

Unit 3: Analysis of Instructional Design in ODL

Unit 4: Analysis of Critical Thinking Skills for Open and Distance Learning Students

Postscript

Having thorough read this material, and from the knowledge you would have acquired, you would be required to attempt a formulation of a distinct philosophy of open and distance learning. You will be required to do this at the end of unit four in module five. Therefore, as you read this material, bear in mind the necessary information that will be relevant to help you to formulate a philosophy of open and distance learning in a precise and concise manner.

Each unit contains a number of self Assessment exercise. In general, these self-assessment exercises enable you to determine your understanding of the materials you have just covered or require you to apply it in some ways and, thereby, assisting your progress as well as reinforcing your understanding of the material. Together with tutor-marked assignments, these exercises will assist you in achieving the stated objective(s) of the each unit and of the entire course.

Textbooks and References

Below are some books, journals, theses you can consult. You can also refer to other books related to the course.

Aderinoye, R.A. & Ojokheta, K.O (2004). Open-Distance Education as a Mechanism for Sustainable Development: Reflections on the Nigerian Experience. Journal Of International

Review Of Research In Open Distance Learning. Athabasca University, Canada, vol.5, No. 1, pp. 174 – 187.

Akinpelu, J.A. (1981). Introduction to Philosophy of Education. London: Macmillan.

Ameritech,(1996). Ameritech Distance Learning.
(www.http://horizon.unc.edu/projects/issues/papers/distance_learning.asp. Retrieved 9/25/2002

Garrison, D.R. & Shale, D. (1987). Mapping the boundaries of distance education: problems in defining the field. **The American Journals of Distance Education** 1(1), 7.

Keegan, D. (1996). Foundations of distance education (3rd edition), London: Routledge.

Ojokheta, K.O (2000). Analysis of Selected Predictors for Motivating Distance Learners for Effective Learning in some Distance Learning Institution in Nigeria. Unpublished Ph.D. Thesis, Department of Adult Education, University of Ibadan.

Ojokheta, K.O (2010). A Path –Analytic Study of Some Correlates Predicting Persistence and Student Success in Distance Education in Nigeria. Turkey Online Journal of Distance Education. Vol. 11, No. 1 Article 11, pp.181-192.

Ojokheta, K.O (2010). Reflections on Policy and Practice of Open and Distance Learning in Nigeria: Toward a Renewed Invigoration. Malaysian Journal of Distance Education. Vol. 12, No 1.

Power, E.J. (1982). Philosophy of Education: Studies in Philosophies, Schooling, and Educational Policies. New Jersey: Prentice-Hall Inc., Englewood Cliffs. Chapter 1.

Rumble, G. (1989). “The role of distance education in national and International development: An overview”. Distance education, vol. 10.

Schofield, H. (1972). The Philosophy of Education: An Introduction. Allen and Unwin. Chapter1

Teaster, P., & Blieszner, R., (1999). “Promises and Pitfalls of the interactive television approach to teaching adult development and aging”. Educational Gerontology, 25 (8) 741-754.

Yusuf, M.O. (2006). Problems and Prospects of Open and Distance education in Nigeria”. Turkish Online Journal of Distance education-TOJDE, January 2006, vol. 7 (1) 2.

Assignment File

There are two aspects to the assessment of this course: the tutor marked and the written examination. In this file, you will find all the details of the work you must submit to your tutor for marking. The marks you obtain for these assignments will count towards the final mark you obtain for this course. Further information on assignment will be found in the Assignment File itself, and later in this Course Guide in the section on assessment. There are many assignments for this course, with each unit having at least one assignment. These assignments are basically meant to assist you to understand the course.

Assessment

An assessment file and a marketing scheme will be made available to you. In the assessment file, you will find details of the works you must submit to your tutor for marking. There are two aspects of the assessment of this course; the tutor marked and the written examination. The marks you obtain in these two areas will make up your final marks. The assignment must be submitted to your tutor for formal assessment in accordance with the deadline stated in the

presentation schedule and the Assignment file. The work you submit to your tutor for assessment will count for 30% of your total score.

Tutor Marked Assignments (TMAs)

There are 20 tutor-marked assignments in this course. You do not need to submit all the assignments. The best three of what you have submitted will be recorded. Each assignment counts for 20 marks but on the average when the assignments are put together, the assignments will count 30% towards you total course mark. The Assignments for the units in this course are contained in the Assignment File. You will be able to complete your assignments from the information and materials contained in your reference books, reading and study units. However, it is important for you to demonstrate that you have a very broad and in-depth knowledge of the subject matter.

When each assignment is completed, you must send it together with a TMA (tutor-marked assignment) form to your tutor. Ensure that each assignment gets to your tutor on or before the deadline given in the Assignment File. If, for any reason, you cannot complete your work on time, contact your tutor before the assignment date is due to discuss the date unless there are exceptional circumstances warranting such.

Final Examination and Grading

The final examination for Philosophy of Open and Distance Learning will be of three hours' duration and have a value of 70% of the total course grade. The examination will consist of questions which reflect the practice exercises and tutor-marked assignments you have previously encountered. You may find it useful to review your tutor-marked assignments and the

comment(s) on them before the examination. The final examination covers information from all aspects of the course.

Course Marking Scheme

The following table lays out how the actual course mark allocation is broken down.

Table 1: Course Marking Scheme

Presentation Schedule

The dates for submission of all assignments will be communicated to you. You will also be told the date of completing units and dates for examinations.

Course Overview/Presentation Schedule

How to get the most from this Course

You will be required to study the units on your own. But arrangements have been made for you to meet with your tutor for tutorials on regular basis in the study centre. Also, you can organize interactive sessions with your course mates. In distance learning, the study units replace the university lecture. This is one of the great advantages of distance learning; you can read and work through specially designed study materials at your own pace, and at a time and place that suits you best. Therefore, it is reading the lecture instead of listening to the lecturer. In the same way, a lecturer might give you some readings to do, the study units tell you when to read and the text materials or set books to read. You are provided exercises to do at appropriate points, just as a lecturer might give you an in-class exercise. Each of the study units follows common formats. The first item is an introduction to the subject matter of the unit and how a particular unit is integrated with the other units and the course as a whole. Next to this, are set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the unit. These learning objectives are meant to guide your study. The moment a unit

is finished, you must go back and check whether you have achieved the objectives or not. If this is made a habit, then you will significantly improve your chances of passing the course.

The main body of the unit guides you through the required reading from other sources. This will usually be either from your textbooks or books or from a reading section. The following is a practical strategy for working through the course. If you run into any trouble, telephone your tutor or visit the study centre. Remember that your tutor's job is to help you. When you need assistance, do not hesitate to call and ask your tutor to provide it.

1. Read this Course Guide thoroughly, it is your first assignment.

2. Organize a Study Schedule. Design a 'Course Overview' to guide you through the Course. Note the time you are expected to spend on each unit and how the assignments relate to the units. Important information, e.g. details of your tutorials and the date of the first day of the Semester is available from the study centre. You need to gather all the information into one place, such as your diary or a wall calendar.

3. **Once you have created your own study schedule, do everything to stay faithful to it.** The major reason why students fail is that they get behind with their course work. If you get into difficulties with your schedule, please, let your tutor know to provide help or assistance before it is too late.

4. **Turn on Unit 1, and read the introduction and the objectives for the unit.**

5. **Assemble the study materials.** You will need textbooks, and other learning materials for the units you are studying at any point in time.

6. **Work through the unit.** As you work through the unit, you will know what sources to consult for further information.

7. **Before the relevant due dates (about 4 weeks before the due dates), check the Assignment File for your next required assignment.** Keep in mind that you will learn a lot by doing the assignments carefully. They have been designed to help you meet the objectives of the course and, therefore, will help you score a good grade in the examination. Submit all assignments not later than the due date.

8. **Review the objectives of each study unit to confirm that you have achieved them.** If you feel unsure about any of the objectives, review the study materials or consult you tutor.

9. **When you are confident that you have achieved a unit's objectives, you can start on the next unit.** Proceed unit by unit through the course and try to pace your study so that you keep yourself on schedule.

10. **When you have submitted an assignment to your tutor for marking, do not wait for its return before starting on the next unit.** Keep to your schedule. When the Assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also the written comments on the ordinary assignments.

11. **After completing the last unit, review the course and prepare yourself for the final examination.** Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in the Course Guide).

Tutors and Tutorials

There are 12 hours of tutorials provided in support of this course. Information relating to the tutorials will be provided at the appropriate time. Your tutor will mark and pass comment(s) on your assignments. keep a close watch on your progress and report, to the appropriate quarter, any difficulty you may encounter so that assistance can be provided to you during the course. You must take your tutor-marked assignments to the study centre well before the due date (at least two working days are required). They will be marked by your tutor and returned to you as soon as possible.

Do not hesitate to contact your tutor if you need help. Contact your tutor if you are encountering difficulties on any of the following:

- You do not understand any part of the study units or the assigned readings;
- You have difficulties with the exercises;
- You have a question or problem with the assignment,
- You have a question or problem with your tutor's comments on an assignment or with the grading of an assignment.

You should try your best to attend the tutorials. This is the only chance you have to meet your tutor face-to-face to ask questions which are answered instantly. You can raise any problem encountered in the course of your study with your tutors when you meet face-to-face. To gain the maximum benefit from the course tutorials, prepare a question list before meeting your tutors face-to-face. You will learn a lot from participating in discussion actively.

I wish you success with the course and hope that you will find it both interesting and useful.

OUTLINE

MODULE 1:

Unit 1: **Definition of Philosophy from the layman**

CONTENT

1.0 Introduction

2.0 Objectives

3.0 Main content

4.0 Conclusion

5.0 Summary

6.0 Tutor- Marked Assignments

7.0 References and Further Reading

1.0 Introduction

The aim of this unit is to introduce you to the meaning of philosophy from the layman's perspective. Specifically, at the end of the unit, you should be able to define philosophy from: The layman's or popular perspective. Similarly, you must take note of the criticisms of this layman's perception of philosophy.

2.0 Objectives of the Unit

The objectives of this unit are, to:

i. Provide a statement and analysis of what people usually mean when they use the word philosophy.
ii. Emphasize the key aspects in these layman definitions of philosophy.
iii. Show the criticism in this layman or popular perceptions of philosophy.
iv. Give the summary of major points in this unit.
v. Provide recommended texts for further reading.

3.0 Main Contents

As a living being, you must have heard about the word philosophy at one time or the other and you must have had people defining the word in one way or the other. Possibly, your first fear when you hear people mention the word philosophy is that: it is a word that is very difficult to define and understanding. Your fear may have arisen from the popular belief that philosophy is an abstract and a vague concept to define. Besides, you may have been indoctrinated to belief that philosophy confuses than providing answers to human problems. So, philosophers are human beings who try to create more problems than solving them. Let me state that all your

fears, as pointed out above, are certainly incorrect as you shall see later in this material. But, before we discuss this, let first see how the ordinary man in the street, including you and me, perceive what philosophy is all about.

Perceptions of philosophy in the layman or popular sense

At one point or the other, if we ask people what philosophy is, they are more clearly to relate it to the way they see things or their beliefs about life generally. Therefore, the first view people have of what philosophy is all about is that: **it is a way of looking at things, events, or issues.** Sometimes, this view of philosophy is taken further to include: **a pattern of reaction, a pattern of one's life, or a way of life.** For most people, the way we see things, events, or issues is simply what philosophy is all about. We usually express this with this statement: **This is my own philosophy. What is your own philosophy?** At another time, we express this statement: **That or this is contrary to my own philosophy** to show our disagreement with a line of thinking or a course of action taken by someone else.

The second view of philosophy by the layman or the ordinary man in the street is that philosophy is all about **words of wisdom especially from our elders.** This is usually expressed with this statement: **The words of our elders are words of wisdom.** In African society, and some societies across the world, only the elderly are perceived as having great wisdom arising from their wealth of life experiences. Therefore, when they speak, in whatever assembly or situation, they normally speak in deep and profound ways, or they speak in parables, proverbs, analogies, or metaphors. Hence, they are usually seen to have spoken philosophically when they speak in these ways. Thus, according to Akinpelu, (1982), philosophy is often used to refer to ‘‘statements that go to the heart of the matter or the issues at stake; that demonstrate depth and

width of experience, and that have deeper meanings than words ordinarily suggest.''

The third view of philosophy by the layman or the ordinary man on the street is that philosophy is all about **a statement of a people's world view.** This is more or less an advanced way of defining philosophy, in the layman sense, and it is very close to the modern, professional, or technical way of defining philosophy. But what is a world view? A world view is usually a set of beliefs about the world in which we live in, a set of framework with which to explain the events that happen in a particular culture. This set of beliefs usually guides living in that culture. For example, who or what man is, how he is made, where he comes from and to where he goes from here, how was the world created and sustained, about the supernatural world, evil, witches, destiny, fate, soul and even God, about the society-how it was formed and how it operates, what is the relationship of the individuals to it, and how it influences our lives among other. Therefore, how people, in a particular culture, perceive all the above mentioned, is to some laymen, what philosophy means. It must be remembered that every culture or ethnic group has its own perception of a world view. You may, at this point, want to reflect on your culture's or ethnic group's perception of world view. To the people in this culture, that is their own world view and, by extension, their philosophy.

Criticism of the Layman's View of Philosophy

However, with this brief discussion of the various perceptions of philosophy by the ordinary man in the street, it is worthy to examine if these perceptions can be described as representing the true meaning of philosophy. Even though these various views are perceived by the layman to mean the definitions of philosophy, in the technical or professional sense, they cannot be regarded to

mean the definition of philosophy. The reasons for this are:

i. First, all these views are merely descriptive statements of perceptions. That is, how they see things, issues or events and not how things, issues, or events ought to be seen. For example, the perception of philosophy as a way of life does not show us whether such a way of life is right or wrong.
ii. They have not been subjected to close analysis, argument, or reasoning to eliminate inconsistencies and contradictions in such statements.
iii. These statements are not prescriptive in nature. That is, they did not prescribe what ought to be right way of life or pattern of reaction or world view among others.

Since these statements have not been subjected to the requirements stated above, they do not represent the true meaning of philosophy or the technical definition of philosophy. The hallmarks of true philosophy is that statements, ideas, opinions, etc must be subjected to logical reasoning and analysis, critical thinking and reflection, as well as constructive criticism and argument in order to remove inconsistencies and contradictions in such statements. It is true philosophy if it prescribes what ought to be and what it is. Since the layman's definitions of philosophy lack these principles and guidelines, therefore, they cannot be regarded as representing the definitions or correct perceptions of philosophy.

Self Assessment Exercise

Identify and discussed the key features in the perception of Philosophy by the layman.

4.0 Conclusion

Everybody philosophises in one way or the other, even though he or she may not have trained in the act of philosophizing. Therefore, philosophy is something that everybody should be engaged in whether as professionals or non-professionals. However, to philosophize, in the way

professional philosophers do, we must consciously understand and apply the tools that professional philosophers use when they are philosophizing. These tools are logical and critical analysis, clarification, positive criticism, evaluation, and recapitulation. These tools are usually not employed by the ordinary man in the street even though he engages in the act of philosophizing. This is what differentiates his views on what philosophy is from that of the professionally trained philosophers.

5.0 Summary

In this unit, we have discussed what philosophy may refer to in the layman language. For emphasis sake, philosophy in a layman language may refer to any of these three statements:

i. A person's way of looking at life, his pattern of reaction to events, the principles by which his or her life or his or her own way of life;
ii. The proverbs, the metaphors, the analogies, the parables, and such other profound statements which characterize the speeches of elders; and
iii. A people's world-view, that is, their perceptions of the world, of human nature, of the supernatural events and beings, and of their society.

6.0 Tutor Marked Assignments

i. Identify and discussed the key features in the perception of Philosophy by the layman.
ii. Discuss the reasons why the layman perception of philosophy is regarded as not representing the true nature of philosophy.

7.0 References/Further Reading

Akinpelu, J.A. (1981). Introduction to Philosophy of Education. London: Macmillan.

Schofield, H. (1972). The Philosophy of Education: An Introduction. Allen and Unwin. Chapter1

Unit 2: Professional or Technical Definition of Philosophy

CONTENT

1.0 Introduction

The aim of this unit is to introduce you to the meaning of philosophy from the professional or technical perspective; that is, how the professional philosophers define philosophy. Specifically, at the end of the unit, you should be able to define philosophy from this perspective and then apply this perspective to the philosophy of open and distance learning for you to have a deeper understanding of what the course is all about.

2.0 Objectives of the Unit

The objectives of this unit are, to:

i. Provide a statement and analysis of what philosophy means in the technical sense or how the professional philosophers define philosophy.
ii. Emphasize the key aspects in these technical or professional definitions of philosophy.
iii. Provide a statement and analysis of what philosophy means as a **PROCESS** and as a

PRODUCT.

iv. Give the summary of major points in this unit.

v. Provide recommended texts for further reading.

3.0 Main Contents

Philosophy is derived from two Greek Words- philein and Sophia-which literally means **Love of Wisdom.** However, the word wisdom is somewhat old-fashioned. In the contemporary world, Philosophy is perceived as **Love of Knowledge.** Philosophy is often misinterpreted by some people that it deals with vague matters and this has caused a feeling of apprehension in the average man and even in the average student. They both believe that philosophy deals with mysterious matters far removed from everyday life and that it traffics in ideas which only the brilliant few are capable of understanding. This apprehension causes the average man, and the average student, to close his mind firmly against philosophy. Even, the definition provided by Bertrand Russell, one of the most lucid exponents of philosophy, will certainly cause more apprehension in the mind of people about the discipline. He had defined philosophy thus:

> "Philosophy", as I shall try to understand the word, is something intermediate between theology and science. Like theology, it consists of speculations on matters as to which definite knowledge has, so far, been unascertainable; but like science, it appeals to human reason rather than to authority, whether that of tradition or that of revelation. All DEFINITE KNOWLEDGE, so I should contend, belongs to science; all DOGMA, as to what surpasses definite knowledge belongs to theology. But between theology and science, there is no-man's-land exposed to attack by both sides; this no-man's-land is philosophy.

Russell's definition of philosophy, even though technical in nature, should not make us become apprehensive about it. Rather, we should see philosophy as a discipline which scholars are studying, researching in it, and writing on it. When they do these, they are said to be philosophizing or doing philosophy. It must be remembered that philosophy is more of an intellectual business. Specifically, philosophy is mainly to help people achieve more understanding of the issues placed before them through a clarification of the words used, or of the statements made and of the ideas being conveyed. Therefore, the ultimate aim of philosophy is to see that people are clear about the language which they use so as to avoid any misunderstanding. This is why Socrates, the father of philosophy, defined philosophy as **'as a process of asking questions in order to clarify people's ideas and to rid their minds of errors'.** Too many people accept ideas at second-hand without ever questioning them. Once these ideas are accepted and acquired, people apply them automatically without any real understanding. However, once we begin to ask questions, we are frequently forced to abandon many preconceptions, often those which we hold most dear. This is what philosophy is and does to us.

Philosophy, in the technical or professional sense, can be done as a **PROCESS** and as a **PRODUCT.** Philosophy as a **PROCESS** means we are doing philosophy or we are engage in the act of philosophizing by analysing concepts and issues, clarifying meanings, criticizing ideas, opinions, statements, policies, viewpoints; evaluating judgements, thinking things through, thinking reflectively, asking series of questions so as to rid people's minds of errors, or to achieve more understandings, or to get at true meanings among others. In other words, when we examine ideas or issues in order to arrive at a sound, consistent, and coherent conclusion or generalization, we say we are doing philosophy as a **PROCESS.** However, when one is engaged

in the speculative rational construction of what the ideal world, or any other phenomenon, ought to look like or ought to be; or putting together ideas to form a consistent and coherent body of thought, we say such a person is doing philosophy as a **PRODUCT.** Similarly, when we critically examine an inherited system of thought with a view to evolving a more consistent and coherent system, we say we are doing philosophy as a **PRODUCT.**

4.0 Conclusion

Philosophy, in the professional or technical sense, is a discipline which some scholars study and research into. Thus, philosophy is more than a way or pattern of living as is usually perceived by the layman. In the professional or technical sense, philosophy is an intellectual activity whose sole purpose is to achieve clarity of understanding of any phenomenon.

5.0 Summary

Philosophy in the modern or technical sense may refer to:

i. An active process of philosophizing or doing philosophy, that is, analyzing concepts and issues, clarifying meanings, criticizing ideas, evaluating judgments, thinking reflectively, and asking series of questions so as to arrive at sound, consistent, and coherent conclusions on any issue or phenomenon. This is what is meant by Philosophy as a Process.

ii. Philosophy as a product involves speculative rational construction of what the ideal world ought to look like, or putting together all the components of Philosophy (metaphysics, epistemology, and axiology) to form a consistent and coherent body of thought. It, may, however, also take the form of critical examination of an inherited system of thought with a view of evolving a more consistent and coherent system of thought.

6.0 Tutor Marked Assignments

i. What do you understand by either ‘doing philosophy’ or ‘philosophizing’? What forms can philosophizing take?

ii. What do you understand by philosophy as a process and as a product? What is the relationship between both?

7.0 References/Further Reading

Akinpelu, J.A. (1981). Introduction to Philosophy of Education. London: Macmillan, Chapter 1.

Power, E.J. (1982). Philosophy of Education: Studies in Philosophies, Schooling, and Educational Policies. New Jersey: Prentice-Hall Inc., Englewood Cliffs. Chapter 1.

Unit 3: Tools of Philosophizing

CONTENT

1.0 Introduction

This unit focuses on the tools that philosophers use when they are philosophizing. Before we discuss these tools, it is important to remind ourselves that philosophy suggests a vocation for

questioning, learning, and teaching. Philosophers are curious about the world, humanity, existence, values, understanding, and the nature of things. Therefore, philosophy is an enterprise that subjects assumptions and prepositions on any social discourse to critical and logical thinking, reflection, analysis, argument, and evaluation in order to arrive at the truth.

2.0 Objectives of the Unit

The objectives of this unit are, to:

i. Discuss what philosophizing is all about
ii. Identify and explain the tools of philosophizing (i.e. the tools used by philosophers in philosophizing).

3.0 Main Contents

Now that you know what philosophy is, then you need to know what philosophizing means. When philosophers begin to ask questions on postulated ideas, opinions, assumptions, propositions, and presuppositions in order to arrive at reasoned, sound, consistent, coherent conclusion or the ultimate truth, we say they are philosophizing. Therefore, philosophizing involves the act or process of asking questions, on any social discourse, in order in order to arrive at reasoned, sound, consistent, coherent conclusion or ultimate truth. Philosophers do not engage in philosophizing haphazardly. They make use of certain tools which are labelled here as tools of philosophizing.

Tools of Philosophizing

There are certain tools which professional philosopher usually employs in his search or quest for the truth. These tools are:

1. **Interrogative Tool-** Philosophers are very curious kind of people who normally subject every beliefs, ideas, opinions, deeds, notions etc into interrogation before they accept any of these as the truth. They ponder and ask questions for more interrogation. They often frame their questions as problems or puzzles in order to give clear examples of their doubts about a subject they find interesting, wonderful, or confusing. They are more interested in the resolutions of these puzzles than answering a question. Often, these questions are about the assumptions behind a belief, or about methods by which people reasons. This is why Socrates, the father of philosophy, defined it as **a process of asking questions in order to rid people's minds off errors.** Examples of questions which are usually asked by philosophers are:
    a. What is truth? How or why do we identify a statement as correct or false, and how do we reason? What is wisdom?
    b. What is knowledge? Is knowledge possible? How do we know what we know? How do we know that we know?
    c. Is there a difference between morally right and wrong actions (or values, or institutions)? If so, what is that difference? Which actions are right or wrong? Are values absolute or relative? In general and specific terms, how do we live? How do we define what is right and what is wrong?

2. **Argumentative/Polemical Tool-** Philosophers usually engage in constructive arguments in order to drive home their points when philosophizing. Philosophers do not accept or deny any assertion until such assertion is subjected to thorough arguments. They do not make sweeping or bald claims. Any claim must be supported with reasons or sufficient

facts or grounds. Philosophical arguments may be **deductive or inductive.** An argument is **deductive** when the claims of the premises necessarily imply or entail the conclusion. That is, if the premises are true, then the conclusion, which follows from the premises, must be true. In order words, there is no possible way which the conclusion can be false. The following is a good example of deductive argument:

a. **All men are mortal**
b. **Socrates is a man**
c. **Therefore, Socrates is a mortal.**

However, an argument is considered **inductive** when the claims of the premises give a probable support to the truth of the conclusion. The following is a good example of inductive argument.

a. All asbestos materials are non-conductors of heat
b. This piece of roofing sheet is asbestos
c. Therefore, this piece roofing sheet will be a non-conductor of heat.

3. Logical Reasoning Tool- in their search or quest for knowledge, philosophers reason in a systematic manner. They do not engage in haphazard manner in their reasoning. Rather, they proceed, in their reasoning, from the simplest to the complex, or from the known to the unknown or from the general to the particular or from the unknown to the unknown.

4. Logical Analysis Tool- Philosophers use the method of analysis in order to arrive at sound, consistent, and coherent conclusion. To analyze something is to break up that thing into its simpler components so that the parts can be seen in relation to each other. In philosophy, analysis is applied to concepts, or words, which we use, as well as to the statements and propositions which we form with those words. The purpose of this analysis is to enable us to have a more thorough understanding of what the concept means, how they are used or they ought to be used.

It is important to state that philosophers take, most seriously, the definitions and the meanings of the words and terminologies that we use. They insist on precise usage of the words and terminologies since most misunderstandings and disputes arise from careless use of words or terminologies, or words whose meanings are vague or whose meanings have many interpretations. We shall do a lot of analysis of concepts associated with open and distance learning as we move forward in this course.

5. Clarification Tool- Many of the words which we use, in our daily discourse, are vague and imprecise. Words help to convey the ideas we have in mind to other people; but, in the expression of our ideas, we colour the words with emotions; we distort them to have some effects all these can make the hearers to misunderstand or misinterpret our intentions; and this could lead to serious disagreements. Therefore, philosophers are at pains to clarify our thought by persistently and consistently asking of what is meant when a word or terminology is used. Philosophers also engage in clarifications in order to avoid possible distortions and misinterpretations.

