DELP 2017 WORKSHOP
(DELP-2017W)
May 22, 2017

Venue: School of Food Technology, Nutrition and Bio Engineering conference hall, Makerere University

Theme:
CO-CREATION OF KNOWLEDGE THROUGH OPEN DISTANCE AND e-LEARNING (ODEL)

The DELP project is implemented in 3 Pillars that include:
- Education and Training (Bachelors and Masters),
- PhD and Research and Institutional Development.

Distance Education Leapfrogging Project (DELP). "Leapfrogging 1st Generation Distance Education into 4th and 5th Generation Distance Education: A Strategy for Enhancing ICT Pedagogical Integration and Increasing Access to Education in Africa". Funded by NORAD under the NORHED Programme. Implemented by Makerere University in Collaboration with University of Agder – Norway.

Goal:
To Increase Access to Flexible Quality Education in Makerere University by Increasing Capacity to Integrate ICTs into Pedagogical Processes through Leapfrogging the current 1st Generation Distance Education provision into 4th and 5th Generation Distance Education Provisions.
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## Distance Education Leapfrogging Project Workshop (DELP-2017W)
### Makerere University

**5/22/2017**

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<td>Prof. Vincent Ssembatya: Keynote Address 2</td>
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**12:20 PM - 13:40 PM**

### LUNCH

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**NOTES:**

The total time for each presentation is 20 Mins. Authors will be required to do their oral presentation for a maximum of 15 minutes, leaving the remaining 5 minutes for chair to moderate questions or comments from the participants.
DELP TEAM MEMBERS

Prof. Origa-Oryem
Chairman NIDIC

Dr. E. K. Bwanga
Coordinator, NORHED

Prof. F. Masagazi-Masaazi
Principal- CEES

Prof. A. Mugagga
Dep. Principal-CEES

Prof. P. Muyinda
Principal Project Coordinator- Mak

Prof. G. N. Isabwe
DELP Coordinator-UoA

Dr. H. Nabushawo
Alternate Project Coordinator

Dr. Juliana Bbye
Team Member

Prof. Sven Aake Bjorke
Team Member

Prof. Sven Aake Bjorke
Team Member

Dr. David Kabugo
Team Member

Dr. Ruth Nsibirano
Team Member

Dr. Dorothy Sebbowa
Team Member

Prof. J. N. Aguti
Team Member

Prof. Jude Lubega
Team Member

Mr. Samuel N. Siminyu
Team Member

Ms. J. A. Kajura
Team Member

Mr. Godfrey Mayende
Team Member

Ms. Abigail Inapat
Team Member

Mr. Michael Walimbwa
Team Member

Prof. P. Muyinda
Principal Project Coordinator- Mak

DELP 2017 WORKSHOP (DELP-2017W) | Theme: CO-CREATION OF KNOWLEDGE THROUGH OPEN DISTANCE AND e-LEARNING (ODEL)

DELP 2017 WORKSHOP (DELP-2017W) | Theme: CO-CREATION OF KNOWLEDGE THROUGH OPEN DISTANCE AND e-LEARNING (ODEL)
I am pleased to join you today to preside over this very important event, where College of Education and External Studies is show casing gains from the Norwegian Agency for Development Cooperation (NORAD) funded project for “Leapfrogging 1st Generation Distance Education into the 4th and 5th Generation Distance Education: A Strategy for Enhancing ICT Pedagogical Integration and Increasing Access to Education in Africa.”

As Vice - Chancellor, I am very proud of a platform like this because Makerere University as the oldest and leading public institution in the region is a centre of excellence in the practice and research in Open, Distance and e-Learning (ODeL).

Ladies and gentlemen, research in ODeL is important at this point in time when the education system is moving towards student centered pedagogies.

Permit me to thank the Norwegian Government for supporting Makerere University under its Norwegian Programme for Capacity Building in Higher Education and Research for Development (NORHED) – Makerere Collaborative Research Programme. I look forward to attending the subsequent research workshops under DELP.