6. Criticism Tool- Philosophers also make use of criticism tool when philosophizing. By criticism, we do not mean that philosophers are always finding faults. Rather, we mean that philosophers are always asking questions on what may not be clear so that the truth can be exposed. It must be remembered that the basic task of philosophers is to search for the truth. They seek more and more knowledge in search for the truth. Thus, a philosopher is always very critical of what he or she is told. He is also very skeptical, always looking for greater understanding of the issue or idea.

7. Universalist Tool- Philosophers, in the process of philosophizing, tend to make the

examination of the general world their focus of reflection. They look at issues from the general and universal perspective before they reduce such issue to specific or particular view.

8. Normative Tool- In their profession, philosophers usually arrive at normative conclusions. In other words, philosophers are usually interested in the norms or what ought to be rather than what is.

9. Prescriptive Tool- in their philosophizing, philosophers tend to be prescriptive rather than descriptive. In other words, unlike other disciplines which describe the norms of the discipline, (that is what the discipline is all about), philosophers are essentially concerned with prescribing the norms of the discipline (that is what the discipline should or ought to emphasize). To this extent, it can be submitted that the prescriptive nature of philosophizing results from its normative nature.

In conclusion, let us remind ourselves with the submission of Oruka, (1975) when he summarized the tools of philosophizing thus:

> Every work that claims to be philosophy is a philosophy if the contexts and the methods of its enquiry conform to the conception that philosophizing is a logical argument, a critical inquiry, a rational speculation or else, a synthesis based on rigorously reasoned-out investigation.

Therefore, we can state that any act of philosophizing that does not make use of, at least one or a combination of, some of these tools is not, strictly speaking, an act of philosophizing.

4.0 Conclusion

Philosophers do not just engage in the act of philosophizing haphazardly; that is, they do not engage in philosophizing in an unplanned manner. Philosophizing or doing philosophy is a

serious activity. Therefore, philosophers make use of some tools when philosophizing so as to arrive at conclusions or generalizations that are sound, consistent, and coherent. Therefore, for you to philosophize or 'do philosophy' in the desired manner, you must have a detailed understanding of these tools and must be able to them accordingly and appropriately in any area of open and distance learning in order to have a firm understanding of this mode of educational delivery.

5.0 Summary

In this unit, we have defined the term 'philosophizing' and also moved on to discuss the various basic tools employed by philosophers in their enterprise of philosophizing. Specifically, we mentioned the philosophizing tools as: interrogation, argumentation, systematization analysis, universalism, normativity, and prescriptivism.

6.0 Tutor Marked Assignments

i. Explain, with vivid examples, what you understand by the terms 'philosophizing'.

ii. Outline and discuss the basic tools of philosophizing.

7.0 References/Further Reading

Egbeke, A. (1991). Logic and Clear Thought: An Invitation to Good Reasoning. Enugu: Oak Publishers.

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Unit 4: Avoiding the Pitfalls in Philosophizing especially Errors in Reasoning

CONTENT

1.0Introduction

2.0 Objectives

3.0 Main content

3.0 Conclusion

5.0 Summary

6.0Tutor- Marked Assignments

7.0 References and Further Reading

1.0 Introduction

Having discussed the tools of philosophizing in unit three, let us now focus our attention on the discussion of the pitfalls which we have to guide against when we are philosophizing. These pitfalls that are popularly called fallacies are errors in share functional and reliable knowledge. Fallacious reasoning usually occurs when we adduce wrong reasons for our conclusions. It also occurs when we appeal to emotions rather than cogent reasons to prove our conclusions. Finally, it equally occurs when we neglect or fail to take relevant details into consideration before we establish our conclusions.

1.0 Objectives of the Unit

The objectives of the unit are; to:

i. Provide, in clear terms, the definition of the word fallacy;

ii. Explain when a statement involves fallacious reasoning; and

iii. Discuss how to guide against errors in reasoning.

3.0 Main Content

There are certain errors or pitfalls we must avoid when we are doing philosophy or when we are

philosophizing. These errors are called **ERRORS IN REASONING,** or **FALLACIES,** or **ERRORS IN SHARE FUNCTIONAL AND RELIABLE KNOWLEDGE.** According to Egbeke Aja, (1982:82), errors in reasoning or fallacy is understood in a variety of ways. Sometimes, it stands for false beliefs, or any false statement or any mental confusion of whatever kind, no matter its origin. Therefore, **a fallacy may be defined as an argument or reasoning that provides inadequate support for its conclusion.** There are two kinds of fallacy: **Formal fallacy and Informal fallacy.**

Formal fallacy

A formal fallacy is an invalid form of deductive argument. It violates one or more of the rules of deductive reasoning. For example, the following argument or reasoning is a valid form of deductive argument called **MODUS PONERS.**

All men are mortal
Segun is a man
Therefore, Segun is mortal

The foregoing reasoning cannot but be valid in the sense that if it is true that 'all men are mortal', and it is also true that 'Segun' is a man', then it is absolutely impossible for the conclusion not to follow, since Segun is one of the men that are mortal. However, there may be an invalid form of this deductive reasoning. For example, let us examine this:

All goats are mammals
Mr. Ayo is a mammal
Therefore, Mr. Ayo is a goat

You can see that the foregoing reasoning or argument is invalid in the sense that it may be true that all 'all goats are mammals' and it may also be true that 'Mr. Ayo is a mammal; however, it does not logically follow, from the premises, that 'Mr. Ayo is a goat'. The explanation is that Mr.

Ayo may be a mammal without being a goat since there is nothing, in the above reasoning, that states that only goats could be mammals.

You must understand that the validity or invalidity of a piece of reasoning is dependent on the internal structure of the premises of the argument or reasoning; but not on anything outside the structure. This shows that a set of cleverly structured nonsensical statement could still be valid, as a piece of reasoning, though, the statement is contrary to facts, outside the structure. Let us examine the following:

All elephants have six legs
All six-legged creatures have the body of a man
Therefore, all elephants have the body of a man

Each of the above statements is obviously false in reality, that is, outside the structure. However, as a piece of reasoning, it has a valid structure because the conclusion 'Therefore, all elephants have the body of a man' logically derives from the premises: 'All elephants have six legs' and 'All six-legged creatures have the body of a man'. In other words, the reasoning is valid because, to put it simply, the conclusion is an inference from the two preceding premises. Thus, if the premises are taken to be true (within the structure) then the conclusion must also be true.

Informal Fallacies

Informal fallacies involve considerations other than validity. Fallacies of this kind are usually classified, in the following ways, by logicians:

i. **Fallacies of Irrelevance**
ii. **Fallacies of Emotional appeal**
iii. **Fallacies of Neglected Aspects**

Fallacies of Irrelevance

These are pieces of reasoning whose conclusions are not related to their premises in the right

sense. There are different fallacies of irrelevance. Some of them are:

i. **Ignoratio Elenchi-** This means 'ignorance of the refutation' or 'missing the opponent's point'. For example, **if the issue is 'should open and distance learning be considered as a standard component of the educational system or as an alternative educational delivery?', and an advocate who states that 'yes! ODL is this because government has legalized it through an Act of Decree, has committed this fallacy.** What he has said proves something else and not the consideration of the standard component or alternative delivery aspects.

ii. **Petitio Princippi-** this means 'begging the question'. It is a fallacy committed when one assumes, as a premise for his argument, the very conclusion he intends to prove. For example, if one is asked: **'what is open and distance learning?' and the reply was 'open and distance learning is the learning that is open and distant in nature' shows that the person has committed the fallacy of Petitio Princippi, otherwise called Circular Argument,** because he did not answer the question asked; he merely replied by dodging the question and answering it in a circular or round-about manner of answering questions.

iii. **Non Sequitor or Non Propter Hoc-** this fallacy is committed when an inference that does not follow from the premises is made. Both the premises and conclusion may be individually accepted, and yet the derivation of one from the other rejected. If a person argues that **'open and distance learning provides access to educational opportunities' and proceeds to argue it by pointing out that the financial returns accruing for ODL is far greater than the conventional system; such a person has committed this fallacy.** Can you think of the reason why this example is fallacious reasoning?

iv. **Argumentum ad Ignorantian-** this means 'argument from ignorance'. It is usually committed when a person reasons that the absence of evidence to prove one side establishes the opposite side. Let us examine this reasoning:

There is no evidence that Tayo did not cheat during the examination of this course. Therefore, Tayo actually cheated in the course. Or, we must conclude that Tayo cheated because nobody could prove that he did not cheat.

From this example, you can see that error in reasoning has been committed. Can you think of the reason why this is Argumentum ad Ignorantian?

Fallacies of Emotional Appeal

These are pieces of reasoning that appeal to human sentiments rather than cogent reasons to prove their conclusions. Some of these fallacies are given below:

i. **Argumentum ad Hominen Abusine-** This is an argument directed against the personality of a person rather than to the point at stake. That is fault is always found with a person such that whatever he says is discredited. For example:

Aina says democracy is the best form of governance!
Aina is bad!!
Therefore, the submission of Aina that democracy is the best form of governance is false!!!

This is fallacious reasoning because a person may be truly bad; but that does mean that whatever he says will be false because he is a bad person.

ii. **Argumentum ad Hominen Circumstantial-** This is a fallacy committed when the

position of a person is attacked because the other person(s) feel(s) that the former cannot but be prejudiced or biased on account of his specific circumstances. For example, **the position of an educationist that government should increase funding to the educational sector, may be attacked because he is an educationist.** However, his position may still be reasonable if examined from a more objective position.

iii. **Argumentum ad Baculum-** This is a fallacy committed by using force, violence, or threat to make people accept one's viewpoint or position , or reasoning rather than cogent reasons to prove one's conclusion. For example:

Tunde should better enroll in open and distance learning programme, otherwise, he will never have the opportunity to acquire knowledge again.

From this example, we can see that force or threat is being used to make Tunde enroll in the programme not because of the advantages that this form of educational delivery possesses.

iv. **Argumentum ad Verecundum-** This is the type of fallacy committed when we 'appeal to wrong authority'. This occurs when the opinion of an expert or any other competent professional is quoted outside his or her area of specialization. For example: **'I have to buy a Nokia Phone because Kanu Nwankwo, a footballer, has said it is a good phone in the advertisement on the phone'.** Although, Kanu is competent in football, he is certainly not in communication systems. Therefore, it is wrong to rely on his opinion in communication system. This is where most of the advertisements we see, hear, or listen to are fallacious in nature. This is because most of the people used in the advertisements are experts outside what they have been used for in the advertisements. In the design of advertisements and other promotional or attitudinal-change programme, this type of

fallacy must be taken into consideration and must not be committed.

v. **Argumentum ad Miscericordiam-** This type of fallacy is usually committed when 'we appeal to pity' rather than good reasons to prove our point, submission, or conclusion. For example: '**An armed robber was asked by the trial judge why he should not be sentenced to death for the crime he has committed; and he replied: 'Please ma, do not sentence me to death because I have a wife and children and an old mother, if I am sentenced to death, there is no one who will take care of them'.**

   This is obviously a fallacy committed. Instead of the armed robber to use good reasons so as not to be sentenced to death, he merely employed the use of pity or sentiment to win the heart of the judge.

vi. **Argumentum ad Populum-** This fallacy is committed when we 'appeal to the crowd' to establish our position or submission. That is, the reasonability of a claim, or a position, or a submission is not established by appealing to the number of people holding the claim. Rather, the worth of the claim itself must first be established before its acceptance.

Fallacies of Neglected Aspects

These are pieces of reasoning that neglect or fail to take into consideration the relevant details about an issue, or an idea, or a phenomenon before establishing their conclusions. Two of these are examined here.

i. **The Fallacy of Accident-** This is type of fallacy which occurs where we wrongly apply a general rule to a particular case in which some special circumstance-**'accident'** makes the rule inapplicable. For example: **'the fact that man is a rational animal does not establish that Mr. Ola, who is mentally deranged, is also a rational man'.**

In this case, the general rule 'that man is a rational animal' does not apply to Mr. Ola because of his accidental circumstance- that of madness.

ii. **The Fallacy of Converse Accident-** This type of fallacy occurs when we make a **'hasty or wrong generalization or conclusion'** in spite of inadequate evidence to make it. The person who commits this fallacy reasons improperly from a special case to a general case. For example: **the fact that a certain drug is beneficial to some people does not imply that it will be beneficial to all people.**

The above are the types of fallacies representing some of the errors which people make in reasoning. As it has been shown, they are errors which could adversely affect the impartation or sharing of knowledge to learners in any academic discipline. However, there are some rules to be followed in order to reduce these errors in reasoning. These are discussed below:

Strategies for Eliminating Errors in Reasoning

i. You should cultivate the habit of subjecting any piece of reasoning or argument to questioning or critically analysis before you accept it.

ii. All the relevant details on an issue or phenomenon should be carefully considered before a piece of reasoning or an argument is accepted.

iii. You should not accept an assertion, or an idea, or opinion based on personal sentiments; rather you accept based on good reasons provided.

iv. You should make sure that the supports given to back an assertion are related, in the right sense, to the assertion.

v. You should not use force or threat to make people accept your opinion, idea, viewpoint, or assertion; rather, make sure that whatever idea, opinion, assertion etc you are putting forward is supported or backed with good and convincing

reasons.

vi. You should never attack the viewpoint, idea, or opinion of a person based on his personality; rather, analyse issues, ideas, or opinions and not the person who put forward these ideas.

vii. You should never show biases or prejudices when analyzing issues or ideas before accepting them; rather, the merits and demerits in the issues or ideas should determine the acceptability or not of such issues or ideas.

viii. You should never rely on the opinion of someone whose statement or viewpoint is outside his or her area of competence or expertise and you should equally be honest enough not to say something outside your area of knowledge. You should always remember what Socrates, the father of philosophy, said about himself. He said that **he was the wisest man in the world because he did not pretend to know what he did not know.** Hence, your knowledge or wisdom is all about recognizing you limitations.

ix. Never appeal to pity to win people's heart; rather make use of good and convincing reasons.

4.0 Conclusion

Fallacious or errors in reasoning or argument must be eliminated in our reasoning and argument. Therefore, we must consciously learn the various types of errors in reasoning or argument as discussed above. The hallmark of good reasoning or argument is premised on the provision of good and convincing reasons, ideas, or opinions. Hence, anytime we want to put forward an idea, statement, or an opinion, we must make sure that we provide good and

convincing reasons that will make people to accept them. Similarly, we must never be deceived by the way an idea or opinion is structured or who put forward such idea; rather, we must analyse such idea to be sure it is error free.

5.0 Summary

In this unit, we have discussed some of the pitfalls or errors in reasoning. Specifically, we mentioned errors or fallacies of irrelevant conclusion, emotional appeal, and neglected aspects. We also went further to discuss some of the strategies that can be used to eliminate or reduce, to the barest minimum, the errors in reasoning.

6.0 Tutor Marked Assignments

i. Identify and discuss the various types of errors in reasoning.

ii. Distinguish between fallacies of irrelevant conclusion and that of emotional appeal.

iii. Why does fallacy of Neglected aspect occur?

iv. What are the strategies that can be use to reduce or eliminate errors in reasoning or argument?

7.0 References/Further Reading

Egbeke, A. (1991). Logic and Clear Thought: An Invitation to Good Reasoning. Enugu: Oak Publishers.

MODULE 2:

Unit 1: Definition of Philosophy of Open and Distance learning as a Process and Product

CONTENT

1.0 Introduction

2.0 Objectives

2.0 Main content

4.0 Conclusion

5.0 Summary

6.0 Tutor- Marked Assignments

7.0 References and Further Reading

1.0 Introduction

In the previous module, we discussed, to some extent, the general view of philosophy, the tools that philosophers use when they are philosophizing, and the pitfalls that must be avoided when we are philosophizing. Now, in this unit, we shall apply the knowledge we gained in the first module to begin discussions on philosophy of open and distance learning, more importantly, as a Process and as a Product. The purpose of this is to provide you a deeper understanding of the basic issues involved when we do philosophy of open and distance learning as a process and as a product.

2.0 Objectives of the Unit

At the end of this unit, students should be able to:

- ☐ Know what is meant by philosophy of open and distance learning.
- ☐ Understand the procedure for doing philosophy of open and distance learning as process and as a product.
- ☐ Understand the basic or key issues involved in doing philosophy of open and distance learning as process and as a product.

3.0 Main Contents

Philosophy of open and distance learning means the application of the tools, methods, techniques, and approaches of philosophy to open and distance learning. In Module one, we discussed the meaning of philosophy as well as the tools or techniques/methods that philosophers use when philosophizing or doing philosophy. Therefore, the knowledge of all these and their application to the examination of ideas, issues, policy statements, among others, to open and distance learning in order to achieve more understanding of this educational mode is what is meant by philosophy of open and distance learning.

Philosophy of open and distance learning can be done in two modes: as a **PROCESS** and as a **PRODUCT.** When we do Philosophy of open and distance learning as a process, we must remember that it involves six stages. Philosophy of open and distance learning can take the form of:

1. Analysis of Definitions of open and distance learning as a form of non-traditional education and that of Concepts and Terminologies which we frequently use in open and distance learning;
2. Analysis of the issues and problems that arise in the theory and practice of open and distance learning;
3. Explication and clarification of the basic principles and underlying assumptions on which the practice of open and distance learning rests;
4. Critical examination and evaluation of the goals and objectives and other value dimensions of open and distance learning;
5. Critical examination of the theories of distance education;

6. Critical analysis and clarification of received sets of ideas and policies on open and distance learning; and

Let us discuss each of these briefly.

Analysis of Definitions on open and distance learning as a form of non-traditional education

As a form of non-traditional education, many definitions have been provided by scholars and practitioners on open and distance learning. It must be stressed that many people have the belief that all non-traditional forms of education is distance education. However, through thorough philosophical analysis of these definitions of open and distance learning, we will come to have more understanding of what it really means, how it is different from open and distance education, and how it is different from other forms of non-traditional education. The only tool we can sue to achieve this is philosophical analysis.

Analysis of Concepts and Terminologies in Open and distance learning (ODL)

Open and distance learning, as a form of non-traditional education, has evolved its own concepts and terminologies which have aided researches in this form of learning and which have also assisted in its development into a full-fledged academic discipline. However, most of the concepts and terminologies in open and distance learning are vague and ambiguous. That is, they are capable of many meanings and interpretations with the result that when such concepts and terminologies are used, they are often misinterpreted and misunderstood by people. Therefore, we need to analyze these concepts to know the various meanings that they have as well as to know under what conditions and criteria they are to be correctly used. Analysis simply means the activity of breaking down the concepts and terminologies into simpler forms and discovering their criteria of usage. Examples of concepts and terminologies that are vague and ambiguous in

open and distance learning are: open learning, distance education, distance teaching, distance learning, flexible learning, technology-mediated learning, online learning external studies, independent learning, self-directed, individually-guided-education, individually-prescribed-learning, personalized-system-instruction among others. The analysis of some of these concepts and terminologies which aids research and understanding of open and distance learning will be done in the next module.

Analysis of the issues and problems that arise in the theory and practice of open and distance learning (ODL)

It is in the practice of open and distance learning that issues and problems arise. For example, issues and problem arise in open and distance learning in forms of: what should be the appropriate mission of ODL, what appropriate theoretical background should open and distance learning be anchored on? What appropriate learning methodology and technology should be used in instructional dissemination to the students? How should learning be monitored and evaluated in ODL? How do we build in reward or reinforcement pattern in ODL programme? What mechanism(s) do we need to adopt in capacity building and development of personnel? How do we conduct examination in ODL programmes? A rational, objective, and philosophical analysis of these issues and problems will definitely and directly help in improving the practice and implementation of open and distance learning programmes.

Explication and clarification of the basic principles and underlying assumptions on which the practice of open and distance learning rests

There are certain value assumptions that ought to be consciously held by any one involve in open and distance learning whether as a tutor, or as a learner, or as a practitioners or as a stakeholder.

These values server as the inner motivation which everyone, engaged in ODL, must be aware of. However, the question remains if they are actually aware of these value assumptions. Besides, it is important to know if the value assumptions held in ODL are actually the value assumptions which ought to be held. For example, anyone engage in ODL must believe that man, irrespective of his age, possesses the capacity and capability to learn. Another one is that learning transcends the traditional arrangement of face-to-face or residential-based. Another one is that anyone can acquire new knowledge and be certificated irrespective of his previous educational background. It is, therefore, important to explore the extent to which these value assumptions are held in ODL. The only way to achieve this is through philosophical analysis.

Critical examination and evaluation of the goals and objectives and other value dimensions of open and distance learning

Goals and objectives serve to direct human activities. Any activity, programme or project that is not guided by goals and objectives is more likely to be worthless and cannot achieve worthwhile goals. Therefore, the goals and objectives of open and distance learning ought to be looked into in order to find-out if the goals and objectives currently emphasise in ODL are actually the goals and objectives which ought to be emphasised. In other words, we need to critically examine the types of goals and objectives that open and distance learning ought to foster. These goals and objectives constitute a vital part of a philosophy on open and distance learning.

Critical examination of the theories of distance education

Many theories have been postulated to guide the theory and practice of open and distance learning universally. According to keegan, (1986), some of these theories include: the theory of Autonomy and Independence, the theory of Industrialization, and the theory if Interaction and Communication. Similarly, some modern theories emerge; some of which is the theory of

Control. Some of these theories were propounded and fostered on practitioners of ODL which they accepted without questioning them. The task of philosophical analysis, in the critical examination of these theories, will clearly show us the substance and emphasis in each theory which needs to be further explored in order to bring out the strengths and weaknesses in each theory as well as determining the level of adoptability and acceptability of each theory in open and distance learning. Therefore, the critical examination of theories of distance education forms a vital part of a philosophy on open and distance learning.

Critical analysis and clarification of models which can be adopted in the implementation of Open and Distance Learning Programmes.

In the historical development of open and distance learning, there have grown some traditions or approaches to open and distance learning whose foundations can be traced to some philosophies held by the practitioners. Some of these philosophies are, sometimes, not well thought out but they just evolved with the particular culture and thinking of some scholars or people. For example, the British premised her entire educational system on the philosophy of Liberalism which emphasises the development of the intellectual powers of the mind. However, the American educational system is premised on the philosophy of Pragmatism which emphasises action and positive usefulness of living. These are seemly opposite approaches to education, in general, and to open and distance learning, in particular. It will, therefore, be interesting to further explore these approaches in order to establish the appropriate set of ideas or policies which ought to guide the theory and practice of open and distance learning across cultures. Hence, it is part of the task of philosophers to critically examine and appraise these sets of ideas or policies or philosophies so as to achieve more understanding of what made them distinctive.

We shall do a detailed philosophical analysis on each of these seven stages in modules 3 and 4.

Philosophy of Open and Distance Learning as a PRODUCT

So far, we have been discussing philosophy of open and distance learning as a **PROCESS.** The eight stages identified and discussed above constitute philosophy of open and distance learning as a PROCESS. Now, what is philosophy of open and distance learning as a **PRODUCT?** Philosophy of open and distance learning as a PRODUCT can take two form:

i. Formation of philosophy for open and distance learning; and
ii. Critical examination of an inherited system of thought with a view to evolving a more consistent and coherent system.

Formation of Philosophy of Open and Distance Learning

It must be clearly stated here that the formation of philosophy of open and distance learning is the most difficult activity in philosophizing on open and distance learning. It is the activity of constructing a coherent and integrated system of thought on open and distance learning which can be called a philosophy of open and distance learning. Let me prepare your mind that it is much more difficult to put together one's ideas, beliefs, and assumptions to form a closely-woven body of ideas or philosophy that can move forward the practice of open and distance learning. The formation of such distinctive philosophy will be based on certain beliefs, as for example, the nature of open and distance learning to be instituted, the nature of the values which will constitute the desires and aspirations of the practitioners who will engage in such learning and which will eventually move them to act; and finally, the type of academic programmes which will be most useful for them to achieve their goals and aspirations. This is a very creative philosophical activity and it is speculative in nature. However, the outcome of this activity will be most satisfying. You should remember that all other activities of philosophical analysis and criticism are indirectly meant to lead to the formation of a philosophy to guide the

theory and practice of open and distance learning. The purpose of these analysis and criticism is to expose the defects in the existing ideas and practices which will enable better ideas to emerge. It is my hope and desire that by the time you complete the reading of this material, you will feel inspired to formulate your own philosophy for open and distance learning.

Critical examination of an inherited system of thought

Philosophy of open and distance learning can also take the form of critical examination of an inherited system of thought. Here, we examine critically an existing body of thought of another philosopher or group of philosophers or a school of philosophy with a view to identifying the strengths and weaknesses in their thoughts so as to evolve a more consistent and coherent system of thought for open and distance learning. This will be well treated in module 5.

4.0 Conclusion

Philosophy of open and distance learning can be examined from the Process and Product dimensions. It must be stressed that philosophizing from the Process and Product dimensions lays the concrete background for understanding open and distance education not only as a standard component of the educational system but also as an alternative educational delivery.

5.0 Summary

In this unit, we have discussed philosophy of open and distance learning as a Process and as a Product. Philosophy of open and distance learning as a Process involves seven stages; which are: analysis of definitions on ODL, analysis of basic concepts and terminologies of ODL, analysis of issues and problems in ODL, analysis of basic assumptions and underlying principles in ODL, analysis of the goals and objectives of ODL, analysis of the theories on ODL, analysis of borrowed ideas in ODL. Similarly, philosophy of open and distance learning as a Product involves the activity of constructing a coherent and integrated system of thought which can be

called philosophy of open and distance learning. it also involves the critical examination of an inherited system of thought.

6.0 Tutor Marked Assignments

i. Explain vividly what you understand by the term ‘philosophy of open and distance learning as a Process and as a Product.

ii. Discuss, with detailed examples, the relationship between the two terms.

6.0 References/Further Reading

Akinpelu, J.A. (1981). Introduction to Philosophy of Education. London: Macmillan, Chapter 1.

Power, E.J. (1982). Philosophy of Education: Studies in Philosophies, Schooling, and Educational Policies. New Jersey: Prentice-Hall Inc., Englewood Cliffs. Chapter 1.

Unit 2: Justification of Philosophy in Open and Distance Learning

CONTENT

1.0 Introduction

2.0 Objectives

3.0 Main content

4.0 Conclusion

5.0 Summary

6.0 Tutor- Marked Assignments

7.0 References and Further Reading

1.0 Introduction

In this unit, we shall discuss the relevance of philosophy to open and distance learning since philosophy is a distinct discipline on its own and open and distance learning is also a distinct and standard component of educational delivery. Therefore, it is pertinent to ask why philosophy is being studied and applied to this educational delivery mode. In other words, if you are asked the question: is philosophy justifiable in open and distance learning; your response should be YES. Please read the main content to see the reasons why philosophy is justifiable in open and distance learning.

2.0 Objectives of the unit

At the end of this unit, students should be able to:

- ☐ Know why philosophy is relevant in open and distance learning.
- ☐ Understand the various dimensions through which philosophy is relevant in open and distance learning.
- ☐ Understand why someone who has studied philosophy in open and distance learning will become a confident practitioner.

3.0 Main content

When we engage in any activity, we usually must have reasons that have propelled us to engage in such activity in order to justify our time and energy invested in such activity. Based on this view, it is pertinent for us to ask about the relevance of philosophy to open and distance learning. In other words, how is philosophy useful to open and distance learning? Or Why should it be included as part of the academic programme to be fulfilled? In this unit, we shall discuss the relevance of philosophy to open and distance learning.

The relevance of philosophy for open and distance learning can be seen in the two-fold dimensions of theory and practice. If you re-read this text, up to this point, you will discover that we have repeatedly used the words 'Analysis', 'critical examination', 'criticism', 'clarification', and so on. The reason(s) for the use of these words was/were to make you understand, more thoroughly, this educational form called open and distance learning. Therefore, the first relevance or justification for the study of philosophy in open and distance learning is that **philosophy will make us to have a thorough grasp and understanding of open and distance learning.** Through the study of philosophy of open and distance learning, scholars and practitioners will not only become sensitive about the concepts and terminologies in use in this field; but also about the issues and problems that arise from practice. Through this, research can progress rapidly and this will result in a full-fledged discipline of open and distance learning.

The second justification for the study of philosophy of open and distance learning is the intellectual stimulation that philosophy provides. As humans, we are always intellectually curious; that is, we are always desirous to find out the truth behind any phenomenon. This forms

the origin and basis of philosophy which is essentially the promotion of inquiry mind. This attitude of inquiry mind enables us to probe deeper on open and distance learning in order to find out the truth, and more truths, about this form of education so as to enable us form a sound, consistent, and coherent theory to guide its practice. In other words, the study of philosophy of open and distance learning will foster a spirit of dogged pursuit of the truth about ODL to its logical conclusion.

The third and last justification for the study of philosophy of open and distance learning relates to the conduct and practice of open and distance learning; that is, in the area of practical relevance. A practitioner of open and distance learning who has been exposed to a course in the philosophy of open and distance learning will, in all probabilities, become a more confident practitioner since he would have studied the subject matter in some details. He will be aware of the wide coverage of the topics under open and distance learning, of its goals and objectives, of the questions that may be raised in the process of implementing this educational component and so on. Therefore, he will be operating, as a practitioner, on the basis of knowledge rather than out of ignorance. Having understood the basic principles of open and distance learning, he can then proceed to introduce innovations in the design and implementation of its academic programmes. In essence, the relevance of philosophy of open and distance learning draws our attention to the issues of what and why we do what we are doing; and thus ensure that we do it effectively, efficiently, and successfully.

4.0 Conclusion

It can be seen that philosophy is highly relevant in the study and understanding of the workings or operations of open and distance learning. An in depth knowledge and understanding of this

enables anyone working in the area of open and distance learning, either as a scholar, practitioner, or student, to become confident in his analysis of the operations of open and distance learning.

5.0 Summary

In this unit, we have discussed the two-fold dimensions or relevance of philosophy in, and to, open and distance learning. The first justification or reliance of philosophy is that philosophy will make us to have a thorough grasp and understanding of open and distance learning. Secondly, the study of philosophy of open and distance learning will provide the intellectual stimulation to find out the truth about this alternative educational delivery. Thirdly, philosophy will develop in us an inquiry mind to probe deeper on open and distance learning so as to enable us form a sound, consistent, and coherent theory to guide its practice. Furthermore, the study of philosophy of open and distance learning will foster a spirit of dogged pursuit of the truth about ODL to its logical conclusion. And lastly, a practitioner who has been exposed to a course in the philosophy of open and distance learning will, in all probabilities, become a more confident practitioner

6.0 Tutor- Marked Assignments

i. Is philosophy justifiable in open and distance learning? If yes, show clearly how it is relevant to this educational mode?

ii. Why is it important for anyone involved in open and distance learning to be exposed to a course on philosophy?

7.0 References and Further Reading

Akinpelu, J.A. (1981). Introduction to Philosophy of Education. London: Macmillan, Chapter 1.

Power, E.J. (1982). Philosophy of Education: Studies in Philosophies, Schooling, and

Educational Policies. New Jersey: Prentice-Hall Inc., Englewood Cliffs. Chapter 1.

Unit 3: What Is Philosophical Analysis and its Relevance in Open and Distance Learning?

CONTENT

1.0 Introduction

We shall discuss in this unit, what is meant by philosophical analysis as well as its relevance in open and distance learning. The reason for this is that for anyone to have a detailed understanding and knowledge of open and distance learning in its theory and practice, he or she must carry-out philosophical analysis of its various components. It is also important to state that the advantages of doing philosophical analysis in open and distance learning are many. These are discussed in the main content. Please note that the relevance of philosophy, as a whole, should not be mistaken for relevance of philosophical analysis. Philosophical analysis is a component of philosophy as a distinct discipline.

2.0 Objectives of the Unit

The objectives of the unit are; to:

i. Discuss the meaning of philosophical analysis.

ii. Emphasize the key aspects in this meaning.

iii. Highlight and discuss the relevance of philosophical analysis to open and distance learning.

iv. Give the summary of major points in this unit.

v. Provide recommended texts for further reading.

3.0 Main Content

Before we examine what philosophical analysis means and its relevance to open and distance learning, it is important for us to briefly examine the origin of the word: Analysis. The word 'Analysis' is a concept that originated from the discipline of Chemistry where chemical compounds are said to be analyzed into their component simple elements. Hence, 'Analysis' in philosophy basically involves the process of breaking up concepts, statements, and propositions into smaller units so as to see their roles and interrelationships. Philosophical analysis, however, goes beyond breaking up words, concepts, statements, or propositions into smaller units for achieving meanings and understanding. We shall philosophical analysis in the examination of definitions, concepts, terminologies, issues and problem and so on in the next two modules. At this juncture, let us examine the relevance of philosophical analysis in open and distance

learning. But, before we do this, please remember to note that the relevance of philosophy is quite different from that of philosophical analysis. Therefore, the two must not be confused with each other while you are reading this material.

Relevance of Philosophical Analysis in Open and Distance Learning

The relevance or purpose of philosophical analysis in open and distance learning is basically to achieve understanding of the true meaning of the terminology in whatever context it is applied. Words that we use are capable of having more than one meaning. If we use the word without clarifying or specifying what meaning we exactly have in mind, we may end up confusing people who come across such word. In other words, one may be using the word in one way but another will be interpreting it in another sense. Words which are capable of having more than one meaning are said to be ambiguous. Such words are common in open and distance learning including the words learning, open, distance and so on. Analysis, therefore, shows the relationships between the various meanings possible of words, concepts, or terminologies.

Philosophical analysis can also help us to establish how words or concepts or terminologies **OUGHT** to be used as different from how they are, in fact, used in a particular case. An understanding of the way a word or concept or terminology ought to be used, or is normally used, can be employed to evaluate the correctness of its use in a particular case. That is, it plays a normative role.

Similarly, philosophical analysis helps to achieve clarity where concepts are vague. Concepts are said to be vague if they are not explicitly stated. That is, the use of such concepts is not clear in meaning and in intention. Therefore, when one is not clear or coherent in thinking and expression in the usage of concepts, we say such concept is vague. Hence, philosophical analysis

helps to establish the focus or the core meaning of the word or concept through comparison and contrast with words or concepts with similar meanings.

In conclusion, the purpose of all these is to facilitate better communication between the users of words or concepts and hearers of such words or concepts by making clear the intention of the users in using words or concepts. The importance of clarity in the use of language cannot be underestimated. Unnecessary misunderstandings, even hostility and bitterness, can be avoided if we, like philosophers, are very sensitive about the way we use words or concepts to express our ideas and about the meanings of such words and concepts.

4.0 Conclusion

It can be seen, from the content above, that philosophy analysis is highly relevant in the study and understanding of open and distance learning.

5.0 Summary

In this unit, we have discussed the relevance of philosophical analysis to and in open and distance learning. Philosophical analysis will help us achieve understanding of the true meaning of the concepts and terminologies in the context of open and distance learning since these concepts and terminologies are capable of having more than one meaning. Secondly, philosophical analysis will help show the relationships between the various meanings possible of words, concepts, or terminologies. Thirdly, philosophical analysis will help us to establish how words or concepts or terminologies in open and distance learning **OUGHT** to be used as different from how they are, in fact, used in a particular case. Furthermore, philosophical analysis helps to achieve clarity where concepts are vague. Lastly, philosophical analysis helps to establish the focus or the core meaning of the word or concept through comparison and

contrast with words or concepts with similar meanings as they apply to open and distance learning. The essence of all these is to ensure that we become better communication when we use words, concepts, or terminologies in open and distance learning.

6.0 Tutor- Marked Assignments

i. Discuss the meaning of philosophical analysis.

ii. Is philosophical analysis justifiable in open and distance learning? Support your views with sufficient examples.

7.0 References and Further Reading

Akinpelu, J.A. (1981). Introduction to Philosophy of Education. London: Macmillan, Chapter 1.

Power, E.J. (1982). Philosophy of Education: Studies in Philosophies, Schooling, and Educational Policies. New Jersey: Prentice-Hall Inc., Englewood Cliffs. Chapter 1.

Unit 4: Methods and Techniques of Doing Philosophical Analysis in Open and Distance

CONTENT

1.0 Introduction

In this unit, we shall examine and discuss the various methods or techniques that we can use when we want to do philosophical analysis. It is important for you to know that philosophical analysis is done in a systematic and scientific manner. Therefore, your ability to do philosophical analysis, as it relates to open and distance learning depends on my firm understanding of these methods or techniques and your ability to apply them appropriately and accordingly.

1.0 Objectives of the Unit

The objectives of the unit are; to:

i. Examine the various methods or techniques that are used in doing philosophical analysis.
ii. Emphasize the key components in each method.
iii. Highlight and discuss the importance of each method or techniques.
iv. Give the summary of major points in this unit.
v. Provide recommended texts for further reading.

3.0 Main Content

There are certain methods or techniques that philosophers employ when they want to do philosophical analysis. In other words, if we have to engage in philosophical analysis, we must make use of one or combination of these methods or techniques. Some of these methods or techniques are discussed below:

i. **The use of the Dictionary-** if we have a concept to analyze, we can proceed by looking up the meaning of the concept in the best English Dictionary. The dictionary gives the single word definition or meaning of the concept or phrase-equivalent definition or

meaning of the concept. However, this given definition or meaning of the concept will not be elaborated. The dictionary will also give or show how the concept is presently used; that is, the **DESCRIPTIVE USAGE** of the concept. However, it must be stated that the descriptive usage of a concept is used by a philosopher just to provide him a clue of how the concept is presently. From this understanding, a philosopher will move a step further to draw out the various ramifications and implications in the meaning(s) provided by the dictionary. Using this knowledge obtained by drawing out the various ramifications and implications in the meaning(s), a philosopher will now state or give the **PRESCRIPTIVE USAGE** of the concept; that is, how the concept ought to be used. Thus, a philosopher uses the descriptive usage of a concept to specify the prescriptive usage of the concept.

ii. Another technique which a philosopher uses is **CONCEPTUAL ANALYSIS.** In using conceptual analysis, he attempts to find out the parametres of usage of a word or concept; that is, the conditions under which the word or concept can be validly used, or the criteria which must be satisfied before we can say that the word or concept has been correctly used. The criteria can be carefully worked out by looking at the characteristics of the word or concept and by bringing out the weaknesses in each characteristic. From this, we can determine which of them are important or vital and which of them are not very important or vital for the concept. For example, we are to analyze the concept of Distance Learning, we will find out that some features are very important to highlight before we can conclude that an educational programme is distance learning in nature. Let me state here that we are going to rely heavily in the use of this technique in our task of analysis in

this text.

iii. Philosophical analysis can also take the form of **EXPLORATION OF THE SUBTLE DIFFERENCES BETWEEN SISTER-CONCEPTS** that is, between words or concepts whose meanings shade into one another. For example, distance education, distance teaching, distance learning, open learning, flexible learning, external studies, and independent learning are words or concepts that are used as equivalents because of the close relationships between them. The role of philosophical analysis, in this type of situation, is to bring out the similarities and differences in these concepts and use this to highlight the appropriate usage of the concepts.

iv. Finally, in philosophical analysis, we may aim at highlighting when a word is being used in its ordinary or original meaning which is called the **DENOTATIVE MEANING** as against when such word is being used in the **METAPHORICAL OR THE CONNOTATIVE SENSE.** A word is used in the metaphorical or connotative sense when its meaning is transferred from its original or ordinary usage to describe some other conditions or situations.

4.0 Conclusion

Some of the recognized methods or techniques of doing philosophical analysis have been discussed in this unit. It is important for students to know that it is not sufficient for one to rely on just one method or technique to do a thorough philosophical analysis. You will definitely need to use the combination of all these methods or techniques if you are to do a sound,

consistent, and coherent philosophical analysis. In other words, do not rely on one method or technique.

5.0 Summary

In this unit, we have examined and discussed the various methods or techniques of doing philosophical analysis. These include: the Dictionary method, the Conceptual analysis method, the Exploration of related concepts method, the denotative and the Connotative method.

6.0 **Tutor- Marked Assignments**

i. Highlight and discuss the methods or techniques of doing philosophical analysis.

ii. Identify the strengths and weaknesses inherent in each method or technique.

iii. Which method or technique will you consider as the most appropriate to adopt when doing philosophical analysis in open and distance learning? Justify your views with relevant examples

7.0 References and Further Reading

Keegan, D. (1993). 'Introduction' to Chapter 4 of K. Harry, *Distance Education: New Perspectives,* eds. J. Magnus and D. Keegan, Routledge, London.

Varoglu, Z. (2005). The Higher Education Open and Distance Learning Knowledge Base. In Perspective on Distance Education: Lifelong Learning and Distance Higher Education, (ed.) C. McIntosh, Canada: Commonwealth of learning/UNESCO Publishing.

MODULE 3:

Unit 1: Analysis of Definitions, Concepts and Terminologies in Open and Distance Learning

CONTENT

1.0 Introduction

In this module, we shall begin philosophical analysis of definitions that have been put forward on open and distance learning as well as those concepts and terminologies related to this mode of educational delivery. It should be noted that are some terminologies that have been used

interchangeably as open and distance learning. Such terminologies are: Distance Teaching, Distance Learning, Distance Education, Open Learning, Flexible Learning, External Studies, Independent Learning/Study and Learners Independence, as well as Technology-Mediated-Learning. We shall examine the definitions on each of these non-traditional forms of education in order to identify the major features of each form as well as do a synthesis of why and how each form is different from open and distance learning. We shall also show that not all the non-traditional forms of education is open and distance learning.

2.0 Objectives of the Unit

The objectives of this unit are; to:

i. Examine critically, using philosophical analysis, some of the definitions on open and distance learning.
ii. Discuss vividly the similarities and differences in the definitions between open and distance learning and other related concepts associated with ODL
iii. Emphasize the key components in each definition.
iv. Give the summary of major points in this unit.
v. Provide recommended texts for further reading.

3.0 Main content

There exist many terminologies that have been used interchangeably as open and distance learning. Our task here is to examine some definitions on each of these terminologies in order to have adequate knowledge of the distinguishing features of these terminologies. First, let's start with Distance Teaching.

Distance Teaching

One of the best definitions on distance teaching was provided by Moore, (1973). He defined distance teaching as "all those teaching methods in which, because of the physical separation of learners and teachers, the interactive (simulation, explanation, questioning, guidance) as well as the proactive phase of teaching (selecting objectives, planning curriculum, and instructional strategies), is conducted through print or electronic devices". "Distance teaching emphasizes teacher-centredness of the process". From this definition, distance teaching can be analysed to possess these features:

i. Distance teaching emphasises more of teaching than learning. This is why it is considered as all those teaching methods.

ii. There is physical separation of learners from the teachers. That is, the learners are not in physical contact with their teachers.

iii. Teaching process contains two elements: the interactive and proactive elements.

iv. This teaching process is conducted through print or other electronic devices.

v. Distance Teaching pays more attention to the interest of the teachers than that of the learners.

Distance Learning

Distance learning is defined by Greenberg (1998) as “a planned teaching/learning experience that uses a wide spectrum of technologies to reach learners at a distance and is designed to encourage learners’ interaction and certification of learning. Teaster and Blieszner (1999) perceived “distance learning has been applied to many instructional methods: however, its primary distinction is that the teacher and the learners are separated in space and possibly time”. Keegan (1995) provided the most comprehensive definition of distance learning when he asserted that “this form of learning results from the technological separation of teacher and learners which

frees the student from the necessity of traveling to a fixed place, at a fixed time, to meet a fixed person, in order to be trained". Implicit in these definitions are:

i. Distance learning is a planned teaching or learning activity.
ii. There is physical separation of the learners from the teachers
iii. Distance learning is carried-out through a wide range of technology
iv. It promotes more of learners interaction, that is, it is learner-centred

Learners should note the major difference between distance teaching and distance learning.

Distance Education

There is no universally acceptable definition of distance education. This field of study has been perceived in different ways by different scholars. Besides, many terminologies have emerged from country to country to describe this form of education. Similarly, many non-traditional forms of education have come to be associated with distance education which, in fact, are not but merely have similarities with it. For example, Keegan (1990) had observed this misrepresentation of the different forms of non-traditional education.

He wrote that:

> Distance Education is a generic term that include the range of teaching/learning strategies referred to as "correspondence education' or 'correspondence study' at further educational level in the United Kingdom; a 'home study' at further education level and 'independent study' at higher education level in the United State; a 'external studies' in Australia and a 'distance teaching' or 'teaching at a distance' by the Open University of the United Kingdom…..

From these lists of different interpretations given to distance education in many countries, it shows that distance education, subsumes many existing terms. Suffice it to say that an attempt must be made for an adequate conceptual understanding of what constitutes distance education.

Moore (1973) defined distance education as:

> ….the family of instructional methods in which the teaching behaviours are executed apart from the learning behaviours including those that, in a contiguous situation, would be performed in the learner's presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical, or other devices.

The key elements in Moore's definition are: the separation of teacher and the learner and the use of technical media. Dohmen (1967), in his own definition, perceived it as:

> a systematically organized form of self-study in which student counselling, the presentation of learning materials, and the securing and supervising of students' success is carried out by a team of teachers, each of whom has responsibilities. It is made possible at a distance by means of media which can cover long distance….

The central issues in this definition are: the organization of self-study by an institution, the use of media, and the differences, from direct contact, between the tutors and the students.

In a radical definition of distance education, Peters (1973), who provided one of the greatest conceptual guides for the study of distance education, wrote that:

> Distance education is a method of imparting knowledge, skills, and attitudes which is rationalized by the application of division of labour and organizational principles as well as by the extensive use of technical media especially for the purpose of reproducing high quality teaching materials which make it possible to instruct great number of students at the same time wherever they live. It is an industrialized form of teaching and learning.

The most important element in Peter's definition is the perception of distance education as an industrialized process of teaching and learning. In other words, he associated the

teaching/learning process in distance education with the industrial production process. Other features of Peter's definition are the use of technical media and the mass education of students at a distance.

Homberg (1977) also perceived distance education as covering: the various forms of study at all level which are not under the continuous immediate supervision of tutors present with their students in lecture room or in the same premises, but which nevertheless benefit from the planning, guidance, and tuition of a tutorial organization.

From these definitions, some important characteristics of distance education can be fathomed. Keegan (1980) analysed some of the best definition on distance education and concluded that the definitional elements of distance education are:

i. The separation of teacher and learner which distinguishes it from face-to-face learning.

ii. The use of technical media, usually print, to unite the teacher and the learner and carry the educational content.

iii. The provision of two-way communication so that the students may benefit from or even initiate dialogue,

iv. The influence of an educational organization which distinguishes it from private study,

v. The possibility of occasional meeting for both didactic and socialisation purpose, and

vi. The participation in an industrialized form of education which, if accepted, contains the genus of radical separation of distance education from other forms within the educational spectrum.

Keegan's definition emphasised the teaching of students as individuals and the importance of

individualisation in distance education. In as much this characteristic remains prevalent in the study of distance education; the advent and revolution in information and Communication Technologies (ICT) has made the teaching of students as a group possible in distance education. Thus, the group of students can be taught, as stated by Garrison and Baynton (1987), through audio conferencing, teleconferencing, and computer conferencing in addition to the physical groupings.

From this observation, therefore, there is the need to add seventh characteristic element which is the possibility of grouping of distance students through electronic devices like teleconferencing, audio conferencing, computer conferencing in addition to occasional face-to-face meeting with the tutors and their colleagues. From this analysis, Keegan went ahead to provide a convincing definition of distance education as:

…*that field of education endeavour in which the learner is quasi-permanently separated from the teacher throughout the length of the learning process, the learner is quasi-permanently separated from the learning group throughout the length of the learning process; a technological medium replaces the interpersonal communication of conventional, oral, group based education; the teaching/learning process is institutionalised (thus distinguishing it from teach yourself programmes): two-way communication is possible for both student and teacher (thus distinguishing it from other forms of educational technology).* It represents an industrialisation of educational process (p.41).

Keegan's definition provided a clearer picture of what is not distance education and how it is different from traditional form of education. In other words, any teaching/learning process that is not institutionalized and any teaching/learning process which is one-way communication without provision for feedback cannot be regarded as distance education.

A closer examination of the definitions of distance education and the synthesis provided by

keegan revealed an important issue: Distance teaching (or teaching at a distance) and distance learning (learning at a distance) are each half of distance education. while, distance teaching indicates the process of course development by which a distance institution prepares learning materials for students, distance learning indicates the process of student support services to cushion the effect of isolation suffered by the students as a result of their physical separation from their teachers in time and space. Thus, distance education encompasses both distance teaching and distance learning.

Home Study

Home study is sometimes used interchangeably as distance learning/distance education. However, there is a difference between the two. Home study is a term used in the United States for further education at a distance for technical and vocationally orientated institutions. This term does not apply to higher education that is universities and university-oriented-colleges. In other words, a non-traditional form of education at further educational level is regarded as home study while that at higher educational level is certainly not home study but distance learning. Please note the difference between further education and higher education.

Independent Study

The major proponent of independent study is Charles Wedemeyer. It is often used for distance education programmes at higher education level in United States. It possesses all the features earlier identified for distance education. However, its major weakness, as a generic term, is that it indicates independence from an educational institution. That is, in independent study, there is no need for the existence of an educational institution.

Correspondence Education/Correspondence Study

This is an educational programme which is organized and carried-out using the print technology alone. It shares some characteristics with the above-mentioned non-traditional forms of education; such as: physical separation of the teachers from the students, physical separation of students from themselves, the influence of an educational organization which distinguishes it from private study, and the use of technical media. However, what differentiates correspondence education from distance education is that the technical media used to unite and provide two-way communication between the teacher and the learner and carry the educational content is usually print in form of course materials. It is no longer regarded as correspondence education or correspondence study if other forms of technologies like audio, video, and computer-based technologies are introduced. for it to be correspondence education/study, it must solely be print-based.

Open and Distance Learning

There are two concepts fused into one in this terminology; these are: open learning and distance learning. Since we had examined distance learning earlier, let us concentrate on open learning and afterward bring the two concepts together and highlight the characteristics of this form of non-traditional education. It has been observed that **Open Learning** eludes a precise definition and that it evokes wide response from educationists. The decision of the United Kingdom government, in the mid-1960s, to rename the 'University of the Air', the 'Open University', popularized the term 'Open'. However, the basic characteristics of open learning are:

i. It does not have closed enrolment procedure(s) that is, there are no specific requirements for enrolment; for example, making it compulsory for prospective candidates to have certain number of credits in certain subjects before enrolment.
ii. It does not have closed or rigid structures in academic and administrative contexts.

iii. It is very quick to respond to community education needs since any kind of programme can be instituted and no entry requirements.
iv. It does not have cut-off dates for assignment submission.
v. It does not have fixed assessment patterns.
vi. Other views or interpretations, including that of the course authors are accommodated when it comes to presentation of didactic materials.
vii. Students who cannot attend compulsory group meetings are not closed out.
viii. It enables learners to learn when they want to learn, how they want to learn, and what they want to learn. in essence, flexibility is the key word in open learning.

Having identified the characteristics of open learning, let us merge open learning and distance learning together to reflect how the concept is used all over the world- open and distance learning- and identify the basic characteristics of this form of education.

Open and Distance Learning

Open and distance learning is a form of education with the following characteristics:

i. Open and Distance learning is a planned teaching or learning activity.
ii. In Open and Distance learning, face-to-face group-based communication is absent either wholly or substantially; that is, there is physical separation of the learners from the teachers in time and space.
iii. In Open and Distance learning, there may be or there may not be enrolment criteria
iv. In Open and Distance learning, teaching and learning activities are carried-out through a wide range of technology ranging from print, audio, video, and computer based

technologies.

v. Open and Distance Learning emphasises more of learning than teaching. That is, it is learner-centred since it promotes more of learners interaction.

vi. Open and Distance Learning encourages the application of flexible learning principles and assessment patterns.

Finally, let us clearly state that even though open and distance learning is now the widely accepted and embraced nomenclature among educationists worldwide, the strict adherence of its principles may be imperatively difficult to apply operationally. Similarly, while Open and Distance Learning exists theoretically as a nomenclature, in practice, it is very difficult to find any institution labelled as such. Most dedicated distance teaching institutions (institutions wholly or solely set-up for the promotion of distance education) preferred to be referred to as 'Open University' such as: National Open University Of Nigeria (NOUN), the Open University of Tanzania, the Open University of Bangladesh, among others. However, most integrated distance teaching institutions (institutions set-up as part or component of an existing convention institution) preferred to be referred to as distance learning institutions because not everything should be 'Open' especially in enrolment and assessment criteria and patterns.

What is learner independence?

Learner independence is also known by a number of other terms: learner autonomy, independent learning, lifelong learning, learning to learn, thinking skills (Sinclair, 2001). All these terms refer to a concept where learners are involved in their own learning process. By being involved in this process, they start to make meaningful connections with the world outside the classroom. Instead of relying on the teacher to do the thinking for them, they take responsibility

for thinking and learning themselves. Learning then becomes more than the rote memorization of a series of facts and continues even after the learner has completed full time education.

One accepted understanding of learner independence is that it ranges across a continuum. At one end, there are dependent learners who have had little opportunity to develop independent learning skills, and at the other end of the continuum there are learners who are self-directed, self-motivated and capable of learning without a teacher. Good learners will move gradually along the continuum with the help of peers, parents, teachers and appropriate learning experiences.

Figure 1 - Characteristics of Dependent and Independent learners

Dependent learners	Independent learners
rely heavily on the teacher	are self-reliant
cannot make decisions about their learning	can make informed decisions about their learning
do not know their own strengths and weaknesses	are aware of their strengths and weaknesses
do not connect classroom learning with the real world	connect classroom learning with the real world
think that the teacher is wholly responsible for their learning	take responsibility for their own learning; know about different strategies for learning
do not know the best way to learn something	plan their learning and set goals

do not set learning goals, will only work when extrinsic motivators such as grades or rewards are offered	are intrinsically motivated by making progress in learning
do not reflect on how well they are learning and the reasons	often reflect on the learning process and their own progress

Figure 1 above has been compiled from a number of sources (Holec, 1981; Little, 1991; Dickinson, 1987; Broady & Kenning, 1996; Oxford, 1990; Barnett, 1993) and shows some of the characteristics of dependent learners and independent learners. Most learners would be somewhere in between the two extremes. People often assume that independent learning means that a student needs to work alone. Working alone does not automatically develop independent learning skills in students. (Broady and Kenning, 1996).

Why do tutors need to promote independent learning?

it is generally believed that independent learners are much more likely to succeed with their studies than those students who are heavily dependent on the tutors. If students are to achieve maximum success and cope with a world which is ever changing, they need assistance in acquiring skills which will help them to be more independent.

How to promote independent learning in Open and Distance Learning?

There are a number of ways that learners training can be weaved into open and distance learning in order to promote more independence in learners and to help them along the continuum described in Figure 1. This section will discuss ways in which tutors can assist with this process and promote lifelong learning skills.

1. **Give choices**

   Giving students regular opportunities to make choices will encourage them to reflect on

their own interests and preferences. It will also make them start to take responsibility for learning. Examples of choices could be 'Choose activity A or B for homework' or 'Choose someone to work with' or 'Answer 3 out of the 5 questions' or 'Choose one of these two essay topics.' The tutor could take the opportunity to reflect with the students on why the choices are there and why students made certain choices.

2. Encourage group work

Group work is beneficial in that it provides learners with an opportunity to learn from each other in an active, involved way. In addition, it temporarily takes the control away from the teacher and gives it to the learners-- thus encouraging independence.

3. Encourage learners to predict how well they did on tests

Before tutors return a test paper to their students, they could encourage the students to consider how well they did. One example could be to give a blank copy of the test paper to students to review in groups. This will start them reflecting about their strengths and weaknesses and the progress they are making. The reflective aspects of this process could help the students make an appropriate learning plan. It will also help learners see that they are responsible for their learning.

4. Set some learning goals

The students may have never had the opportunity to set learning goals. Initially setting learning goals will require a lot of help from teachers but it is a worthwhile exercise

which encourages students to reflect and self-evaluate. The learning goals should be visited regularly and re-assessed.

5. Use authentic texts

Authentic texts are materials which were not originally designed for learning purposes. They might include newspaper or magazine articles, TV, radio recordings and so on. These materials can be motivating as they connect the classroom with the outside world and make the students see that learning does not take place only in the classroom. Teachers can encourage students to bring in their own authentic texts to contribute to classroom activities in order to make them more meaningful.

6. Involve learners in lesson planning

Teachers could invite their students to help plan the lesson from time to time. This will ensure that the lesson is interesting and relevant for them. In addition, it involves the students in the learning process gives them the opportunity to reflect on their needs.

7. Encourage learners to keep learner diaries

These diaries can form a dialogue between the teacher and the learners which is mutually beneficial. It is an opportunity for teachers to see which areas students find interesting and where they might be having problems, and also it is a vehicle for students to reflect and write (or draw) honest comments about their learning. The diaries can be semi-guided initially but gradual ownership will give learners a sense of responsibility (Dam, 2002).

8. Build reflection and extension into activities

Traditional classroom activities often require students to examine a text in order to answer factual, closed questions.

4.0 Conclusion

From our discussion above, we can see that there are many terminologies interchangeably used as open and distance learning. However, our analysis has shown that these terminologies are quite different from each other even though there are some similarities inherent in them.

5.0 Summary

In this unit, we have examined critically the terminologies that are interchangeably used as open and distance learning. We were able to do this by highlighting some of the best definitions on each of these technologies which are: distance teaching, distance learning, distance education, home study, independent learning, correspondence education, and open and distance learning. The similarities and differences in the definition of these terminologies were clearly identified and discussed. We also discussed the concept of learners' independence as well as the way through which tutors can help assist in promoting learner independence in open and distance learning.

6.0 Tutor- Marked Assignments

i. Identify and discussed the key components in each of the terminologies associated with open and distance learning.

ii. What differentiate open and distance learning from distance education, distance teaching, and distance learning?

iii. Is it right to use these terminologies interchangeably?

iv. What are the ways through which tutors can help promote learners independence in open and distance learning?

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Unit 2: Analysis of Issues and Problems in Open and Distance Learning

CONTENT

1.0 Introduction

3.0 Objectives

3.0 Main content

4.0 Conclusion

5.0 Conclusion

6.0 Tutor- Marked Assignments

7.0 References and Further Reading

1.0 Introduction

In this unit, we shall continue discussion on philosophical analysis as it relates to issues and problems in open and distance learning. However, we shall present discussion on major issues that usually preoccupy thinking of scholars and practitioners in open and distance learning. Thereafter, we shall discuss the major problems and challenges in the implementation of open and distance learning in Nigeria.

2.0 Objectives of the Units

The objectives of this unit are; to:

i. Examine critically the major issues in open and distance learning.
ii. Highlight and discuss the major problems and challenges that arise in the implementation of open and distance learning in Nigeria.
iii. Give the summary of major points in this unit.
iv. Provide recommended texts for further reading.

3.0 Main Content

The increasing international interest in open and distance learning and the subsequent expansion of the respective institutions and programmes, Marco Antonio, Dias (1997) once remarked, “is

the most remarkable development in the field of education and training in recent years". There is no doubt that open and distance learning has established itself as an integral part of the educational delivery systems in Nigeria with the establishment of the National Open University of Nigeria (NOUN) in 2002. Invariably, the increasing recognition of the place and role of open and distance learning was clearly specified in the 2004 revised Nigeria's National Policy of Education when it asserted that the goals of distance education are; to:

- Provide access to quality education and equity in educational opportunities for those who otherwise would have been denied.
- Meet special needs of employers by mounting special certificate courses for their employees at their workplace.
- Encourage internationalization especially of tertiary education curricula.
- Ameliorate the effect of internal and external brain drain in tertiary institutions by utilizing Nigerian experts as teachers regardless of their locations or places of work (p.45).

The major issues that need to be addressed in open and distance learning practice can be classified into the following:

The mission
Programmes and curricula
Teaching and learning strategies
Learning materials and resources
Communication between teachers and learners
Interaction between learners
Support delivered locally
The delivery system
The student and tutor sub-system

Staff and other experts
Effective management and administration
The requirement of housing and equipment
Evaluation

Every open and distance learning institution must have a clearly stated and articulated mission. The mission of all the distance learning institutions in Nigeria is to provide access to educational opportunities for those who, otherwise, would have been denied. For example, less than 10% of qualified applicants who seek admission into the regular programme of the conventional universities in Nigeria are offered admission. Therefore, distance learning institutions are expected to mop-up the leftover of the conventional universities. This is the more reason why distance education is becoming an attractive educational option in Nigeria.

In terms of programmes and curricula, all the distance learning institutions must provide courses in preparation for examinations and degrees which are equivalent or similar to those offered by conventional institutions and such programmes, in most cases, are expected to be subjected to similar regulations of the conventional universities in terms of: content, admission and assessment.

The teaching and learning strategies to be adopted by distance learning institutions are also expected to be considered by these institutions. For example, should the teaching methodology based on face-to-face meeting or contact between the tutors and the learners or should be complemented with electronic medium or media? How can the study centres be made viable and functioning? Which technological media should be used to complement the print medium? Which learning materials and resources will the distance education institution rely upon in the conduct of teaching and learning?

Communication between the tutors and the learners should be much more given prominent attention by these institutions. Communication is facilitated mostly through assignment writing, specified in form of pre and post-test in the course materials. The advent of modern communication and information technologies has promoted the use of electronic mail correspondence to facilitate interaction between the tutors and the learners.

Interaction between learners or learner-learner interaction must also be accorded much attention by distance education institution in Nigeria. When will learners-learner interaction be facilitated? Thoughts should also be given to supports to be delivered locally in a form that allows for some kind of direct, face-to-face, interaction between the learners and the tutors. Local support which is must be given in a study centre or resource centre should be considered as well.

Open and Distance Learning institutions must equally develop a policy statement on the delivery system that will be used in the distribution of pre-packaged materials, usually called the course materials, to students which they are expected to study independently with occasional interaction with the tutors through written correspondences. The culture of using electronic mail to exchange correspondences between the learners and the tutors should also be considered. Similarly, face-to-face lectures constitute a significant component of the delivery system.

There should also be a working policy statement on the student and tutor sub-system by ODL institutions in Nigeria. The admission procedures into ODL programmes should be clearly specified.

Thoughts must also be given to how experts like instructional designers, develops and produces, media experts, marketing experts, and administrative staff will be recruited in terms of their

competencies and qualifications. To a larger extent, the competencies of these various experts and staff must be deployed in the effective management and administration of ODL institutions.

Thoughts must also be given to how the evaluation of students' progress in their learning, will be carried-out. In the same vein the institutions must also given consideration to how quality assurance will be ensured and sustained.

Problems associated with the practice of Open and Distance Learning in Nigeria

It is important for you to be aware of the problems associated with the implementation of Open and distance learning in Nigeria. The practice of distance education in Nigeria has been bedevilled with myriad of problems. Some of these problems, as identified by Yusuff (2006) include: lack of government funding, ineffectiveness of managers of distance education in various institutions, inadequate availability of facilities to march the explosion in enrolment rate, energy related problems, Low-Tele-Density, Lack of consistency in programme and policy implementation, poor postal system, and inadequate ICT penetration.

Lack of government funding UNESCO's (2001) study of Distance Education in the E-9 countries revealed that lack of government funding has hindered the quality and effective coordination of distance education initiatives in Nigeria. Thus distance education in Nigeria is being used as revenue generating venture and as a way of increasing institutions "Internally Generated Revenue (IGR).

Ineffectiveness of Managers- Borishade's (2007) study on the effectiveness of ODL managers in various institutions revealed some ineffectiveness in the area of manager (staff) manager (student) and manager (community relationship). The reasons responsible for this, according to

him, are: the employment of temporary lecturers, non-availability of accommodation for students during the programme, and the communities outrageous cost in the provision of accommodation for students. For example, it was found that the lecturers are more interested in the monetary benefits to the detriment of what the students would achieve in their involvement in open and distance learning.

Borishade (2007) also found that the admission processes in ODL programmes suffer credibility since entrance examinations are not usually conducted for admission into ODL programmes. In addition, the time schedule for ODL programmes was found inadequate and insufficient for the lecturers and students to effectively complete the course work. Besides, the higher number of candidates usually admitted into ODL programmes increases the staff-student ratio and overstressed the available human and non-human resources. When the regular university lecturers cannot effectively cope with the teaching of the course, lecturers have to be locally recruited. This is why ODL institutions in Nigeria are often accused of placing profit-making motive above academic and professional considerations. Similarly, students results are often not released on time, lecture and examination timetables are not strictly adhered to and these directly or indirectly affect the psyche of the learners in their commitment to distance learning system in Nigeria.

Inadequate availability of Resources in relations to student's enrolment is another problem of implementation of ODL programmes in Nigeria. The over-emphasized perception of the primary purpose of ODL institutions in Nigeria is often to provide access without taken into due consideration the availability of human and materials resources in relation to access. The implication of this is that teaching and learning processes in ODL are usually beset with myriad

of problems. For example, lecturers find it extremely difficult to cope with the massive students enrolment. Similarly, Obemeata, (2000) found, in a study, that the study habits students in ODL programmes in Nigeria are poor: “they crammed the courses just to pass, some of them do not know how to use the library and its facilities, most of them are not interested in the acquisition of knowledge and skills rather they are merely interested in the acquisition of certificates”.

Energy-related problems - In Nigeria, power supply is enormously erratic. This makes the application of ICT imperatively difficult for ODL programmes. This informs the reason why ODL institutions in Nigeria still rely heavily on print materials. Alternative sources of power supply, for example, the use of generators, are, to a greater extent; consider a luxury in Nigeria especially the educational purposes.

Low-Tele-Density-In Nigeria, a significant proportion of the citizenry lacks access to telecommunication tools such as the computers, internet, telephone e.t.c. For example, even with the emergence of Global System of Mobile (GSM) communication in Nigeria in 2001, it is estimated that about 60 million subscribers are available on the networks. This shows that about 80 million Nigerians still do not have access to telephone (Olaegbe, 2009). Besides, there is a prevalence of poor quality telecommunication services nationwide in Nigeria.

Poor Postal System-The postal system in Nigeria is not yet up to international standards despite the many impressive innovations introduced into the system. For example, the postal system lacks quick delivery and safety of parcels, letters, among others. Since an efficient postal service is very germane to the successful implementation of ODL programmes (especially in countries that heavily rely on print medium of communication like Nigeria) it can be fathomed that ODL

programmes will continue to suffer serious implementation problem as long as the postal system is poor.

Inadequate ICT penetration-Nigeria, like most African Countries, lacks the basic ICT infrastructure. For example, a study conducted by the Nigerian Information Technology Professionals (NITP) in America in 2002 revealed that: given the current ICT penetration in Nigeria, it may take the country 50 years to catch-up with America in terms of personal computer count per households (Iromanta, 2004). In Nigeria, the cost of procuring a personal computer is on the high side considering the poverty situation prevalent in the country.

Lack of Credible Policy on Quality Assurance system-One major problem plaguing the general acceptability ODL in Nigeria, as an alternative educational delivery, is the issue of credible quality assurance. As said earlier, ODL institutions in Nigeria are accused of paying much attention to the issue of access at the detriment of quality. In concurrence with this assertion, there exists no comprehensive and credible quality assurance system put in place by the ODL institutions in Nigeria. For ODL to assume the status of a standard and alternative component of educational delivery system in Nigeria, a comprehensive and credible quality assurance system must be instituted in line with that employed by mega distance learning universities in the world.

4.0 Conclusion

In open and distance learning, some of the issues that ought to be given attention are inexhaustible. However, there are the prominent ones that cannot be ignored and these have been identified and briefly discussed in this unit. Similarly, some challenges have continued to recur

in the implementation of open and distance learning programme in Nigeria. These challenges have been identified and discussed in this unit as well. It is hope, with time, that these challenges will be effectively addressed as open and distance learning is accorded greater recognition as a standard an alternative educational component and delivery in Nigeria.

5.0 Summary

We have discussed some of the issues and problems/challenges that occur in the implementation of open and distance learning programmes in Nigeria. Prominent among these issues are: The mission, programmes and curricula, teaching and learning strategies, learning materials and resources, communication between teachers and learners, interaction between learners, support delivered locally, the delivery system, she student and tutor sub-system, Staff and other experts, effective management and administration, the requirement of housing and equipment, and evaluation. Similarly, some of the prominent problems/ challenges are: lack of government funding, ineffectiveness of managers of distance education in various institutions, inadequate availability of facilities to march the explosion in enrolment rate, energy related problems, Low-Tele-Density, Lack of consistency in programme and policy implementation, poor postal system, and inadequate ICT penetration.

6.0 Tutor-Marked Assignments

i. Identify and discuss, with detailed examples, the issues that ought to be given attention to in the implementation of open and distance learning practice.

ii. What are the problems that beset the effective implementation of open and distance learning programmes in Nigeria?

iii. What are the recommendations that you will suggest in order to overcome these

problems.

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Unit 3: Basic Assumptions and Underlying Principles in ODL

1.0 Introduction

In this unit, we shall identify and discussed extensively the basic assumptions and underlying principles that ought to be held sacrosanct in the theory and practice of open and distance

learning. It must be clearly stressed that these basic assumptions and underlying principles cannot be exhausted in a single material of this nature. The purpose of the discussion of these principles is to introduce students to have background knowledge of these principles which they can subsequently build upon as they progress in their learning. These basic assumptions and underlying principles can be categorized in two: basic assumptions and underlying principles which students in open and distance learning must believe in and those which other stakeholders (tutors, policy makers, instructional designers, scholars, practitioners, among others) must identify with.

2.0 Objectives of the Units

The objectives of this unit include, to:

i. Examine critically the basic assumptions and underlying principles which students of open and distance learning must believe in.
ii. Highlight and discuss the basic assumptions and underlying principles which stakeholders in open and distance learning must identify with.
iii. Give the summary of major points in this unit.
iv. Provide recommended texts for further reading.

3.0 Main Content

In the theory and practice of open and distance learning, there are certain basic assumptions and underlying principles which are held sacrosanct and which ought to be identified with by anyone involved either as a student or as a stakeholder. Let us begin the discussion of these basic

assumptions and underlying principles with that of the students.

Basic Assumptions and Underlying Principles of Students of ODL Programmes

Some of the basic assumptions and underlying principles which students of open and distance learning programmes ought to believe in are:

i. The belief that open and distance learning is an opportunity to have access to education.
ii. The belief that open and distance learning is a lifelong learning process.
iii. The belief that nothing, including age, sex, limited and previous educational background, occupational responsibility, social responsibility, location, should serve as hindrance or restriction to the acquisition of learning.
iv. The belief that anyone can strive for self-actualization if provided the opportunity.
v. The belief that much of the teaching and learning process will be carried-out by the learners themselves; that is, the belief in independent and self-directed learning.
vi. The belief in intrinsic motivation as an impetus to learning.
vii. The belief that learners should not depend, but can be guided by the tutors.
viii. The belief that academic achievement is exclusively dependent on learners' dedication, commitment, and strong will to succeed.
ix. The belief that one's survival in his/her immediate society and in the contemporary world is dependent on the amount of knowledge possessed.

Basic Assumptions and Underlying Principles of Stakeholders in ODL

Stakeholders in open and distance learning including tutors, policy makers, instructional designers, scholars, practitioners, among others must identify with the following basic assumptions and underlying principles. They are:

i. The belief that open and distance learning is a standard and alternative component of the educational system and delivery

ii. The belief that open and distance learning is an avenue to increase access to educational opportunities.

iii. The belief that knowledge should not be the exclusive preserve of the elites rather knowledge should be democratized.

iv. The belief in lifelong learning.

v. The belief that learning can be facilitated without the physical presence of the tutors with the learners.

vi. The belief that learning can be mediated with technology.

vii. The belief that learning is not restricted is a fixed location.

viii. The belief in the Constructivists learning approach and philosophy.

ix. The belief that learners must be assisted with administrative and academic support services to cushion the effect of their partial separation from their tutors, the institution, and other learners.

x. The belief that open and distance learning is more cost-effective than the conventional educational system.

4.0 Conclusion

From the basic assumptions and underlying principles of open and distance learning discussed above, it can be seen that this educational component is well grounded with a philosophical base expressed in principles from theoretical and practical standpoint. Therefore, anyone interested in having more understanding and knowledge of open and distance learning is provided with background information and knowledge of its basic assumptions and underlying principles.

5.0 Summary

We have discussed, in this unit, some of the basic assumptions and underlying principles which students and stakeholders in open and distance learning must believe in. A detailed understanding of these basic assumptions and underlying principles by the students will help prepare them to advantage of this alternative educational delivery to acquire knowledge and certificates which they would have been denied of if it had not been in existence. A detailed understanding of these basic assumptions and underlying principles by the stakeholders will also afford them the opportunity to effectively plan and implement open and distance learning programmes based on these assumptions and principles

6.0 Tutor-Marked Assignments

i. Examine critically the basic assumptions and underlying principles which open and distance learning students must anchor their learning on.

ii. Highlight and discuss, with detailed examples, the basic assumptions and underlying principles which stakeholders in open and distance learning must identify with.

iii. What benefits do you think both the students and the stakeholders will enjoy from having in-depth understanding and knowledge of these basic assumptions and underlying principles.

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Unit 4: Analysis of Implementation Strategies of Open and Distance Learning Programmes

CONTENT

1.0 Introduction

1.0 Introduction

In this unit, we shall discussed how open and distance learning programme ought to be implemented in the face of contemporary realities and considering the fact that it promotes the phenomenon of life-long learning. We will start discussion of this unit with the examination of the structure of implementation of distance learning programmes in the traditional perspective followed with that of the contemporary perspectives. The unit will be concluded with a discussion on new directions for the implementation of open and distance learning programmes.

1.0 Objectives of the Units

The objectives of the unit are; to:

i. Examine critically the traditional perspective of implementation of open and distance learning programmes.

ii. Highlight and discuss the contemporary perspective of implementation of open and distance learning programmes.

iii. Identify new directions for the implementation of open and distance learning

programme.

iv. Give the summary of major points in this unit.

v. Provide recommended texts for further reading.

3.0 Main Content

The paradigm shift of contemporary societies from information-based to knowledge-based coupled with the development of sophisticated information and communication technologies have led to the increasing acceptance of distance learning as a viable and alternative educational provision, delivery, and "Siamese" twin of the conventional education in achieving flexibility, open, and greater access for heterogeneous clientele. Distance learning began as external studies in many parts of the world when correspondence courses were the dominant procedure for instructional delivery, but later transformed into its current nomenclature with the incorporation of many instructional media like the instructional radio and television. With the deployment of current sophisticated interactive communications technologies to learning, distance learning has further transformed into online learning with increasing number of people taken the advantage of this form of learning to acquire more knowledge and certificates without leaving their locations or jobs. With increased patronage from prospective candidates coupled with the increasing international mobility of students, distance learning has grown to become integrated component of conventional higher institutions or dedicated institutions in form of open universities in many parts of the world. Example of such open universities include: the open university[AIOU,Pakistan],the Anadolu university[Anadolu,Turkey], the China Central Radio and Television University[CCRTVU,China], the Indira Gandhi National Open University[IGNOU,India], the universities Terbuka[UT,Indonesia], the Korea National Open

University[KNOU,korea], the university of the Air[Japan], the Payame Noor University[Iran],the Sukhothai Thammathirat Open University[STOU,Thailand], the Open University[OU,United Kingdom], the University of South Africa[South Africa] (Ameritech,1996).

The existence of these many distance learning universities shows that distance learning has succeeded as a viable educational system (Ojokheta, 2000). There is no doubt that the initial scepticism expressed by educational practitioners over the success of distance learning is persistently being laid to rest as a result of the changing demands of learners, continuous explosion of knowledge, and the breaking down of the old fixed patterns of employment(McIntosh,2005).

As a result of the successes of distance learning worldwide, there is, therefore, the need for a renewed thinking on how the distance learning programme should be properly implemented in the face of contemporary realities and considering the fact that it promotes the phenomenon of life-long learning.

Traditional Pattern in the implementation of Distance Learning Programme

An examination of the structure of implementation of almost all the distance learning programmes in the traditional and contemporary perspectives reveals the following:

- The implementation of distance learning programme in most parts of the world has been oriented towards conceptual and theoretical understanding or acquisition of knowledge. In essence, most distance learning programmes are organized to promote the development of the intellectual powers of the mind or the rational powers of the human person through intellectual education which attempts to lead persons from information to

knowledge and to wisdom (Halimi, 2005). Little or no consideration is given to utilitarian education or to courses aimed at the development of technical skills. Most courses usually floated by managers of distance learning programmes are education, social sciences, and humanities based. Hardly do we have programmes that are sciences or technologically based or courses that entailed the critical and controlled type of learning exemplified in sciences. It can, thus, be concluded that the strongest emphasis of the academic programmes of most distance learning institutions, from time immemorial, has followed the specifications of liberal philosophy of learning which has been severely critical of utilitarian and vocational education.

- The distance learning programmes are usually implemented based on the content model of education which is concerned with transmitting information and knowledge to the learner through the tutor who decides, in advance, what knowledge or skill needs to be transmitted, arranges this body of content into logical units or modules, selects the most convenient means to him [without taken into due consideration the interests and peculiarities of the learners] for transmitting the content usually through lectures and critical reading, and then develops a plan for presenting these content modules in some sort of sequence to the learners. In essence, the role of the tutor is to impart and not to share learning and knowledge.
- Academic Programmes in distance learning are usually designed to encourage independent or autonomous learning which promotes competition among the learners and individual success. This is reflected in the systematic grading of learners performance in the examination. In other words, distance learners progress or accomplishments are compared with the performance of other students. Similarly, the norm-referenced

evaluation is usually adopted in the evaluation of learners' performance in the examination (Pea, 1994).

- Most distance learning institutions do not include the concept of educational accountability in the management of the learning programme. Educational accountability generally ensures that all those involved with the educational process must be held accountable for bringing about what education is designed to accomplish. According to Popham, [1973] "the concept of educational accountability involves the teacher producing evidence regarding the quality of his or her teaching, usually in terms of what happens to the learners, then standing ready to be judged on the basis of the evidence." Any accountable teacher, therefore, takes responsibility for the results his or her instruction produces in the learners.
- There is no provision in the contemporary implementation of distance learning programmes where the tutor is made to accept responsibility for the outcome of his or her instruction on the learners' performance in the examination. Similarly, distance learning institutions and agencies are not usually held accountable for their products.
- The ultimate goal of learning in most distance learning institutions is to equip learners with knowledge reflected in a piece of paper called certificate. In essence, once a student passed a specified number of courses in the distance learning programme, he or she is certificated without according any due consideration to whether the learning the student had received has led to a change in his or her behaviour pattern. Besides, the ultimate purpose of true learning, in the contemporary world, is to bring-about behaviour which will ensure the survival of the individuals in the societies. Survival, as Skinner noted in 1974, is the "fundamental value for individuals and societies. This, unfortunately, has not

been incorporated or reflected in the curriculum design and development of most distance learning programmes.

- The tutor in distance learning programmes is accorded limited role of preparing the content of learning while the learning environment must be designed by the learners themselves. The tutor is not considered as a co-designer of the environment which will help the learners elicit desired behaviour towards meeting the goals of learning and also help them to extinguish behaviour which is not desirable. In essence, the tutor who should have assisted in planning, in detail, the conditions necessary to bring-about desired behaviour in the learners is relegated to the background in the implementation of distance learning programmes.
- In the same vein, the emphases of most distance learning institutions are on the process of learning rather than the outcomes of learning, on entrance requirements, and on norm-referenced evaluation rather than on criterion-referenced evaluation. In other words, competency-based education or instruction which promotes outcomes of learning, exit requirements, and criterion-referenced evaluation is paid no attention in the implementation of contemporary distance learning programmes. Competency - based education or competency- based instruction is used to describe a range of educational activities from total curriculums, to individual instructional units, to self- instructional packets which is the pillar distance learning rests on. It is an educational programme in which required performances are specified and agreed to in advance of instruction. It specifies, in behavioural terms, the goals and objectives to be met, the learning experiences to be engaged in, and the method of evaluation to be to demonstrate achievement of the pre-determined goals of learning. In essence, competency-based

education emphasizes setting behavioural goals, objectives or outcomes, demonstrating behavioural change, and measuring the amount of change against pre-determined criteria.

- Evaluation of learning in most distance learning programmes is usually carried-out through norm-referenced testing. In norm -referenced evaluation, learners' progress or accomplishments are compared to the performance of other learners or students. This, therefore, encourages competition among the learners. Similarly, in the implementation of contemporary distance learning programmes, learners are manipulated, in one way or the other, by the institution to learn or acquire knowledge according to the institution's specification while no attempt is made by the institution to sensitize learners to their uniquely human characteristics and possibilities.
- Lastly, in the implementation of most distance learning programmes, learners are made to see or perceive reality of learning the same way and evaluated the same way without given recognition and consideration to learners attitude, feelings, beliefs, and values as prerequisites to effective learning. It must be remembered that learning is the result of selective perception. External and internal stimuli are reacted to as a result of one's individual perception. Therefore, the same seemingly objective stimuli can be perceived differently by different persons. This, in essence, accounts for differences in what is learned in an educational setting since learners learn what they perceive to be necessary, important, or meaningful. Therefore, the meaning a learning gleans from a subject depends upon personal goals, interests, attitudes and beliefs.

Since distance learning has transformed in many ways to its current nomenclature of open and distance learning, there is the need to discuss some new directions for the implementation of the programme. Besides, since we have examined the traditional pattern of implementation of most

distance learning programmes, it is equally important to examine new directions for the implementation of distance learning programmes.

New Directions in the Implementation of Open and Distance Learning Programmes.

Based on the contemporary realities of human civilization and development, it is desirable for distance learning institutions to begin to think along new directions in the implementation of distance learning programmes. Some of the new directions include:

- Distance learning institutions should begin to pay more attention to utilitarian education or to courses aimed at the development of technical skills or to the acquisition of job skills rather than to the conceptual and theoretical understanding or acquisition of knowledge alone. In other words, distance learning institutions should begin to design courses that promote both intellectual education and utilitarian education. That is, courses that aimed at the development of the intellectual powers of the human mind as well as the development of the technical or job skills so as to ensure the survival of the learners in their societies. For example, learners must be encouraged to acquire computer literacy skills, communication skills, interpersonal relation skills, problem-solving skills irrespective of the academic discipline they enrolled for. Courses in science-based and technology-based must be floated to complement that of the social- sciences, humanities, and education-based.
- Distance learning institutions should begin to consider the process model of education rather than the content model of education in the implementation of distance learning programmes. The process model of education is one where the tutor prepares, in advance, set of procedures for involving the learners in a process involving these elements:

- ❖ Establishing a climate conducive to learning,
- ❖ Creating a mechanism for mutual planning,
- ❖ Diagnosing the needs for learning,
- ❖ Formulating learning objectives that will satisfy these needs,
- ❖ Designing a pattern of learning experiences,
- ❖ Conducting these learning experiences with suitable techniques and materials,
- ❖ Evaluating telegramming outcomes and diagnosing learning needs.

The process model, according to Knowles, [1973], is concerned with providing procedures and resources for helping learners acquire information and skills. Based on the process model of education, the tutor in distance learning must not be seen, any longer, as the designer of the knowledge and skills to be transmitted to the learner. Rather, he or she must be seen, in addition to this role, as a contingency manager, an environmental controller, or a behavioural engineer who design and, in detail, the environment of learning and necessary conditions that will help the learners to elicit the desired learning behaviour. Karen, [1994] has identified several principles of contingency management for evoking desired learning behaviour. They are;

- ❖ Consequence Identification--the consequences for an educational program [rein forcers and punishers] must be identified by their effects on the learners' behaviour and not on the teacher's.
- ❖ Automaticity- Consequences affect student behaviour automaticity, whether or not the relationship between behaviour and consequences can be verbalized.
- ❖ Relevant Criteria- Consequences of an educational accomplishment should be closely related to the criteria of accomplishment.
- ❖ Consistency- The consequences of student's behaviour should be attended to in a consistent manner.
- ❖ Immediacy- Consequences should be presented immediately following the behaviour responsible for them.
- ❖ Frequency- Reinforcements should occur often enough to strengthen desired behaviour.
- ❖ Small Steps- Educational materials should consist of units and subunits small enough to allow for a reasonable reinforcement schedule.
- ❖ Unplanned Punishment Effects-The threat or actual withdrawal of possible reinforcements or punishment weakens the effect of using positive reinforcement alone.

❖ Effective Contingency Contracting- A learning contract between students and teachers should be clear, fair, and honest.

- Distance learning institutions in Nigeria must begin to de-emphasize competition and individual success of the learners' progress, performance, and accomplishments through the use of norm-referenced evaluation. This is because, according to Rogers, [1969] "competition is threatening; learning which is threatening tends to be resisted." Combs, [1971] wrote on the negative relationship between competition and threat: "competition has motivating force only for those persons who believe they have a chance of winning…. Persons who are forced to compete and who do not believe they have a chance of success, are not motivated by the experience; they are threatened by it…. When competition becomes too important, any means become justified to achieve the ends". In essence, competition encourages cheating which becomes one of the justified means used by learners to achieve the ends.
- In place of competitive education, distance learning institutions should begin to perceive education as a process of re-in forcing cooperation and interdependence among the learners so that they can work with one another to design and build a society which minimizes suffering and maximizes the chances of survival. One of the best ways to foster growth and cooperation among the learners is through group learning.
- Similarly, criterion-referenced evaluation should replace norm- referenced evaluation. Criterion-referenced evaluation is used when learners' progress or performance, or accomplishments are compared to a fixed standard or criterion of mastery of a subject-content rather than to the performance of other students. It is based on the assumption that given sufficient time and proper reinforcements, all students can accomplish the

objectives. Therefore, criterion-referenced evaluation discourages competition among the learners.

- ❖ Distance learning institutions should incorporate the concept of educational accountability in the implementation of their educational programmes. The result of making professionals, in the educational industry, responsible for their product will lead to higher quality education [Barro, 1973]. The needs to make distance learning institutions become cost effective, the inevitable evaluations which accompany such a demand, the need to effectively reach disadvantaged groups, and a drive to be responsible to individual needs, are some of the reasons why distance learning must be made more accountable. Some of the tools which can be employed to achieve high quality distance learning through accountability, according to Barro,[1973] include:
- ❖ The use of behavioural or instructional objectives which specify the behaviour to be exhibited by learners after completing a unit of instruction. Behavioural objectives contain three components: [1] the relevant conditions or stimuli under which a student is expected to perform; [2] the behaviour a student is to perform including a general reference to the product of the student's behaviour; [3] a description of the criteria by which the behaviour will be judged acceptable or unacceptable, successful or unsuccessful.
- ❖ Use of improved output- oriented management methods.
- ❖ Institutionalization of external evaluations or educational audits.
- ❖ Performance incentives for the personnel.

- Distance learning institutions should begin to pay more attention to competency- based education or instruction which emphasizes outcome rather than the process of learning.

The Seminal Faure Report issued under UNESCO auspices as far back as 1972 saw education not only as a means of promoting vocational competence and economic progress but as a way of expanding individual freedom and enabling people to live a fulfilled life in a variety of roles. Competency- based education is well suited to distance learning for several reasons: it allows for individual differences in terms of the starting point for instruction; the time it takes a student to master competencies is flexible and dependent upon individual ability; learning- specified- competencies may be done in a variety of ways from formal class activities to life or work experiences; it is non-threatening; it is an ideal vehicle for a self- directed individual learning experience.

- In addition, distance learning institutions should specify the general knowledge areas and the skills and competencies the learners are to display before the completion of their academic programmes. For example, the distance learning institution can specify the skills of communication, computation, problem-solving, computer literacy, and interpersonal relations for distance learners to display their competencies.
- Lastly, since learning is the result of selective perception and that individuals differ, therefore, the most effective learning takes place when variety of instructional techniques are employed. Such techniques include: discovery, discussions, small- group projects, committees, and teams. Learners should be encouraged to bring all their uniqueness to a situation or problem, grapple with it, and, in so doing, discover or learn whatever is most meaningful. Learning through experimentation and discovery is that learning which will become part of the learner. Information and knowledge which is given to the learners in a traditional instructional situation, like the lecture method, may be meaningful to a teacher, but will not necessarily be perceived as such by a distance

learner. Therefore, distance learning institutions should begin to incorporate variety of instructional techniques for the delivery of the learning content of their academic programmes.

4.0 Conclusion

Having examined and discussed the traditional and contemporary perspectives in the implementation strategies of open and distance learning programmes in Nigeria, this unit would have been incomplete without discussion on new directions which ought to guide policy planners, makers, practitioners, and managers of open and distance learning institutions in programmes implementation. This has been discussed in this unit.

5.0 Summary

The major issues discussed in this unit are: the traditional strategies adopted in the implementation of open and distance learning programmes when it began as a correspondence studies/education and the strategies widely adopted in the implementation of open and distance learning programmes in the contemporary age. The unit was rounded-off with in-depth discussion of new directions which the implementation of open and distance learning can take to promote lifelong learning especially in this age of knowledge driven economy.

6.0 Tutor-Marked Assignments

i. Identify and discuss the strategies adopted in the implementation of open and distance learning programmes at inception.

ii. Examine, using appropriate examples, the strategies adopted in the implementation of open and distance learning programmes at this contemporary age.

iii. What are the new directions which you will recommend in the implementation of open and distance learning programmes in this knowledge driven age.

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MODULE 4:

Unit 1: Analysis of Goals and Objectives of ODL

1.0 Introduction

2.0 Objectives of the Units

3.0 Main Content

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignments

7.0. References

1.0 Introduction

In this unit, we shall examine and discuss the goals and objectives of open and distance learning in this knowledge driven age.

2.0 Objectives of the unit

The objectives of the unit are; to:

i. Examine critically the goals and objectives of open and distance learning.

ii. Give the summary of major points in this unit.

iii. Provide recommended texts for further reading.

3.0 Main Content

The goals and objectives of Open and Distance Learning have been clearly specified in the 2004 revised Nigeria's National Policy of Education when it asserted that the goals of distance education are; to:

- Provide access to quality education and equity in educational opportunities for those who otherwise would have been denied.

- Meet special needs of employers by mounting special certificate courses for their employees at their workplace.
- Encourage internationalization especially of tertiary education curricula.
- Ameliorate the effect of internal and external brain drain in tertiary institutions by utilizing Nigerian experts as teachers regardless of their locations or places of work (p.45).

The potentials goals, objectives, and roles of open and distance learning in national systems of education have been perceived as:

- balancing inequalities between age groups,
- extending geographical access to education,
- dealing with educational campaigns and regular education for large audiences,
- providing speedy and efficient training for key target groups,
- providing education for otherwise neglected populations,
- expanding the capacity for education in new and multidisciplinary subject areas,
- offering the combination of education with work and family life,
- developing multiple competencies through recurrent and continuing education,
- enhancing the international dimension of educational experience and improving the quality of existing education services (Rumble, 1989; Ljosa, 1992).

4.0. Conclusion

The potential goals and objectives of open and distance learning cannot be underestimated. As

discussed above, open and distance learning remains the most recognized avenue for democratizing learning in order to reduce knowledge gap that may exist among people.

5.0 Summary

In this unit, we have discussed the goals and objectives of open and distance learning universally. From the examination of these goals and objectives, it can be concluded that open and distance learning is, perhaps, the most cost-effective form of educational delivery.

7.0 Tutor-Marked-Assignments

i. To what extent will you agree that open and distance learning remains the most cost-effective form of educational delivery?

ii. The goals and objectives of open and distance learning are multi-dimensional in nature. Discuss.

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Unit 2: Analysis of the Models of Open and Distance learning

CONTENT

1.0 Introduction

In this unit, we shall discuss the various models that are available in open and distance learning. The models are grouped into two categories. They are: first generation models and current models. The purpose of this unit is to develop distance learners understanding of the models that can serve as a guide in the planning and implementation of open and distance learning programmes.

2.0 Objectives of the Units

The objectives of this unit are, to:

i. Identify and discuss the first and current generation models of open and distance learning
ii. Examine the basic elements in each model
iii. Highlight and examine the critical options and criteria that ought to be taken into consideration in making choices of the model to adopt in developing countries.

iv. Give the summary of major points in this unit.

v. Provide recommended texts for further reading.

3.0 Main Content

Historically, the models prevalent in distance education can be grouped into: first generation models and current models. First generation models comprise the following: examination preparation model, correspondence education model, group distance education model, learner-centred model, and multiple mass media model. The current models are: Digitization–network-based distance education model, and technologically extended classroom teaching model. It is pertinent to examine critically the features of each of these models.

First Generation Models of Distance Education: **The Examination Preparation Model**

This is a model, in distance education, where the university limits itself to holding examinations and conferring degrees without teaching. Learners are expected to study recommended texts and literature with a view of discussing these texts and literature with others. Similarly, the institution provides comprehensive information about the examination regulations and list of recommended texts. The model was designed and institutionalized by University of London, founded in 1825, for those who could not enrolled at Universities because they lived far away in the colonies of the British Empire. The University College of the University of London and the Regents of the University of New York still practice this model. The Chinese government has also developed her study system after this model. Song, (1999) reported that more than 1.8 million people had earned their diploma and certificates through this model. Though, this model is often not well discussed in literature, and many distance education practitioners have often denied its existence,

it has, however, played some significant roles in distance education. Its characteristics include:

Openness: The Encyclopaedia Britannica, (1999) reported that the model was designed to provide education for the class between the 'mechanics' and the 'enormously rich' which promotes humanitarian and liberal ideas.

Flexibility: This model can be said to be the most flexible because there are no fixed curricula, no fixed times and places, no fixed age group, no fixed impediments. It is entirely the responsibility of the students to adopt the learning process to their personal needs and circumstances. As a distance education model, this form of self-study allows the students to learn at their homes and follow the reading instructions given by the university where they are enrolled and where they take their examination. It is an early form of distributed learning. It is a model of distance education for several additional reasons. For the first time, higher education was extended to adults who had to work for a living; the university was opened for new and alternative groups of students, university reform was suggested as it required independent and autonomous learning in its purest forms. This model was certainly the forerunner of the next model developed 10 to 20 year later.

(ii) Correspondence Education Model

This model was developed ten to twenty years after that of examination preparation model. It is more than 150 years old and it is widely used and applied in many countries. This model was an improvement on the examination preparation model which, as stated earlier, abstained from teaching. It incorporates teaching activities of presenting written or printed teaching texts, assignments, correction of assignments, regular and adhoc correspondence between teachers and

students, and examinations. This model started to be used in the second part of the 19th century by correspondence school and college such as: Toussiant-Langenscheld in Germany, Denmar's Brevskole, Wosley Hall in England, Ecole University in France, and University of South Africa. It is instructive to state that most distance teaching universities and open universities in the world used this model even though they claim they are multi-media in operation. The features of this model include:

Openness: because it provides access to all those who cannot attend conventional schools for a number of reasons. This may be for humanitarian or profit making reasons or both.

Flexibility: by using the technology of the time-the-printing press, the railways, and the post-the correspondence schools developed a new system of teaching and learning mainly based on written instruction with a certain degree of interactivity by means of self-tests and tutor-marked assignments. Not only could the students decide when, where, for how long, and how they wished to engage in their studies, the system could also offer tuition to students living in many different places. This is a fully developed distance education model. Its structures are patterned on principles of the industrialization process (division of labour, use of technical media, quality control, planning design, production and delivery of prepared and mass-produced printed courses, and written communication between teachers and the learners. The model is used for commercial as well as humanitarian reasons.

(iii) **The Asian Version Group Distance Education Model**

This model makes permanent use of radio and television as teaching media. Lectures, through

these media, are not received by individual students but rather by group of students attending classes which are obligatory in nature. They follow the instructors' explanations, discuss what they have heard on radio and watched on television, do their assignments, and take their tests. Printed teaching materials are not developed and distributed to students except lecture notes. Most open universities in the world, for example, the Chinese Central Radio and Television University (CRTVU), university of the Air in Japan, and Korean National Open University make use of this model because of the continuous use of radio and television, cable and satellite, and video conferencing system. The defining characteristics of this model include:

- ☐ Openness: This model is open not only to degree students, but also to secondary school students, school leavers, and independent viewers and listeners. This type of Open University leaps over the boundaries of traditional educational institutions and open its door to great numbers of students.

- ☐ Flexibility: The flexibility of this model is impressive as it overcomes the limitations of time and space, age, occupations, subjects and traditional institutions. The techniques of distance education and regular face-to-face instruction can be combined very easily. Transmission of lectures by radio and television to registered students in classes is assured. However, the methods of teaching and learning are not adapted to the special needs of the distance learners. This means that this model is a form of technical extended campus-based education.

(IV) **Learner-Centred Model**

This is a model which places much importance on the learners and their success in their

learning programme. This is a model usually adopted by a college to reach out to students who choose to pursue college learning, as alternative means, to campus-based instruction with fixed schedule, place, programme, and structures. These students study independently at home, meet the assigned tutor individually about once a month for counselling, mentoring, and guidance. The students' discuss with their tutors on their plan, what and how to study are written down in form of a contract between the students, the tutors, and the university. This is often called contract learning. The students study the agreed-upon literature, sometimes attend a course in local educational institutions, and use learning resources offered by their college, for example, small group meetings, online courses, learning packages, and special for distance learning. The longest and most successful experience of an institution which makes use of this model is the Empire state college of the State University of New York. Within 26 years, the college had produced 30,000 graduates by teaching students through this model. Some of the defining characteristics of this model are:

- **Openness:** the college has been successful in providing access to higher education from the state of New York to those (including minority learners' person with handicap, and senior citizens) who are under-served by campus based universities.

- **Flexibility:** because of the departure from the traditional academic structure (like set courses, time, residential obligations) and because of its alternative techniques and learning models, this college shows the highest degree of flexibility in many ways, including the adaptation of the teaching learning system to the learning needs of the individual students, and cooperation with many educational institutions everywhere in the state in order to provide additional support for the students.

- This model is a further example of learning-at-the distance as students live and learn in location distributed all over the state. While special programmes are developed for lifelong learning, it contributes to continuing education and university reform, and to the creation of a learner-centred approach and autonomous self-regulated learner.

(v) The Multiple Mass Media Model

This model was developed in the 1970's and 1980's. it combines the elements of 'independent self study' and 'correspondence education' along with the use of radio, television, and provision of learner support at study centres. Many specialists have to be employed such as: specialists in instructional design, media pedagogy, testing and institutional researchers. The activities of these specialists have to be integrated into the academic structure of the institution while ensuring the cooperation of the radio and television corporations. The British Open University has developed this model to perfection. The structure of many distance teaching universities has been tremendously shaped by this model.

Current Models of Distance Education

The current models of distance education, according to Peters, (2000) are network-based distance education model, the technologically extended classroom teaching model, and the prospect of virtual distance teaching university model. We shall discuss each of these models one after the other.

Network-Based Distance Education Model

- Openness: the degree of openness is highest here, and the distance teaching system can be used by students everywhere in the world at the same time.

- Flexibility: the most impressive and convincing form of flexibility can be observed in the pedagogical structure. This is due to the emergence of at least 10 virtual learning spaces, each of which challenges the student to develop and practice distinct learning behavior, learning by searching for information, with multimedia, increase communication, collaboration, documentation, exploration, representing learning result, simulation and in virtual reality (Peters,2000a). By combining two, three or more of these learning behaviors an unprecedented flexibility can be achieved. Bates (1997:183) has indicated a further dimension of this format of distance education, namely the move 'to more and more flexible interfaces between the human user and the computer through voice command, voice recognition, pointing and the gestures to control programming and artificial intelligence to enable computers to better interpret human commands and requirements.

The Technological Extended Class Room Teaching Model

This model was developed in the United States and has become important in the states. The model provides instruction at a distance. One teacher usually teaches a college class (or a studio class) and his or her presentation or instruction is transmitted to two or more other classes by cable or satellite television or with the help of a video conference system. Keegan (1997) stressed the disadvantages of this model as not being efficient, as is normally expected of distance teaching, because the size of the classes that can be connected, and their number, is limited. The students, in the connected classroom, often have the feeling that they

are alienated from the main classroom.

Owing to the commercial success of companies like Sony, Picture Tel, and others, most universities, in the United States and elsewhere in the world, are at present using their teleconferencing technologies. Experiments with this model are being conducted and it is also being gradually integrated into regular courses at many universities. The defining characteristics of this model are:

- Openness: this system is not open as classes are accessible for regular students only and, in additions, the number of students is limited.

- Flexibility: the teaching behaviour is not as flexible as in the model described so far, as the teachers have to use strategies of classroom teaching. However, there are possibilities for transcultural, global initiatives when two or three classes on different continents are instructed at the same time.

- Since this model does not extent the accessibility of higher learning, does not reach out especially to adult with vocational and family obligations, does not contribute to the establishment and support of lifelong education, does not offer a second chance to work towards a degree and is not an industrialized form of education, it cannot be considered as a form of distance education. However, its worldwide diffusion cannot be ignored. There are thousands of successful and pedagogically useful projects not because they merely imitate classroom teaching as exactly as possible, but because they deliberately carry out individual and particular functions in overall systems of regular classroom teaching or distance education.

Prospective Model of Distance Education Virtual Distance Teaching University

If the required software and hardware are developed further, it will be possible to combine digital learning and teaching techniques with one another and to integrate them. Students can then develop more learning activities in their digital learning environments than in any other learning location. Not only will they use interactive multimedia distance teaching course on CD-ROM, on the internet or via ISDN, and talk to other students and attend virtual university. The example of the Fern University, Germany can be used to illustrate these efforts. Its user- interface (Schlageter, 1996:13) provides students with the following services:

- ☐ Teaching: access to virtual teaching
- ☐ Research: both teachers and students can acquire information on the state of research in individual fields;
- ☐ Top news: contains information found on notice boards;
- ☐ Shops: above all, for buying additional learning and teaching programmes
- ☐ Cafeteria: for informal contacts with other students, nor necessarily to do with studies.
- ☐ Office: carries out all administrative procedures
- ☐ Library: for ordering books, examining digital books and magazines, bibliographical research.
- ☐ Information: answers all questions on the Fern Universitat, Germany shows the university to potential students' i.e. virtual visitor, and is used for talks with tutors.

So far, there is not yet a real virtual distance teaching university. The term virtual university is quite often used when a single course or part of a teaching programme is presented through the internet by campus-based universities for experimental reasons or as part of the regular teaching.

This model has the under listed features:

- **Openness:** This model provides for, at least, as much openness as the model of open universities, although virtual distance teaching universities will not be accessible to students who cannot afford the required digitized learning environment.

- **Flexibility:** The virtual distance teaching university will probably become the most flexible institutions of higher learning ever seen in the history of education. This is true with regard to the administrative academic and pedagogical structures. Teaching can be innovated by combining and integrating activities, in at least, seven new teaching spaces, namely the virtual spaces for collaboration, exploration, documentation, multimedia, digitized word processing, simulation, and virtual reality. Learning will undergo far-reaching changes because of rapid access to desired information, teaching programme with different origins, and simplified access to joint talks, or group discussion. A radically new situation has been created in which everything that is required for reading, looking up, studying training, revising, constructing arranging information, saving and reminding , browsing and navigating is available at the click of a mouse (Peters, 2000b).The defining characteristics are:

    1. Educational mission: adult in full employment will remain the main target group; scientific continuing education will be a substantial part of the teaching programme, lifelong learning will remain the overall goal.

    2. Pedagogical goal: the tradition of carefully and professionally developed pre-prepared courses will be sustained, continued and enhanced by multimedia and hypertext methodology; the already consolidated support system will be further developed by the integration of many forms of digitized communication

and face-to-face dialogue and academic discourses with teachers, tutors mentors and fellow students in study centres; the system of self-test assignments will be developed by a sophisticated system of computerized self evaluation.

3. Humanitarian goal: the virtual distance teaching university will expand access to post secondary education and thus contribute to greater equality of educational opportunity. It will be especially successful in catering for groups of persons who are under-served in higher education. Daniel (1998:11) has strongly rejected those virtual universities that deliver course materials only by saying: "much of the commercial hype and hope about distance learning is based on a very unidirectional conception of instruction where teaching is mainly presentation and learning.

Analysis of the Criteria which ought to be made in the Choice of the Model(s) in ODL

As said earlier, open and distance learning is just emerging as a standard and alternative component of the educational system in most developing countries. Therefore, certain options and criteria must be taken into consideration before policy planners in distance education decide which of the model(s) to adopt. These options and criteria are:

1. **Mission and Vision of the Distance Teaching Institution**: The choice and adoption of a model by a distance teaching institution will be greatly determined by the mission and vision of the institution. If the mission and vision of the institution are to provide open access of educational opportunity to prospective learners within a restricted locality, then the most appropriate model to adopt is the correspondence model and learner centred

model especially where the institution is faced with limited financial resources. However, if the mission and vision of the institution is to provide access to a large number of prospective learners along a wide geographical spread, then there is the need for the use of radio and television. Therefore, the most appropriate model to adopt will be the multiple mass media model.

2. **The Provision of Student Support Services**: If it is part of the policy of a distance teaching institution to provide viable, effective, and efficient support services to assist the learners in their learning, for example, counselling, mentoring, guidance, tutorial assistance, then the learner-centred model will be appropriate to adopt because the teaching learning system of this model are usually adapted to the learning needs of the individual students.

3. **The Nature of the Media to be used**: Every distance teaching institution must consider the nature of the media to be employed to facilitate communication between the learners and the tutors as well as the institution. Therefore, if the medium of instruction and communication is purely written or printed teaching texts, assignments, correction of assignments, then the model to adopt is correspondence model. However, if there are no printed teaching materials and the media of teaching are purely radio and television, the Asian version of group distance education model will be the most appropriate to adopt. Similarly, if there are printed teaching materials and these are complemented with the use of radio and television and provision of learner support at study centres, then the multiple mass media model is the most appropriate model to adopt. Furthermore, if the combination and integration of several advanced information and communication technologies like the computer technology, multi-media technology, network technology,

and telecommunication technologies are to be used, then the network-based distance education model will be the most appropriate model to adopt. However, most distance teaching institutions in Africa may not be able to adopt this model because of the low level of technological advancement in Africa.

4. **Quality Assurance Policy and Framework:** The model, a distance teaching institution will adopt, will also be greatly influenced by the Quality Assurance policy of the institution. Quality, it has often been said, is the result of intelligent effort. Quality assurance is now becoming the common priority of many distance education systems and practices across the world (Daniel, et. al. 2005). Quality has been perceived by Green, 1994, in terms of "fitness for purpose, perfection, and conformance to standards, value for money, consistency, and relevance". Warren et al. (1994) have identified two broad areas of quality assurance: the processes involved in both production of materials and delivery of education. Garg and Kaushik, (2006) argued that "a good quality open learning system brings together higher education within the reach of target population using innovative strategies, flexible enough to provide for their occupational, personal, and professional exigencies of time, place, and pace." Based on these submissions, therefore, if the policy of the distance teaching institution is centred on process quality assurance which emphasizes design of distance learning programmes and development of content, then the models to choose are the combination of correspondence and multiple mass media models. However, if the policy centres on delivery of distance programmes which emphasizes the relationship between the institution and its students, reliability of schedules, and effective student support services, then the most appropriate model to choose is the learner centred model.

5. **The Nature of the Institution:** The nature of the institution will also go a long way to determine the model to be chosen and adopted by a distance education institution. If the institution is an integrated part of an existing conventional university, there is the tendency for such institution to adopt the learner-centred model because the learners, though study independently, sometimes have to attend the parent institution for counselling, mentoring, or guidance and may use the learning resources offered by the parent institution. On the other hand, if the distance education institution is an autonomous or dedicated institution such as: the National Teachers Institute in Kaduna, Nigeria and the National Open University of Nigeria (NOUN), it has to adopt a combination of models because of the likelihood of high enrolment of students. Such models will include the correspondence model, the Asian Version Group Distance Education Model, and the Multiple Mass Media Model. This is because the dedicated institution will heavily rely on the use of the mass media to reach a large number of the learners irrespective of their location. This has to be complemented with printed media.

Presently, most distance education institutions in Nigeria, and many parts of Africa, are increasingly making use of Information and Communication Technology (ICT) to promote and enhance learning as well as support services made available to distance learners. However, the use of ICT by these institutions is not yet sufficient to make them adopt current models of education. Most distance education institutions in Africa, perhaps except University of South Africa (UNISA), cannot afford the level of technological sophistication which the current models require. Therefore, it will take some time for distance institutions, especially in developing countries, to embrace and rely on current models of distance education. It is instructive to state that the examination preparation model may seems outdated due to the fact that this model

abstains from teaching which model distance education institutions cannot completely abstained from. This, to a greater extent, informs the reasons why this model may not be recommended, in its totality, for adoption by any distance education institution in Africa.

4.0 Conclusion

From the analysis provided above, it clearly shows that for any distance education institution to achieve its mission statement, vision, purpose, goals and objectives, it must transform its theoretical notions and ideas into a model which will eventually guide the policy and practice of such institution. In deciding which model to choose and adopt, a distance education institution must take into consideration some important and critical options and criteria which have been extensively discussed in this paper. The consideration of these options and criteria will make it relatively easier for policy planners in distance education to make choices as regards the model to adopt.

5.0 Summary

In this unit, we have discussed the first generation and current models in open and distance learning. These include: the examination preparation model, correspondence education model, group distance education model, learner-centred model, and multiple mass media model. Similarly, the current models are: the network-based distance education model, the technologically extended classroom teaching model, and the prospect of virtual distance teaching university model.

6.0 Tutor-Marked Assignments

1. Which of these models discussed above is much more important to take into consideration

in the planning and management of distance education institutions

2. Which of the two theoretical models: first generation or current model should distance education be built upon?
3. Which of these models is usually adopted in the implementation of distance education programmes in Nigeria?

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Unit 3: Analysis of the Theories in ODL

CONTENT

1.0 Introduction

In this unit, we shall discuss the theories of distance education as propounded by scholars. These theories can grouped into three categories: the theory of autonomy independence, the theory of industrialization, and the theory of interaction and communication. The major proponents of these theories are also discussed.

2.0 Objectives of the unit

The objectives of this lecture are, to:

i. Identify and discuss the key elements in the theory of autonomy and independence of distance education.
ii. Discuss the technical issues raised in the theory of industrialization of distance education.
iii. Examine major areas of emphases in the theory of interaction and communication of distance education.
iv. Give the summary of major points in this unit.
v. Provide recommended texts for further reading.

3.0 Main Content

The theories of distance education can be grouped into three. They are:

- ☐ The theory of Autonomy and Independence
- ☐ The theory of Industrialization
- ☐ The theory of Interaction and Communication

We shall discuss these theories one after the other.

The Theory of Autonomy and Independence

The major proponents of this theory were: Rudolf Manfred Delling, Charles Wedemeyer, and Michael Moore. Delling, (1967) perceives distance education as a multidimensional system of learning and communication processes, with the aid of an artificial signal-carrier. He listed eight dimensions of distance education. These are:

- ☐ A learner
- ☐ Society (including legislation, administration, family, etc.)
- ☐ A helping organization (distance teaching institutions)
- ☐ A learning objective
- ☐ The content to be learned
- ☐ The result of learning
- ☐ Distance
- ☐ A signal-carrier

From this list, we can see that Delling reduce the role of the teacher and of the educational organization to a minimum and throw the whole emphasis on the autonomy and independence of the learner. On his part, Wedemeyer used the term “independent study’’ to describe distance education at university level. He defined independent study as:

> Consisting of various forms of teaching-learning arrangements in which the teachers and the learners carry-out their essential tasks and responsibilities apart from one another, communicating in a variety of ways. Its purposes are to free on-campus or internal learners from inappropriate class pacing or pattern, to provide off-campus or external learners with the opportunity to continue learning in their own environment, and developing in all learners the capacity to carry on self-directed learning, the ultimate maturity required of the educated person.

Wedemeyer went further to list six characteristics of independent study as:

- ☐ The student and the teacher are separated
- ☐ The normal processes of teaching and learning are carried on in writing or through some other medium
- ☐ Teaching is individualized
- ☐ Learning takes place through student's activity
- ☐ Learning is made convenient for the student in his own environment
- ☐ The learner takes responsibility for his progress, with freedom to start and stop at any time and to pace himself.

In 1973, Michael Moore put forward his contribution to distance education which was the development of a theory of distance education based on the variables 'autonomy' and 'distance'. On the concept of distance, Moore classified distance teaching programmes according to the distance between learner and teacher. He argued that distance teaching programmes should be classified by the provision for two way communication (Dialogue or D) and by the extent to which a programme can be responsive to a learners needs (Structure or S). Thus, a true distance education programme is characterized by this formula (+D+S). On the concept of autonomy, Moore argued that distance education programme must seek for learner autonomy in three areas: in the setting of objectives, in methods of study, and in evaluation.

The Theory of Industrialization

Much of the early work in distance education was accomplished by Otto Peters in the early 1960s. Peters developed a theoretical structure for distance education which he termed the 'theory of Industrialization'. According to him, the most fruitful theory of distance education was the similarities between the industrial production process and the teaching-learning process in distance education. He analyzed the industrial production process and found that not only did this provide a satisfactory basis for an analysis of distance teaching but that a fruitful explanatory and forecasting theory of teaching at a distance was possible when one considered it as the most industrialized form of teaching and learning. Thus, Peters argued that distance education is a new form of industrialized and technological education. He presented a comparison of distance education and the industrial production of goods under the following headings:

- ☐ Rationalization
- ☐ Division of labour
- ☐ Mechanization
- ☐ Assembly line
- ☐ Mass production
- ☐ Planning and preparation
- ☐ Standardization
- ☐ Functional change and objectification

By **rationalisation**, Peters refers to the systematic arrangement of the production process in order to attain the most effective output.

Division of labour is a key characteristic of industrialisation and mass production. Peters compares division of labour in industrialisation with production of course materials, teaching, tutoring, marking assignments and administration of student results in distance education. He notes that distance education course materials can be prepared by a field expert, designed or

edited by educationists, and marked by a tutor.

Mechanisation in industrialisation refers to the shift from the use of hand tools to the use of machines and advanced technologies, which ensure quality and mass production. He compares the process of mechanisation with the use of technologies for delivery and production of course materials in distance education. Some of the earlier examples are the duplicating machines followed by modern communication systems and electronic data processors.

The assembly line is regarded as one of the key characteristics of industrial production; it ensures the possibility of mass production. In the industrial assembly line production process, it is work which goes around while the worker is stationed at one station with one speciality or skill. Peters compares the assembly line process with distance education course material being prepared by an expert, which is mass produced by the administration section and posted to the learner. The learner studies and completes the assignments and returns them to the marker, who sends the marked scripts to the administration, which sends out the results. Each functionary stays at his/her own station, while the distance education materials are shifted around.

Mass production or large-scale production is another key feature of industrial production. Industrial goods have mass consumers. In a similar way, Peters associates the mass production notion with large-scale production of course materials in distance education. While mass production of course materials applies to distance education institutions such as the Open University, which offers large scale programmes, it cannot be applied to small scale distance education providers. Similar to preparatory work required in industrial production to ensure the smooth process of production,

Planning and Preparation. Peters suggests that production of distance education course materials also require preparatory work. Success depends on proper preparation. Just as planning is one of the essential components of the preparatory phase in the industrial production process, production of distance education course materials also requires proper planning. Similar to the organisation of the industrial production cycle, distance education requires organising. Peters likens organisation to pre-scheduled dates and venues for distance students to receive course materials, submit assignments, attend tutorials and sit for examinations. All dates are pre-advertised in the information normally given to distance students on enrolment. In industrial production, scientific tests are conducted to optimise efficiency. Likewise, distance-teaching institutions engage experts to scientifically test the effectiveness of their courses. The experts or external assessors not only review the achievement of individual students but also the success of the teaching programme.

Formalisation refers to having a set of guidelines to ensure that the procedure of work in light of the division of labour is well organised. In industrialisation, one worker's work relies on the previous worker's task. Formal processes are required to promote cooperation and interaction. Due to the division of labour and the assembly line in distance education, Peters suggests a need for such formalisation in distance education.

Standardisation in industrialisation is crucial, distance education institutions have to standardise the academic contents of their courses to ensure that they attract a wide range of distance learners. Due to the division of labour and mechanisation in industrialisation, the individual worker’s function has changed. The individual worker no longer performs all the functions as a craftsman did. Individual workers become specialised in one skill.

The Theory of Interaction and Communication

The proponents of this set of theories recommend that the distance teaching institutions ought to provide effective or satisfactory learning experiences to distance learners after dispatching the study material to the distance learners. Keegan (1986) grouped the four sub-theories of interaction and communication which were: two-way communication; guided didactic conversation; and interaction, and independence. The explanation of the four sub theories is discussed in the following pages:

Two-Way Communication:

Baath (1980, 1982) placed the concept of two-way communication as central to the process of distance education. He argued for the provision of interaction with the study materials by such means as exercises, questions or self check tests. This theory laid emphasis on the performance of tutor in making the distance education successful and effective, as distance tutor plays a central role in providing communication with the distance learner through mail, computers, telephone or face to face. Baath (1982) emphasized that the role of a tutor is more than that of correcting errors and assessing assignments. The distance learners need assistance of a tutor in the beginning to remain intact with the study material provided by the distance institution for self-study. The tutor makes a linkage of the study material to learning otherwise the distance learner is at risk of attrition. When the student enrols for the first time in a distance institution, there is need for interactive activities in the beginning as majority of distance learners are unaware of the new mode of distance education. With the passage of time, the distance learner does not feel much help as he/she becomes acquainted with the system of distance education. One objective of face to face sessions is to train the distance learners for using study material dispatched/delivered by the distance institution. The need of tutorial meetings remains less

important for a distance learner who has facilities of communication like telephone, computer, internet, TV, Radio, VCP and quick mailing or postal services.

Keegan (1986) criticized the Baath's theory by commenting that his theory does not provide a theoretical framework for two-way communication in distance education system i.e. whether the two way communication is face-to-face throughout the programme or a combination of face-to-face communication and communication through electronic media keeping both the tutor and the student at distance. However, Holmberg, like Baath, is concerned chiefly with two-way communication by correspondence and by telephone, between distance learners and their tutors instead of face-to-face communication. His theory of Guided Didactic Conversation is discussed here.

Guided Didactic Conversation

Holmberg (1985) emphasized on the relationship between the supporting or teaching organization and the distance learner. He described seven postulates on the theory of Guided Didactic Conversation (two way communication), which are presented here:

(a) Feeling of personal relationship between the teaching and learning parties to promote study, pleasure, and motivation.
(b) Personal relationship feelings are fostered by well-developed self-instructional material and two-way communication at a distance.
(c) Intellectual pleasure and study motivation are favourable to the attainment of the study goals and the use of proper study processes and methods.
(d) The atmosphere, language and conventions of friendly conversation favour feelings of personal relation.
(e) Messages given and received in conversational forms are comparatively easily understood and remembered.
(f) The conversational concepts are successfully translated for use by the media available to distance education.

(g) Planning and guiding the work, whether provided by the teaching organization or the students are necessary for organized study, is characterized by explicit or implicit goal conceptions.

Simulated communication and Real communication are two basic elements of Holmberg theory of Guided Didactic Theory of Two way Communication. Simulated communication includes: telephonic conversation, internet, and live transmission of TV and Radio with telephonic services; while real communication includes face to face meetings with real time and space. In simulated communication, the teacher and the learners are in conversation with real time but at distance (not real space) while in real communication, the teacher and the learners are in conversation with real time and space (face to face).

Smith (1983) supported the theory of Holmberg by advocating that a distance learning system does not only allow, but also encourages two-way communications between the teacher and the student as regularly to minimize ambiguities, misconceptions, and frustrations. Smith (1983) has stated: Man is essentially a conversational animal. The learning theory for distance education suggests that external teaching should really be an attempt to conduct a form of didactic conversation with students and effectiveness should be measured in terms of achieving two-way communication between tutor and learner.

In his theory of Continuity of Concern, Sewart (1981) also supported the theory of Two-Way Communication in distance education and argued that even a well prepared instructional package of study material does not perform all the essential functions of the conventional teacher and that the problems of teaching at a distance may not be solved by the production of learning material. He further contended that distance learners are in lack of swift feedback as compared to formal

students in traditional institutions; lack of peer support and interaction as in conventional class rooms; and individual distance learners have a variety of needs and requirements which may not be fulfilled by any package of distance education institution. He, thereafter, advocated an interactive instructional system of distance education with study centres to provide human contact to motivate and facilitate distance learners for learning. Tutors counsellors are therefore, seen as the local and continuing support for distance students. He did not believe that study centres are a contradiction of the concept of distance education, but instead he argued that they perform a 'weaning' function, which enables students to move gradually from the traditional to distance study mode. He further indicated that there is a positive relationship between the provision of student support and high pass rates (low attrition rates).

From the above review of Holmberg's theory of Didactic Conversation, Sewart's theory of 'Continuity of Concern' and Baath's theory of Two-Way Communication, the following views are summarized:

i. There is a crucial need for face to face tutorial meetings (may be compulsory for fresh students in distance education) between students and tutors,
ii. The face to face meetings would be beneficial if they perform a weaning (bridging) function between formal and distance mode of education so that a distance learner gradually may adopt the learning styles according to the modes of teaching in distance education,
iii. After the completion of first semester, the face-to face session may be reduced according to the nature of the course,
iv. Free telephonic services may perform a guided didactic conversation between tutors and distance learners, and
v. Two way communications may be managed by arranging a discussion session just after the transmission of radio and TV programs. The distance learners' difficulty in self-study may be minimized by applying this theory of interaction and two way communication.

Interaction and Independence:

Daniel (1985) gave the idea of interaction and independence in distance education system. According to this theory, a distance learner is independent in selecting course, in choosing any one or more than one mode of learning in multimedia instructional package provided by the distance institution, in self-studying, in completing assignments and in learning by his/her own pacing while at the same time he/she is brought in contact with others to motivate and sustain him/her in the system of distance education so that attrition rate/ dropout rate may be reduced; and ambiguities, misconceptions and frustrations are minimized. Out of the two premises of this theory, the dominant one is independent study of a distance learner while interactive activities are less dominant premise. He stated that "… properly designed distance courses consist of a mixture of independent and interactive learning activities". Independent activities according to him are: reading a text, studying the printed material mailed by the distance institution.

Under Communication, Daniel summarized the following:

i) There is a crucial need for face to face tutorial meetings (may be compulsory for fresh students in distance education) between students and tutors,

ii) The face to face meetings would be beneficial if they perform a weaning (bridging) function between formal and distance mode of education so that a distance learner gradually may adopt the learning styles according to the modes of teaching in distance education,

iii) After the completion of first semester, the face-to-face session may be reduced according to the nature of the course,

iv) Free telephonic services may perform a guided didactic conversation between tutors and distance learners, and

v) Two way communications may be managed by arranging a discussion session just after the transmission of radio and TV programs. The distance learners' difficulty in self-study may be minimized by applying this theory of interaction and two way communication.

4.0 Conclusion

It is universally known that theories serve as guide to practice. Therefore, for the effective implementation of open and distance learning programmes, there must be well-postulated theories to serve as guide. These theories cannot be ignored in open and distance learning.

5.0 Summary

In this unit, we have discussed three theories of distance education. The theories were; autonomy and independence, industrialization, and interaction and communication. The propositions of each of these theories are expected to serve a guide to distance education policy makers, practitioners, and scholars in the planning and management of distance education institutions especially in developing countries.

6.0 Tutor-Marked Assignments

1. Do you think distance education needs a theoretical base for it to be accepted as standard component of educational delivery?
2. Which of these theories discussed above is much more important to take into consideration in the planning and management of distance education institutions
3. Which of these theories is usually adopted in the implementation of distance education programmes in Nigeria?

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Unit 4: Analysis of Student Support Services in ODL

CONTENT

1.0 Introduction

In this unit, we shall discuss support services that must be provided to distance learning students to cushion the effect of their partial isolation from their tutors and the distance learning institutions.

2.0 Objectives of the Unit

The objectives of this unit are; to:

i. Examine the meaning of students support services in open and distance education

ii. Find out the types of support services that ought to be provided to open and distance learning students.

iii. Highlight and discuss the importance of student support services in open and distance education.

iv. Give the summary of major points in this unit.

v. Provide recommended texts for further reading.

3.0 Main Content

The main aim of distance education (DE) is to promote self study or independent study among distance learners in the absence of regular face-to-face (F2F) teaching. To achieve this, every open and distance learning institution is expected to extend support to its learners, which comprises of many facilities and activities that are intended to make the teaching - learning process easier and more interesting for the learners. All these activities, beyond the production and delivery of course material, assist in the progress of students in terms of learning, interacting and effective communication (Simpson, 2000). Therefore, the support system may range from study centre counselling/tutorial support to administrative problem solving (Rumble, 1992).

Two major sub-systems already identified in open and distance learning to make learning more effective and also to ensure the desired level of quality are Course Production (the first sub system) and Student Support Services (the second sub system). In fact, the success or failure and the overall image of the any open and distance learning institution is determined by the strength and weakness of the second major sub-system i.e. Student Support Services (Kishore, 1998). The

major responsibilities that are being accomplished under Student Support Services include:

i. To create an environment conducive to Distance learning;
ii. To facilitate the Distance Learning Method;
iii. To motivate students to continue their education;
iv. To encourage socialization and to promote team work and team spirit; and
v. To improve the educational standards of students.

Undoubtedly, student support services play major role in imparting quality education to distance learners but probably the most difficult task is to manage it (Power et al, 2000). This is because of the spatial separation of different units and facilities; and the considerable diversity in the categories of personnel involved. The management of these personnel to work in co-ordination requires skill, tact, and patience.

Standards for Academic and Student Support Services

Standards for academic and student support services can be grouped into five categories. They are:

- ☐ Curriculum and Instruction
- ☐ Evaluation and Assessment
- ☐ Library and Learning Resources
- ☐ Student Services
- ☐ Facilities and Finances

A. Curriculum and Instruction- The prominent issues that you need to take note of as a distance learning student under curriculum and instruction support service are:

- The institution's faculty assumes responsibility for and exercises oversight over distance education, ensuring both the rigour of programmes and the quality of instruction. Faculty

members, departments, schools/colleges, and ultimately the institution itself are responsible for maintaining quality in the areas listed below.

- The institution ensures that materials, programs, and courses are current.
- The institution ensures that the technology used is appropriate to the nature and objectives of the programmes. Programmes provide for instructional design appropriate to the technology employed.
- The institution provides appropriate training for faculty who teach in distance education programmes.
- The institution provides appropriate faculty support services specifically related to distance education.
- Programmes provide timely and appropriate interaction between students and faculty and among students.
- The institution is responsible for quality assurance for all aspects of the programme. If the institution is using "third party" products, adhoc instructors, purchased modules, specialized software or outsourcing aspects of the programme, the institution must ensure the integrity of the programme and the performance of the "subcontracted" agents or products.
- The institution's distance education policies must be clear concerning ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, telecourses, or other media products.

- The institution provides a statement to students of its commitment to offer the course sequence advertised. Students need to know at the time that they are admitted what stipulations or conditions exist regarding the offering of courses in the program so that they can make an informed decision about enrolling.

- The institution must address the needs of individuals with disabilities when planning for and developing distance education programs and courses.

B. Evaluation and Assessment- The key issues that you need to take note of as a distance learning student under evaluation and assessment support service are:

- The institution should provide students with information about the expectations of the programme. It is preferable to offer an orientation for students which helps them assess their readiness for a distance education course/programme. This may include an assessment, which evaluates such characteristics as attitude, motivation, and time management skills. Information about programme requirements should also include technical requirements that students must meet in order to participate in the course and have access to services. The institution should provide each student with a statement outlining the parametres of support.

- The institution should evaluate the educational effectiveness of its distance education programmes (including assessment of student learning outcomes, student retention, and student satisfaction) to ensure comparability to campus-based programmes. Course evaluation should include: questions regarding student satisfaction with such things as faculty accessibility, access to advising, computing services, library services, among

others. For some distance education students, a sense of "connectedness" to the campus and/or being part of a "community of learners" is important to their success. Campuses may wish to address these aspects in their evaluation instruments.

- The institution should ensure the integrity of student work and the credibility of the degrees and credits it awards. Distance education programmes should undergo programme reviews in a comparable fashion to traditional conventional programmes. This may include an external review by specialists or colleagues. Courses offered by distance education that are part of a traditional programme should be evaluated in the same manner as courses in the curriculum offered in the traditional manner.

C. Library and Learning Resources- The important issues that you need to take note of as a distance learning student under library and learning resources support service are:

- The institution ought to ensure that students have access to and can effectively use appropriate library resources. This includes but is not limited to:

a) Authentication process for validation and identification

b) Interlibrary loan and document delivery service

c) Access to electronic resources in the Library's collection.

d) Electronic reference services, direct reference service via email and telephone

e) World Wide Web Distance Education Home Page with direct linkage to library services, self help modules, and appropriate electronic request forms.

f) Facilitating instruction to enhance student's information-seeking skills

- The institution monitors whether students make appropriate use of learning resources.

- The institution provides laboratories, facilities, and equipment appropriate to the courses or programmes.

D. Student Services- The prominent issues that you need to take note of as a distance learning student under student services as a support service in open and distance learning are:

- The institution ought to provide adequate access to student services appropriate to support the programmes, including admissions, academic advising, and delivery of course materials, placement and counselling.
- The institution should provide an adequate means for resolving student complaints.
- The institution should provide to students advertising, recruiting and admissions information that adequately and accurately represents the programmes, requirements, and services available.
- The institution should provide timely and complete information for students on the equipment and knowledge required to use the technology employed in the programme.
- The institution should provide "help desk" services that meet the needs of students in the programme. Consideration should be given to providing timely assistance for technical problems, academic questions, billing questions, library research, textbooks, type and nature of degree. The institution should establish response time standards for responding to student inquiries and inform them of the standards.

E. Facilities and Finances- The important issues that you need to take note of as a distance

learning student under facilities and finances support service are:

- The institution should ensure that the appropriate equipment, facilities, technical expertise and financial planning exist to design and make the programme sustainable over a period of time. Campuses must have the depth and breadth of faculty to maintain continuity of the programme, and the support of the faculty in the programme to make it successful. Faculty teaching distance education programmes should have access to instructional design support to ensure the quality of the student learning experience.

- The institution's long range planning, budgeting, and policy development processes should reflect the facilities, staffing, equipment, and other resources essential to the viability and effectiveness of the distance education programme.

Kinds of Support the Learners May Need

The distance learners may need help before, during, and after the learning programme.

Pre-entry stage: At this stage, the learners need information, advice and counselling. The learners need information about programmes, courses, entry requirements, application procedures, structure, functions, rules and regulations of the institute, recognition of the institute, market value of the programme and so on. They may need advice for selecting a particular programme or course for their career advancement. They may need counselling for deciding what kind of individual support they might need and the best way of achieving their goals and objectives without disturbing their daily routine activities.

During the learning programme: At the beginning of the programme, when the learners have already received their packages (study materials, programme guides, assignments, experimental

kits, etc.), they may need some guidance. Many learners might have returned to their studies after a long gap, so they may need constructive help at this stage. As the learners are unfamiliar with the self-learning materials, assignments etc. they may ask for some guidance on study skills, the process of dealing with the assignments, and so on. During the middle stage of the programme, the learners may want to discuss about their progress, assignments grades, study visits, projects, seminars, practicals, improving study skills, learning from media, overcoming personal and technical problems and so on. At the final stage, the learners may need some guidance for incomplete tasks/assignments, difficult units, revision work, preparation for term-end examinations, and so on. Besides all these, from time to time, they need help and guidance to perform some formalities according to rules and regulations of the institute e.g., payment of fees, submission of application form for term-end examination etc. This further necessitates tuning up the efficiency of the administrative support system at the institution's end.

After the learning programme: After completion of a particular programme, the learners may want to do some advanced programmes on which they would like advice. They may also require information on new programmes. Thus summing up, the distance learners need academic, administrative, and informative support before, during, and after their learning programme.

4.0 Conclusion

From the discussion above, you can see that student support services are very important and essential in open and distance learning. The provision of these support services to students studying through the distance learning mode become imperative as a result of the physical separation of the learners from their tutors. Therefore, in order to cushion the effects of this

isolation, support services must be provided by the institution to the students.

5.0 Summary

In this unit, we have discussed the meaning of student support services in open and distance learning programmes. We equally discussed the various kinds of support services required by students studying through the distance learning mode as well as the importance of students support services in open and learning. Lastly, we discussed the kind of supports that students need especially at pre-entry stage, during the programme, and after the programme.

6.0 Tutor-Marked Assignments

1. When do you think distance learning students need to be provided support services in their learning?
2. Discuss, with detailed examples, the categories of standards for academic and student support services.
3. What are the major responsibilities that are achieved under student support services?
4. Why do you think distance learning students need support services at the entry stage as well as during and after their learning programme?

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MODULE 5:

Unit 1: Analysis of Instructional Technologies in ODL

CONTENT

1.0 Introduction

In this Unit, we shall discuss the instructional technologies and media that are often used in open and distance learning. The unit will begin with discussions on generation of communication

technologies in open and distance learning. We will, thereafter discuss the traditional instructional media of open and distance learning. The characteristics of each instructional medium will also be discussed.

2.0 Objectives of the Unit

The objectives of this unit are, to:

- ☐ Identify the traditional technologies and media of distance education.
- ☐ Highlight the characteristics of each technology and medium.
- ☐ Discuss the relevance of these instructional technologies and media in distance education.

3.0 Main Content

Generation of Communication Technologies in Open and Distance Learning

Open and Distance Learning has gone through many stages of technological development. Garrison (1993), Garrison and Anderson (2000) contended that the methods of delivery in distance education have led to the conception of the term-generation of communication technologies in distance education with due consideration to their historical antecedents. The concept was first identified and was fully developed in 1999 by Garrison. Garrison and Peters (1998) argued that the concept has brought to light the two common features of distance education: the high degree of accessibility and the quality of interactive learning and teaching process. In line with this submission, Taylor (1999) has proposed five generations of distance education:

- ☐ Correspondence education;

- ☐ Integrated use of multiple one way media as print, broadcasting, or recorded media such as video cassettes;
- ☐ Two-way synchronous tele-learning using audio or video conferencing;
- ☐ Flexible learning based on asynchronous online learning combined with online interactive multimedia;
- ☐ Intelligent flexible learning which adds a high degree of automation and student control to asynchronous online learning and interactive multimedia.

The First Generation

The progression through these stages of development has been driven mainly by changes in technology and educational theory. The first generation is characterized by the predominant use of a single technology and lack of direct student interaction with the teacher originating the instruction. Correspondence education is a typical form of first generation distance education, although educational broadcasting is another version. Correspondence education makes heavy use of standard textbooks, and the use of a contracted correspondence tutor, who is not the originator of the learning material, and often works for a commercial company. Students however take examinations from accredited institutions.

Second generation

Distance education is characterized by a deliberately integrated multiple-media approach, with learning materials specifically designed for study at a distance, but with two-way communication still mediated by a third person (a tutor, rather than the originator of the teaching material). Autonomous distance teaching universities, such as the British Open University, are examples of second generation distance education. Second generation distance education is based on specially designed correspondence texts, combined with standard textbooks and collections of readings from academic journals, and supported by television and/or radio programming. Open universities and distance education units in dual-mode institutions (institutions that are

campus-based but also offer some of their programmes at a distance) have been associated more with systems-based and behaviourist or cognitive-science approaches to learning. These may be considered more teacher-focused and 'industrialized', in that all students get the same material, resulting in considerable economies of scale.

Taylor's **third generation** (two-way, synchronous tele-learning using audio or video-conferencing) is based on replicating as far as possible the classroom model through the use of synchronous interactive technologies such as video-conferencing, and relies heavily on lecturing and questions. This model of distance education is often used by multi-campus institutions, because it saves travel time between campuses for instructors. However, it provides relatively small economies of scale, little flexibility for learners, because they still have to attend a campus at a set time, and the average cost per student tends to be high. Nevertheless, synchronous teleconferencing is popular because instructors do not have to change or adapt their classroom teaching methods to any extent.

Taylor's **fourth generation** is flexible learning based on asynchronous communication through the Internet and the World Wide Web (online learning). This model enables increased student-teacher and student-student interaction at a distance, collaborative group work, flexibility for learners to study anywhere at any time, and economies of scope, in that courses for relatively small numbers can be developed without high start-up costs. However, to exploit the educational advantages and to control costs, the design and delivery of asynchronous teaching must be different from both traditional approaches to classroom teaching and the large-scale design of Open University Programmes. Kaufman (1989) characterizes this as a progressive increase in learner control, opportunities for dialogue, and emphasis on thinking skills rather than mere

comprehension.

Taylor's **fifth generation** is still experimental, based on a heavy automation of learning, and applies mainly to his own institution (University of Southern Queensland). A more plausible **fifth generation** is distance education based on the use of Web 2.0 tools that allow learners to control access to learning through social software, virtual worlds and multimedia tools such as YouTube.

Traditional Instructional Media of Distance Education

Print

While it is apparent that a large number of technological media or methods could be used for the delivery of distance education, however, in practice, print remains to be the basis of a large majority of distance education programmes. Courseware leaflets, textbooks, written assignments and tests provide the foundation for learning in almost all cases in distance education. This was asserted by Rowntree (1992) and Moore and Kearsley (1996) when they opined that print is the most common form of instructional delivery in distance education institutions. This assertion was further stressed by Bates (1993) when he submitted that "in spite of the more influential institutions that made use of other media, such as the television and audio at the end of 1980's, the vast majority of distance education institutions throughout the world was still primarily print based...

Confirming these assertions, Perry (1984) surveyed distance education institutions across many continents and discovered that distance education institutions in Africa made 100% use of correspondence and print materials in their programmes while Asia and Latin America made use of 93% and 72% respectively. Perhaps, the predominant reliance and use of the print technology

can be traced to its relative cheapness, inexpensive to develop, and easy distribution through the public mail or private delivery services (Moore and Kearsley, 1996). Adekanmbi, (2004) also posited that the continued use of print in Africa and many other developing countries has been due to its cheapness and easy accessibility. Peters (1998) equally submitted that print permit great economics of scale through industrialised methods of producing standard course packages which permits individualisation of learning. Adekanmbi (2004) further explained that despite the challenges of print, "there is still consistent romance with it and the transformation, in its context, is now improved in terms of better prepared texts, high quality course material developmental process, and improved desktop development practices. UNESCO (2003) also asserted that: "printed materials continue to be the mainstay of distance learning provision even for programmes like the United Kingdom Open University's (UKOU)... which has a major information and communication technology element. Print plays multiple roles either as a lead or supporting medium and suitable to combine with variety of other media.

Print mode of delivery has also been found to assist in the democratisation of education, which the Open Polytechnic of New Zealand (2003) described as "education being made available, regardless of the constraints of time and place, to many adult learners who could not afford the time or expense of studying full-time, to many classes or those who could not have access to other technologies or technological support services to support their learning". Similarly, print is very effective for conveying abstract ideas and for serving as reference sources.

However, despite the so many advantages of print technology, its limitations include:

- ☐ Its passiveness as mode of delivery;
- ☐ Its non-effectiveness in the teaching of psychomotor skills or laboratory skills in science

courses or oral /comprehensive skills in language course; and

- ☐ The problem of distribution which becomes more complex and more expensive, as the size of a distance education programme increases.

Radio Broadcasting

Radio is often assigned the second place behind print as a delivery medium for distance education due to its general low cost and wide availability. Radio is most often used as a supplement, in conjunction, with other instructional delivery modes. In the same Perry's (1984) survey, it was found that there was heavy reliance on radio in Africa where 75% of the institutions surveyed used radio while in Asia and Latin America, 36% and 24% of the institutions used radio respectively. Similarly, in Nigeria, the University of Ibadan has established a radio station called Diamond FM 101, which is being used to extend the university to the entire state and beyond. The use of radio for distance education has certain advantages, such as:

- ☐ It provides access to learning to students who are removed by location or scheduling from conventional institution.
- ☐ It offers, to distance education, the opportunity for advertising the instruction, providing variety, enrichment, and motivation to students, and pacing student's progress through course work.
- ☐ It is cost effective than television.
- ☐ It allows students to follow printed material and listen to the broadcast simultaneously.

However, radio has major limitations as an instructional medium:

- ☐ It is a one-way information transfer.
- ☐ It is transient- in that the students cannot go back over something that they do not understand.
- ☐ It must be broadcast on a fixed schedule regardless of the students scheduling

requirements.

- ☐ It limits educators to the number of hours of broadcast time that they can pay for.
- ☐ It is pedagogically considered as a hard teaching medium where skills, or difficult ideas and concepts, or systematic and comprehensive development of knowledge is required.

Broadcast Television

Though broadcast television is used in some distance education programmes in some large distance/open universities like the Asian open Universities and the Chinese Radio and Television University, its use as instructional medium is largely minimal in many continents of the world. For example, Perry's (1984) survey also showed that in Africa, 17% of institutions surveyed used television and video in Asia; 17% used television and 17% used video; while in Latin America, 10% used television and 14% used video.

In recent times, the use of broadcast media for distance education appears to be decreasing as a result of the problems of cost, dependence on a separate broadcasting organisation for production and transmission, which is the major source of friction and misunderstanding as each agency has differing objectives for cost control, educational content, broadcast quality, and difficulty of producing and designing simpler programmes (Nettleton, 1991). Camber (1991) captured the problem of television technology in distance education in this way:

> From the late 1950's and early 1960's television production Technology was largely confined to studios and live broadcasts, in which master teachers conducted widely broadcast classes. Unfortunately, teachers who were experts in the subject matter were not necessarily the best and most captivating television talent, nor was the dull 'talking head' medium the best production method for holding the interest of the learners. However, television images can clarify hard-to-observe processes, show practical skills, reinforce learning through visual cues, and affect opinions and beliefs with powerful images.

Non-Broadcast Audio and Visual Aids

In recent times, the use of non-broadcast audio-visual media appears to be on the increase, particularly audio cassettes which have proven to be extremely popular as well as cost-effective. Perry's survey found that 42% of African distance education institutions, 38% of Asian institutions, 70% of Australian institutions, and 24% of Latin American institutions made use of audio cassettes to complement teaching and learning in distance education. In another study, Bates, (1996, 2005) pointed out that audio cassettes and video cassettes have radically affected the ratio between fixed and variable costs for audio and video learning. This shows that distance education institutions with relatively small enrolments, under 1000, should be able to take advantage of audio-visual teaching methods since cassettes represent lower fixed costs relative to variable costs than broadcast methods or media.

The educational advantages of audio and video cassettes are numerous when compared to broadcast media. First, the learner or group can stop the tape whenever necessary to allow discussion, responses or repetition of the learning material as against the passive nature of most learning through television and radio broadcasts. Second, learners can use cassettes at a time of the day that is most convenient to their study. This contributes to increases in access since students with different schedules can still follow the materials. Bates (1993) found out, in a study conducted at the United Kingdom Open University that students' ranked audio cassettes as the most useful component of their course work next to test. Since the cost of audio cassettes player is relatively inexpensive, distance education institutions, in developing countries, should be able to take particular advantage of this technology to complement teaching and learning.

4.0 Conclusion

The discussion on the traditional instructional technologies and media in open and distance

learning has shown that there exist various types of technologies and media that can be used to pass instruction and information across to the learners. These were the technologies and media used at the emergence of open and distance learning which was then called correspondence learning. This is why these technologies and media are classified as traditional instructional technologies and media which are: print, radio, television, and non-broadcast audio and visual aids.

5.0 Summary

In this unit, we have discussed the generation of communication technologies and media in distance education. We also discussed the key characteristics of traditional technologies and media used in open and distance learning. These include; print, radio broadcasting, broadcast television, and non-broadcast audio and visual aids. The relevance of these technologies and media in distance education was equally discussed.

6.0 Tutor-Marked Assignments

1. Why is it important for us to have the knowledge of the generation of communication technologies and media in open and distance learning?
2. In what ways will your understanding of the characteristics of each traditional technology and media help you determine the technology and media to adopt in open and distance learning?
3. Which of these technologies and media will you recommend for distance education practice in Nigeria?

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Unit 2: Analysis of Modern Instructional Technologies and Media in ODL

CONTENT

1.0 Introduction

Having discussed the the various types of traditional instructional technologies and media in open and distance learning, it, therefore, imperative for us to also discuss the modern instructional technologies and media in open and distance learning. Hence, in this unit, we shall discuss the modern technologies and media that are often used in open and distance learning. We will also discuss the characteristics of each instructional technology and medium as well as the importance of each medium in open and distance learning practice.

2.0 Objectives of the Unit

The objectives of this lecture are, to:

- ☐ Identify the modern instructional technologies and media of distance education.
- ☐ Highlight the characteristics of each modern technology and medium.
- ☐ Discuss the relevance of these modern instructional technologies and media in open and distance learning.

3.0 Main Content

Due to the technological advances of the recent past, a great deal of excitement and hope has

been generated for the use of sophisticated interactive communication technologies in open and distance learning. Rapid advances in computer and telecommunications have made possible the development of learning modules that include elements such as: video transmission, e-mail, the internet, and the World Wide Web (WWW). These modules function either as components of the learning or as the basis for instruction. The transformation or progression of distance education from pen-pals, college-correspondence courses, teleconferencing over speaker phones, teleconferencing via modern-transporting-still-pictures along with interactive audio, to the latest technologies of two-way, full video communication has created a paradigm shift in the perception and definition of distance education.

Computers and Telecommunications

Computers and other sophisticated interactive communications technologies, like electronic mail (e-mail), bulletin board systems (BBSs), the internet, telephone-based audio conferencing, and videoconferencing with 1 or 2-way video and 2-way audio via broadcast, cable, telephone, fiber optics, satellite, microwave, and closed-circuit or low power television, are huge opportunities for open and distance learning. The internet and e-mail are particularly much useful for exchange of information between the learners and the tutors for counselling, tutoring, provision of up-to-date references, as well as for controlling and evaluating the work of the learners. Similarly, the use of these sophisticated technologies can affect open and distance learning by increasing the reach of distribution of the electronic signal (telephone calls, computerised information, radio or television signals) that the institution wishes to transmit to its learners. However, the current use of these technologies for educational purposes, in most developing countries, is extremely low due to the extremely high costs of procurement and the technical

complexities involved. In essence, these technologies should be more realistically applied to problems of administration rather than to the learning process for open and distance learning in developing countries. Some scholars, Schamber (1988) and Barron & Orwig (1993) had recommended that for Africa, computers and telecommunications might best be considered from the standpoint of management open and distance learning programmes, for monitoring and evaluation, and for text production.

ICT and Instructional Delivery at Higher Educational Level: The Relevance of Distance Education System

The mode of instructional delivery in this contemporary age, and probably in the future, is likely to be influenced by telecommunication systems combined with network computer. This is because, according to Moore and Kearsley, (1996), "the telecommunication media have become very convenient and cost effective ways to facilitate teaching and learning". In fact, in the developed world, teaching and learning are now increasingly conducted through teleconferencing, audio conferencing, audio graphics, two-way video conferencing, computer conferencing, computer-based instruction, as well as electronic learning.

Taylor's (2001) separation of these technologies in teaching and learning based on the delivery over the internet and the advantages of good quality CD-ROM-based interactive media have facilitated the promotion of automated response systems and intelligent database in the developed countries. Similarly, the learning circuit organisation (2006) submitted that electronic learning covers a wide set of applications and processes, such as: web-based learning and virtual learning which are becoming more irresistible and popular among learners on a daily basis. Taylor (2002) prediction that electronic learning will reduce the cost of education to the learners

and also encourage economics of scale, which can lead to increase in access to education and other training activities worldwide, is fast becoming a reality.

ICT-based Education Concepts

With the structural changes in open and distance learning caused by the increasing use of ICT-based asynchronous modes, numerous concepts associated with teaching and learning with ICT have emerged. Some of the concepts described in this section are online learning/education, Web based education, Internet-based learning, e-learning, distributed learning, resource-based learning, digital learning and computer-mediated-communication (CMC). Harasim (1990a; 1990b; 1990c; Harasim et al. 1996), and Kaye (1990) describe *online learning/education* as a new domain. They claim that online education shares characteristics with both conventional and open and distance learning. Though, it shares the group interactivity feature with conventional face-to-face education, and the independence of time and place element with open and distance learning, it has its own attributes as well (Harasim 1990b). The key attributes of online education, identified by Harasim, are flexibility, interaction, active learning, collaboration and motivation. The use of the concept *Web-based* was common in literature about four years ago; this has now been replaced by the "broader term e-learning" (Driscoll 2002, 1). In most cases, *e-learning* is associated with business training. *Distributed learning* is also a concept used in association with ICT-based education literature (Lockwood 2001; Dede 1996). Some open and distance learning programmes are also referred to as distributed learning (Blurton 1999; Dede 1996). *Resource-based learning* is "defined as an integrated set of strategies to promote student centred learning in a mass education context, through a combination of specially designed learning resources and interactive media and technologies" (Ryan et al. 2000). Rather than emphasising the central role of the teacher in conventional education, resource-based learning

places the emphasis on learners playing an active role in the learning process. It involves active participation of the learner, who engages in a search for information from various sites based on guidance from the instructor; the instructor plays the role of a facilitator. Ryan et al (2000) view resource-based learning as one of the newly emerging teaching and learning approaches. By allowing the learner to play a greater role in the search for information and resources, resource-based learning allows flexibility in terms of learners' autonomy. Resource based learning processes use ICT-based modes of communication and has similar attributes. Peters describes d*igital learning* as a paradigm shift in terms of a teaching and learning model (2000; 2002; 2003). In contrast to traditional education, which Peters (2000) called 'heteronomous', digital learning is active and autonomous. C*omputer-mediated-communication (CMC)* was one of the earlier terms used by some of the pioneer researchers (Harasim 1990b; Harasim et al. 1996) in the field of educational technology. CMC mainly refers to text-based asynchronous mode of communication and in particular, computer conferencing.

The implication of this is that, the application of these technologies is much more promoted in open and distance learning than in conventional system. The analysis is that since the generations of technologies and open and distance learning are closely linked, we cannot, therefore, underestimate the impact of these technologies on teaching and learning process, especially at the higher educational level. Hence, the use of these technologies is likely to be much more promoted through open an distance learning system than conventional education system. Thus, the future of teaching and learning, at higher educational level, lies with these technologies and open and distance learning.

Hence, the use of these technologies in the teaching and learning process, especially at higher

educational level, can be seen as inevitable. Though some of these technologies are too complex and sophisticated for adoption in developing countries, Nigeria inclusive, because of their low level of technological development. Nevertheless, the impact of these technologies on teaching and learning cannot be underestimated. More of teaching and learning in the contemporary age are now being conducted through electronic mail which is a form of electronic learning.

4.0 Conclusion

The discussion on the modern instructional technologies and media portrays the fact that information and communication technologies (ICTs) will definitely have a tremendous impact on teaching and learning in open and distance learning. Even though, the adoption of these technologies in open and distance learning dependents on the level of technological development and advancement of a country, there are some of these technologies which are readily available for adoption irrespective of the technological development and advancement of a country. Some of these are: e-mail, internet, and the World Wide Web (WWW). These technologies can be used for both administrative and academic purposes in open and distance learning.

5.0 Summary

In this unit, we have discussed the modern instructional technologies and media of open and distance learning as well as the key characteristics of these technologies and media (computers and telecommunications) used in open and distance learning. The relevance of open and distance learning system and information and communication technologies (ICT) for instructional delivery at higher educational level was also discussed. Finally, ICT-based education concepts

were equally examined.

6.0 Tutor-Marked Assignments

1. Can these modern technologies and media be adopted in distance education practice in Nigeria?
2. Examine the relevance of distance education system for instructional delivery at higher educational level in Nigeria.
3. Highlight and discuss vividly the educational concepts of information and communication technologies.

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Unit 3: Analysis of Instructional Design in ODL

CONTENT

1.0 Introduction

2.0 Objectives of the Units

3.0 Main Content

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignments

7.0. References

1.0 Introduction

In this unit, the major approaches to instructional design in distance education will be discussed. These approaches are: the objectivists approach to instructional approach and the constructivists approach. As you read, please take note of the major principles of each approach. Similarly, think of the approach that is more appropriate to adopt in open and distance learning. You must be able to provide reasons why you have chosen a particular approach.

2.0 Objectives of the Unit

The objectives of this unit are, to:

- ☐ Examine the major approaches to instructional design in distance education.
- ☐ Discuss the key principles of each approach.
- ☐ Show the relevance of each approach in open and distance learning.

3.0 Main Content

The design of instructions in any learning situation is naturally premised on four important variables, which are: the meaning and nature of learning, the learning process, the teacher's role in the learning process, and what the teacher can do to carry out this role. In open and distance learning, these four variables, which have tremendous implications for teaching and learning, are

substantially taken into consideration in the design of instructions. There are two dominant perspectives, recognized in literature, for the design of instructions in open and distance learning. These are: the traditional, objective-rational epistemological framework and constructivism approach. However, from time immemorial, instructional designers in open and distance learning have tremendously relied on the objective-rational framework. Recent events in the contemporary globalized world, especially in the massive revolution of information and communication technology, have called for a deeper reflection on the need for a paradigm shift in instructional design in open and distance learning. It appears that the objective-rational framework is congruent with the industrial model of open and distance learning. However, the practice of open and distance learning has substantially moved from the industrial model to post-industrial one. Therefore, if the transformation of this system of learning from a used-to-be industrial model to a post-industrial model is to be achieved, there is the need for the infusion of the principles of constructivism in instructional design in open and distance learning. But how does objective-rational framework conceive learning and learning process to be? Does this conception fundamentally differ from that of constructivism? What implications do these differences in views have in the design of instructions in open and distance learning? This unit examines these contentious issues raised above.

Objective-Rational Epistemological Perspective and Instructional Design

In terms of learning, the objective-rational model conceives learning to be that: knowledge and truth exist outside the mind of the individual and are therefore objective. (Runes, 1962). In other words, learners are told about the world and are expected to replicate its content and structure in their thinking (Jonassen, 1991:6). The role of education, according to the objectivists, is,

therefore, to help learners learn about the real world since there is a particular body of knowledge that needs to be communicated to the learners. Thus, learning is viewed, by them, as the acquisition and accumulation of a finite set of skills and facts.

In terms of the learning process, the central tenet of objectivism is that learning involves passive reception of teaching by the learners. Hence, both information and understanding are imposed on the learners. Students are not encouraged to actively construct their own knowledge. During the process of learning, the conception of external reality is fixed among all learners since it is the teacher that determines this conception for them. Similarly, collaboration among learners, which usually encourages the construction of a social context in order to create a sense of community, is minimal in the learning process. Thus, it is only the teacher that takes active participation in the learning process. Furthermore, in objective-rational perspective to instructional design, the developer analyzes the conditions which bear on the instructional system (such as the content, the learners, and the instructional setting) in preparation for the specification of intended learning outcomes.

Willis (1995) summarizes the characteristics of traditional objective-rational instructional design as follows:

i. The process is sequential and linear.
ii. Planning is top down and systematic.
iii. Objectives guide development.

iv. Experts, who have special knowledge, are critical to instructional design work.

v. Careful sequencing and the teaching of sub-skills are important.

vi. The goal is delivery of preselected knowledge.

vii. Summative evaluation is critical.

viii. Objective data are critical.

These characteristics have influenced scholars to view this instructional design approach as representing a linear process, a plan of separate steps that proceed in a linear sequence. It is instructive to state that the behavioural, objective-rational approach to instructional design is well entrenched in practice and has influenced teaching and learning in many ways

Constructivism and Instructional Design

In the last two decades, an alternative approach to objective-rational instructional design called "constructivism" has emerged. Constructivism is a fundamental departure in thought about the nature of knowing, hence of learning and thus of teaching. In terms of learning, the constructivist perspective describes learning as a change in meaning constructed from experience (Newby et.al., 1996). The constructivists believe that knowledge and truth are constructed by people and do not exist outside the human mind (Duffy and Jonassen, 1991:217). Thus, the constructivists' view of learning differs radically from that of the objectivists in the sense that they perceive learning to be personal and not purely objective (Bonder, 1986). Glaserfeld (1984) contented that through constructivism, learners construct understanding. They do not simply mirror and reflect what they are told or what they read. Learners look for meaning and will try to find regularity and order in the events of the world, even in the absence of full or complete information. In essence, the construction of knowledge by the learners is the major emphasis of constructivism.

In terms of learning process, the central tenet of constructivism is that learning is an active process. Information may be imposed, but not understanding because it must come from within. Woolfolk (1993) described the constructivist view of the learning process as follows:

> ---the key idea is that students actively construct their own knowledge: the mind of the student mediates input from the outside world to determine what the student will learn. Learning is active mental work, not passive reception of teaching.

Jonassen, (1991) submitted that during the process of learning in constructivist approach, learners may conceive of the external reality somewhat differently, based on their unique set of experiences with the world and their beliefs about them. However, learners may discuss their understandings with others and thus develop shared understandings (Cognition and Technology Group, 1991). While different learners may arrive at different answers, it is not a matter of 'anything goes' (Spiro et al., 1988, 1991). Learners must be able to justify their position to establish its validity (Cognition and Technology Group, 1991). Even though the learners are central to the learning process, it is collaboration among learners that makes constructivism unique because it encourages the construction of a social context in which collaboration creates a sense of community, and tutors and students are expected to be active participants in the learning process.

In terms of goal or stimulus for learning, it is the problematic situation (Dewey, 1938) or learners 'puzzlement' (Savery and Duffy, 1995) that serves as stimulus and organizer for learning. Hence, according to the constructivist perspective, learning is determined by the complex interplay among learners' existing knowledge, the social context, and the problem to be solved. Instruction, in the constructivist view, should be designed to provide learners with a collaborative situation in which they have both the means and the opportunity to construct 'new

and situationally-specific understandings by assembling prior knowledge from diverse sources' (Ertmer and Newby, 1993:63).

The two major characteristics central to constructivist descriptions of the learning process, according to Brooks and Brooks, 1993; Cognition and Technology Group, 1993; Brown and Holum, 1991; Honebein, Duffy,& Fishman, 1993, were:

- ☐ Good Problems - Constructivist instruction asks learners to use their knowledge to solve problems that are meaningful and realistically complex. The problems provide the context for the learners to apply their knowledge and to take ownership of their learning. Good problems are required to stimulate the exploration and reflection necessary for knowledge construction. According to Brooks and Brooks (1993), a good problem is one that:
    - ☐ requires students to make and test a prediction.
    - ☐ can be solved with inexpensive equipment.
    - ☐ is realistically complex.
    - ☐ benefits from group effort.
    - ☐ is seen as relevant and interesting by students.

- ☐ Collaboration - The constructivist approach supports that learners learn through interaction with others. Learners work together as peers, applying their combined knowledge to the solution of the problem. The dialogue that results from this combined effort provides learners with the opportunity to test and refine their understanding in an ongoing process.

The role of the teacher during instruction, in constructivist view, is that instructional intervention should not only match, but also accelerate students' cognitive development. According to Copley (1972), constructivism requires a teacher who acts as a facilitator 'whose main function is to help students become active participants in their learning and make meaningful connections between prior knowledge, and the processes involved in learning'.

Chung (1991) has described the type and characteristics of the learning environment favoured by the constructivists as follows:

- ☐ Shared knowledge among teachers and students;
- ☐ Shared authority and responsibility among teachers and students;
- ☐ The teacher's new role as guide in instruction;
- ☐ Heterogeneous and small groupings of students.

In line with Chung's description, the teacher is thus seen as a guide instead of an expert. Collins et al. (1991) and Rogoff (1990) have likened constructivism instruction to an apprenticeship in which teachers participate with students in the solution of meaningful and realistic problems. Thus, the teacher serves as models and guides showing students how to reflect on their evolving knowledge and providing direction when the students are having difficulty. Learning is shared, and responsibility for the instruction is equally shared. Newby et al. (1996) submitted that the amount of guidance provided by the teacher will depend on the knowledge level and experience of the students.

From the description of the ideas of constructivism, Brooks and Brooks (1993) have summarized the characteristics of a constructivist teacher as someone who will:

- ☐ Encourage and accept student autonomy and initiative.
- ☐ Use a wide variety of materials, including raw data, primary sources, and interactive materials and encourage students to use them.
- ☐ Inquire about students' understandings of concepts before sharing his/her own understanding of those concepts.
- ☐ Encourage students to engage in dialogue with the teachers and with one another.
- ☐ Encourage students, inquiry by asking thoughtful, open-ended questions and encourage students to ask questions from each other and seek elaboration of students' initial responses.
- ☐ Engage students in experiences that show contradictions to initial understandings and then encourage discussion.
- ☐ Provide time for students to construct relationships and create metaphors.
- ☐ Assess students' understanding through application and performance of open-structured tasks.

Thus, from the constructivist perspective, the primary responsibility of the teacher is to create and maintain a collaborative problem-solving environment, where students are allowed to construct their own knowledge, and the teacher acts as a facilitator and guide. The pedagogical effectiveness of constructivism in instructional design made Reigeluth (1989) to argue for a 'new mindset, in the translation of the philosophy of constructivism into actual practice. Similarly, Lebow (1993), in his review of literature on how instructional design should respond to constructivism, proposed five principles towards a 'new mindset' for the incorporation of constructivism ideas in instructional design:

- ☐ Principle 1: Maintain a buffer between the learner and the potentially damaging effects of instructional practices by:
    a. Increasing emphasis on the affective domain of learning;
    b. Making instruction personally relevant to the learner;

c. Helping learners develop skills, attitudes, and beliefs that support self-regulation of the learning process;

d. Balancing the tendency to control the learning situation with a desire to promote personal autonomy.

☐ Principle 2: Provides a context for learning that supports both autonomy and relatedness.

☐ Principle 3: Embeds the reasons for learning into the learning activity itself.

☐ Principle 4: Supports self-regulated learning by promoting skills and attitudes that enable the learner to assume increasing responsibility for the developmental restructuring process.

☐ Principle 5: Strengthens the learner's tendency to engage in intentional learning processes, especially by encouraging the strategic exploration of errors.

These principles support many of the views of constructivism that objects and events have no absolute meaning; rather, the individual interprets each and constructs meaning based on individual experience and evolved beliefs. Therefore, according to Hannafin et al. (1997) 'the design task is one of providing a rich context within which meaning can be negotiated and ways of understanding can emerge and evolve'. Constructivist designers usually avoid the breaking down of context into component parts as traditional instructional designers do, but are in favour of environments in which knowledge, skills, and complexity exist naturally. Thus, instead of adopting a linear approach to instructional design, constructivist designers develop procedures for situations in which the instructional context plays a dominant part, and the instructional goals evolve as learning processes.

Willis (1995), in his own comprehensive review of literature on instructional design models, offered an alternative model to the traditional Objective-Rational Instructional Design Model

which he termed the Constructivist-Interpretivist Instructional Design Model. This model has the following characteristics:

- ☐ The design process is recursive, non-linear and sometimes chaotic.
- ☐ Planning is organic, developmental, reflective and collaborative.
- ☐ Objectives emerge from design and development works.
- ☐ General instructional design experts do not exist.
- ☐ Instruction emphasizes learning in meaningful contexts (the goal is personal understanding within meaningful contexts).
- ☐ Formative evaluation is critical.
- ☐ Subjective data may be the most valuable.

From the discussed principles of constructivism above, it can be contented that this instructional model facilitates a variety of learning environments which are most suitable to open and distance learning. One of the most appropriate strategy for building constructivist learning environment is to create a collaborative learning environment which does not just entail sharing a workload or coming to a consensus. Rather, it is to allow learners to develop, compare, and understand multiple perspectives on an issue. According to Bednar et al. (1992) ‘it is the rigorous process of developing and evaluating the arguments that is the goal in collaborative learning.

Applying Constructivist Principles in Distance Learning: The Potential Benefits

The central theme of constructivism is basically that learning should be learner-centred since it is the learners that actively construct understanding and knowledge in order to solve problems. This is facilitated through collaborative learning. Similarly, as individuals bring different background knowledge, experience, and interests to the learning situation, they make unique connections in

building their knowledge. In other words, students play a significant role in facilitating and generating knowledge since they are encouraged to question each other's understanding and explain their own perspective.

From these views, it can be deduced that constructivism is well suited to open and distance learning because the major emphasis in this mode of learning, is independence and autonomy of the learners where they actively participate in the construction of their own knowledge. Therefore, open and distance learning provides a unique context for the infusion of constructivist principles. Jonassen et al. has recommended the use of constructivist tools for the transformation of distance learning since it fosters personal meaning-making and discourse among communities of learners (socially negotiating meaning). This transformation is necessitated because open and distance learning is gradually moving from being a highly industrialized model to post-industrialized model. Under the industrialized model, distance education is perceived as a typical product of industrial society. It presupposes that instruction can be planned, evaluated and improved considerably in the same way as the production of goods can be planned and evaluated (Peters, 1993).

In industrial model, instructional interventions are designed to control the sequence and content of instruction which seek to impose a particular model of thinking onto the learners. Therefore, the role of the learners, their wishes, needs and motivations are ignored in the instructional design process. However, in post-industrial model, the role of the learners, their wishes, needs and motivations have become an essential one because the input of the learners, in terms of choice and interaction, must be sought in the packaging of self-instructional materials.

Since open and distance learning is moving to this post-industrialized era, it simply connotes that

instructional designers in open and distance learning should begin to allow distance learners to be more reflective, to give personal views on topics, to debate and argue their points of view, to question information given by the instructor and textbooks, based on personal observations and knowledge acquired elsewhere. In other words, policy makers and practitioners in open and distance learning should begin to de-emphasize the deterministic teacher-controlled model of instructional design and place more emphasis on a model that is learner-centred, and technology-supported collaborative learning environments that support reflective and experiential processes. According to Romiszowski and de Haas (1989), this type of model is where the tutor is moved from podium to sideline, from leader to coach, from purveyor of knowledge to facilitator of personal meaning making. There is no doubt that the application of constructivist principles to open and distance learning will help transform significantly the way open and distance learning should be conducted.

It is obvious that open and distance learning has moved from a marginal educational system to an integral part of the system. This has accelerated its acceptability as a standard component and alternative delivery of the educational system. As a result, the design of instruction should begin to take learners interest into due considerations in other to sustain their maximum interest in this type of learning mode. Besides, the partial separation of the learners from their tutors and the mediation of the teaching and learning process through technology make it imperative for policy planners and makers in open and distance learning to place more emphasis on the academic success of the learners than any other components of the system. If the learners are actively involved in the design of their instructions, this will go a long way to make open and distance learning more attractive mode of learning, especially now that it represents the only avenue for satisfying the unsatisfied demand of more than 80% prospective aspirants into the university

system who are rejected by the conventional system. Applying the principles of constructivism into instructional design in open and distance learning practice remains the most appropriate strategy to adopt to minimize or reduce the problem of unsatisfied demand of higher educational opportunities in most developing countries.

4.0 Conclusion

Instructional design is very important in the implementation of open and distance learning programmes. For a detailed understanding and knowledge of instructional design in open and distance learning, one must equally possess in-depth knowledge of the approaches to use. This unit has been able to present these approaches.

5.0 Summary

In this unit, we have discussed the two major approaches to instructional design in distance education and open learning which are the objective-rational approach and the Constructivist approach. Fro our discussion, we can see that the emphases of the objective-rational approach are unsuitable for practice in open and distance learning. The potential benefits of constructivist approach, as the more appropriate approach for practice in open and distance learning, were also discussed.

6.0 Tutor-Marked Assignments

1. Why is the constructivists' approach of instructional design considered more appropriate in open and distance learning?
2. Why is the objectivist-rational approach considered inappropriate in open and distance learning distance education?
3. What are the potential benefits of constructivists' approach of instructional design to

open and distance learning?

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Unit 4: Analysis of Critical Thinking Skills for Open and Distance Learning Students

CONTENT

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignments

7.0. References

1.0 Introduction

In this unit, we shall discuss one of the most critical attributes that open and distance learning students must possess in order to be successful in their learning programme. This attribute is the ability of open and distance learning to develop critical thinking skills which they need to make use of in their learning. As one of the distance learning students, you need to have an in-depth-understanding and knowledge of these thinking skills which you must deploy to your learning endeavour. If you do, you can be rest-assured that you will enhance your academic performance during examinations.

2.0 Objectives of the Unit

The objectives of this unit are; to:

i. Examine the meaning of critical thinking skills.
ii. Highlight and discuss the attributes of critical thinking skills.
iii. Show the relevance of these skills to effective learning and academic performance.
iv. Emphasize why it is important for open and distance learning students to possess these skills.
v. Give the summary of major points in this unit.
vi. Provide recommended texts for further reading.

3.0 Main Content

The development of critical thinking skills among distance learners can be viewed as an important need. As higher education courses are increasingly being offered through open and distance learning delivery methods, it becomes increasingly more important to find-out whether the quality of instructional delivery has helped in fostering critical thinking among distance learners in regions, like Nigeria, where open and distance learning is just emerging as a standard and alternative component of the educational delivery. Critical thinking has been called one of the most important attributes for success in the 21st century (Huitt, 1998). Therefore, to achieve success in their learning, distance learners must be equipped with the skills of critical thinking in order to be able to solve effectively learning problems. Similarly, Meyers (1986) argued that for students to reach their fullest potential in today's society, they must learn to think and reason critically. One of the most important ways through which the distance learners can realize their fullest potential by learning to think and reason critically is the type and nature of instructional delivery methods put in place by the distance education institution. In other words, the instructional delivery methods adopted by a open and distance learning institution must encourage and help foster the development of critical thinking disposition and skills in the learners. Before, we progress in this unit, let us briefly define what critical thinking skills means.

Paul (2002) contended that "in a world of accelerating change, intensifying complexity and increasing interdependence, critical thinking is now a requirement for economic and social survival. In the same vein, he defined critical thinking as a "set of intellectual standards that can be used by individuals while thinking". Rudd, Bakaer, and Hoover, (2000) defined critical thinking as "a reasoned, purposive, and introspective approach to solving problems or addressing

questions with incomplete evidence and information and for which an incontrovertible solution is unlikely".

Facione (1990), in an extensive study, identified seven constructs which he called dispositions of critical thinking. These constructs or dispositions are: analyticity, self-confidence, inquisitiveness, maturity, open-mindedness, systematic, and truth seeking. In 1998, Facione further defined these constructs in a detailed form:

- **Analyticity** targets the disposition of being alert to potentially problematic situations, anticipating possible results or consequences, and prizing the application of reason and the use of evidence, even if the problem at hand turns out to be challenging or difficult. The analytically inclined person is alert to potential difficulties, either conceptual or behavioural, and consistently looks to anticipatory intervention, reason giving, and fact-finding as effective ways to resolve matters.
- **Self-confidence:** This refers to the level of trust one places in one's own reasoning process. Critically thinking self-confident persons trust themselves to make good judgments and believe that others trust them as well, since they believe that others look to them to resolve problems, decide what to do, and bring reasonable closure to inquiry.
- **Inquisitiveness:** The inquisitive person is one who values being well informed, want to know how things work, and values learning even if the immediate pay off is not directly evident. Inquisitive person seeks knowledge without provocation for the intrinsic benefit of knowing.

- **Maturity** addresses cognitive maturity and epistemic development. Mature thinkers are disposed to approach problems, inquiring, and decision making with a sense that some problems are ill-structured, and that some situations have more than plausible option. Mature thinkers also realize that judgements based on standards, contexts, and evidence often must be made without having the benefit of knowing all information about the situation.
- **Open-mindedness** is a construct that targets the disposition of being tolerant of divergent views with sensitivity of one's own bias. The open-minded person respects the rights of others to differing opinions.
- **Systematic** targets the disposition to being organized, orderly, focused, and diligent in inquiry. No particular kind of organization (i.e. linear or non linear) is given priority. The systematic person strives to approach specific issues, questions or problems in an orderly, focused, and diligent way.
- **Truth-seeking thinkers** are those eager to seek the truth, are courageous about asking questions, are honest and objective about pursuing inquiry even if the findings do not support one's interest or one's preconceived opinions. The truth-seeker would rather pursue the truth than win the argument.

Facione (1998) contented that these constructs can function both as dispositions as well as skills. As dispositions, individuals can possess these constructs and be refined or developed as a result of educational experience. In fact, Facione established a link between the disposition to think critically and critical thinking skills. Further researches have consistently shown a high correlation or relationship between critical thinking disposition and critical thinking skill. (Claytor, 1997; Facione & Facione, 1997; Facione, 1998; Giancarlo & Facione, 1994). Based

on the above, it can be concluded that Facione's work can be used to foster critical thinking disposition or skills in distance learners.

Instructional delivery methods as an avenue for fostering critical thinking skills

Various studies had been carried-out (within the contexts of conventional learning mode and distance education mode) to investigate how instructional delivery methods can be used to foster critical thinking skills in the learners. In the conventional mode, Gadzella (1996) found that providing students with opportunities to analyze issues critically throughout the course improved their critically thinking skills, especially in interpretation and evaluation of arguments. Reed and Kromrey (2001) examined the infusion of critical thinking into curriculum and found that critical thinking skills increased. Angeli (1999) discovered that in-class methods of infusing critical thinking were a more effective way of developing critical thinking in students than teaching about critical thinking to a class a priori.

Within the context of distance education, literature suggests that interaction is the key to fostering critical thinking opportunities for students (Moore, 1989; Anderson & Garrison, 1995; Hilgenberg & Tolone, 1999; Smith and Castle, 1992). According to Moore, (1989), learner-instructor, learner content, and learner-learner interactions are necessary for a successful distance education experience. Anderson and Garrison (1995) surveyed 160 students in distance education courses deliver through audio-teleconferencing and found that opportunities for dialogue and interaction occurred in audio-teleconferencing despite the absence of face-to-face interaction. Learner – instructor interaction was instrumental in fostering a community of learners. Hilgenberg and Tolone (1995) assessed students' perception of critical thinking opportunities in distance education courses using a two-way audio and video delivery system and

found that interaction fostered two-way communication with instructors and students. Smith and Castle (1992) researched distance learning as a context to foster critical thinking opportunities in South African education and examined the ability of distance technologies to affect students' disposition to think critically. An experimental learning activity delivered through simulated radio-phone system was the technology used for this research study. Ojokheta, (2010) found-out, in his study among distance learning students of University of Ibadan, that the distance learners have not been adequately equipped, from the way the learning materials is structured, with the most important attribute of learning-critical thinking - which they need to ensure their academic success. Based on these research findings, various researchers in distance education have concluded that the degree and quality of interaction provided evidence of critical thinking incorporated in distance education courses.

Suggestions for distance learning students on how to develop critical thinking skills

Since critical thinking skills have been perceived as the most important attribute that distance learning students need to ensure academic success, it is, therefore, important for you to develop these skills. For you to develop and possess these skills, please read over and over again the seven construct identified above by Facione (1990). These seven constructs are: analyticity self-confidence, inquisitiveness, maturity, open-mindedness, systematic, and truth-seeking. Therefore, for you to achieve success and higher academic performance in tour learning, you must master these skills and begin to put them into practice. With time, you will grow to become a critical reader who thinks while he reads.

Suggestions on how to foster critical thinking on distance learning students

Distance teaching institutions need to completely review or revise the course materials used as instructional delivery in the distance learning system to allow for the infusion of critical thinking into the materials. Infusion of critical thinking into the materials remains a more effective way of developing critical thinking in the learners. Therefore, the pre and post test questions in the course materials must be constructed in such a way to make learners apply critical thinking skills in answering the questions.

Tutors and course material writers in distance learning programmes must be re-trained to acquire the skills of critical thinking which they need to put into practice during instructions and in the writing of the course materials for the benefits of the distance learners.

Instructions during tutor-learner contact session should be more of interaction than of teaching and such interactions should be leaner dominated with the intention of encouraging the learners to display the skills of critical thinking.

Assignment writing should be made highly compulsory for the distance learners and they should be adequately counselled to write assignments by applying the skills of critical thinking. They should be reminded that such assignments will be evaluated in line with the seven constructs of critical thinking.

Lastly, pre and post admission counselling sessions with distance learners must be conducted in such way to make the learner realize that their academic success is strongly depended on their ability to apply critical thinking skills in their learning. These sessions will mark the beginning of developing critical thinking in the learners.

4.0 Conclusion

There is no doubt that critical thinking skills are important skills that distance learning students need to possess as they study and read their learning materials, as independent or self-directed learners in order to achieve success in their learning and better academic performance. This is why this aspect is incorporated in this material.

5.0 Summary

In this unit, we have examined and discussed the meaning and the importance of critical thinking as well as the seven constructs of critical thinking skills or dispositions identified by Facione (1990) in his study. The seven constructs are: analyticity, self-confidence, inquisitiveness, maturity, open-mindedness, systematically, truth-seeking. Suggestions were made on how distance learning students can develop critical thinking skills while they read and study their learning materials in line with Facione's seven constructs. The various strategies that open and distance learning institutions can use to develop and foster critical thinking skills or dispositions on the distance learners were also discussed.

6.0Tutor-Marked-Assignment

i. Why is it important for distance learners to develop their critical thinking skill in their learning?

ii. How can the distance learners apply the seven constructs of critical thinking skills identified by Facione (1990) in their learning?

iii. What are the strategies that can be used to develop the critical thinking skills of the distance learners?

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Postscript: Formulating a Philosophical Base for ODL

In this material, you have been, so far, exposed to the following. **In module one,** you were

exposed to:

Perception of Philosophy from the layman perspective in unit 1.
Perception of from the Professional or Technical Definition of Philosophy in Unit 2.
Tools of Philosophizing in unit 3
How to avoiding the Pitfalls in Philosophizing especially errors in reasoning in unit 4.

In Module 2, you were exposed to:

Perception of Philosophy of Open and Distance learning as a Process and Product in unit 1.
Justification or Relevance of Philosophy in Open and Distance Learning in unit 2.
What Philosophical Analysis is and its Relevance in Open and Distance Learning unit 3.
Methods and Techniques of Doing Philosophical Analysis in Open and Distance in unit 4

In Module 3, you were exposed to:

Analysis of Definitions, Concepts and Terminologies in Open and Distance Learning in unit 1
Analysis of Issues and Problems in Open and Distance Learning in unit 2
Analysis of Basic Assumptions and Underlying Principles in ODL in unit 3
Analysis of the Implementation Strategies of Open and Distance Learning Programmes in unit 4

In Module 4, you were exposed to:

Analysis of Goals and Objectives of ODL in unit 1
Analysis and Examination of the models of open and distance learning in unit 2
Analysis of the Theories in ODL in unit 3
Analysis of Student Support Services in ODL in unit 4

While, in **Module 5,** you were exposed to:

Analysis of Instructional Technologies in ODL in unit 1
Analysis of Modern Instructional Technologies and Media in ODL in unit 2

Analysis of Instructional Design in ODL in 3

Analysis of Critical Thinking Skills for Open and Distance Learning Students in unit 4.

You will recall in the beginning of this material that I informed you that you will be required to attempt a formulation of a distinct philosophy to guide the theory and practice of open and distance learning. You will also recall that I advised you to read this material painstakingly so that you will be able to take note of the necessary and relevant information that would guide you to come up with a precise and concise perception of what philosophy of open and distance learning ought to be. Now, it is time for you to do this. For you do to do, you may have to re-read this material once more and take note of important and relevance key issues discussed in each unit, in each module.

Let me prepare your mind for one thing: you must not think that your formulation of philosophy of open and distance learning will not be subjected to further analyses and criticisms. It will definitely be. This is the hallmark of philosophy which is open scepticism: an idea can tentatively stand but does not mean it cannot be subjected to further analyses or criticisms in order to arrive at new conclusions upon the provision of new pieces of evidence. Therefore, in formulating your philosophy, don't be afraid of criticisms. What you need to do is to take into due consideration the tools of philosophising which are: thorough analysis, logical clarification, careful and detailed thinking, and in-depth reflection, among others.

It is desirable for me to lead the way in our attempt to formulate a philosophy of open and distance learning. This should serve as a guide to how you will attempt your own formulation. Please do not perceive my own attempt as sacrosanct and foolproof. In fact, if you do, it means, you have not been well groomed to engage in philosophizing. Remember, philosophy simply

means, using Socrates viewpoint, the process of asking questions. Therefore, you are expected to subject my viewpoint to questioning.

I will attempt a formulation or perception of philosophy of open and distance learning as:

" a process of closer and careful examination of the vision, mission, roles, goals and objectives, issues and problems, and basic assumptions and underlying principles with a view of laying a concrete, sound, consistent, coherent, integrated, and systematic framework for planning and delivery of open and distance learning programmes".

What do you think of this over-simplified perception of philosophy of open and distance learning? Please note that I did not use the word define rather I used the word perception. So, I have not provided a definition; I have only provided a perception. By using the word perception, I have simply shown that this is my viewpoint of what philosophy of open and distance learning could mean. Let us examine it closely.

- My belief is that there must be a careful examination of what open and distance learning is all about which must be done as a process; that is, it must be constantly and continuously done. It is not something that must be done hazardously. It must be painstakingly done.
- For anyone to have in-depth understanding and knowledge of what ODL is all about; there are certain areas we must closely look at. They are: the vision, mission, roles, goals and objectives, issues and problems, and basic assumptions and underlying principles.
- The purpose of the closer examination of these areas is to lay a concrete framework which will help in the planning and delivery of this non-traditional form of educational

delivery.

If you are able to read and re-read this material once more, taking note of relevant details in each unit and if you are able to subject my perception of philosophy of open and distance to critical reasoning, analysis, and criticism, you will be able to postulate or establish a philosophical base for open and distance learning. With this guide, attempt a formulation or perception of a philosophy of open and distance learning.

GOOD LUCK.