Reading from the progress report of the project, a number of staff will be obtaining PhDs in Open, Distance and e-Learning pedagogy and over 40 staff will be benefitting from training in e-teaching and e-courseware development. Further, the project will launch and facilitate the first ever test bed online/blended learning programme. Also, several infrastructural improvements are being accomplished, among others. This is no mean achievement, with this capacity; the College Education and External Studies will be able to provide leadership in Open, Distance and e-Learning pedagogy. I appeal to you colleagues to continue being transparent in advancing the cause of the Norwegian Programme for Capacity Building in Higher Education and Research for Development (NORHED) – Makerere Collaborative Research Programme.

I also want to take this opportunity to thank the NORHED Institutional Development and Implementation Committee (NIDIC), Planning and Development Department, College of Education and External Studies Staff and Management for diligently executing Project activities. Special thanks go to the University of Agder for the technical support being provided to Makerere University in the DELP Project. I thank the Project Coordinators, Associate Professor Paul Birevu Muyinda, for Makerere University and Associate Professor Maurice Isabwe, for the University of Agder, for their tireless effort in ensuring the smooth running of the DELP Project. Of course, we cannot forget to thank the Government of Uganda for providing an enabling environment for research at Makerere University.

As Vice - Chancellor, I am very proud of a platform like this because Makerere University as the oldest and leading public institution in the region is a centre of excellence in the practice and research in Open, Distance and e-Learning (ODeL).

Ladies and gentlemen, research in ODeL is important at this point in time when the education system is moving towards student centered pedagogies.

Permit me to thank the Norwegian Government for supporting Makerere University under its Norwegian Programme for Capacity Building in Higher Education and Research for Development (NORHED) Programme.

In the four years of running, the DELP Project has produced commendable research outputs. You have all been witness to the number of research papers presented at this research workshop this morning, more are to be presented this afternoon. I am happy to note that a number of these papers were co-authored between Makerere University and University of Agder and with multiple authors. Research is not complete if research findings are not published or disseminated. I commend the DELP Project for having embedded annual research workshops in their project activities. I look forward to attending the subsequent research workshops under DELP.
setup is known as the NORHED Institution Development Committee (NIDIC). NIDIC draws its membership from across all the units in the University. As the chairperson of this Committee, I want to add my voice to others in welcoming the DELP 2016 Annual Research Workshop participants to Makerere University and for our partners from Norway, you are welcome to Uganda.

As NIDIC, we are proud to see that the projects mooted under our backyard have begun to bear fruits. We are particularly grateful to the DELP project team at Makerere University and at the University of Agder for the diligent work they are doing. You make us walk with our heads high as members of the NIDIC. We pledge to offer more support to you as you continue to implement the project in the remaining years.

I wish to applaud the DELP team for this project result dissemination avenue. Without dissemination even the best of innovations are concealed. You have brought to light the capacities being built by the DELP project to distance education at Makerere University. Makerere University therefore ought to embrace wholeheartedly the results and recommendations coming from this research project. This way Makerere University shall retain its number one position in the country but also in the region not only in conventional pedagogy but also in open, distance and eLearning pedagogy.

I wish you all dear participants’ fruitful deliberations.

I welcome you all to the College of Education and External Studies (CEES). The School of Distance and Lifelong Learning through the Department of Open and Distance Learning is mandated to provide knowledge and skills in the open, distance and eLearning (ODeL) pedagogy. We have done this since 1991 when the external programme was launched. At the moment, CEES offers ODeL pedagogical support to staff at Makerere University that service the Bachelor of Commerce (External), Bachelor of Education (External), Bachelor of Science (External), Bachelor of Agricultural and Rural Innovations (External) and Commonwealth Youth in Development Work Programme (CYIP).

We have long recognized that the support extended to our distance learners and staff has mainly revolved around first generation distance education support mode. This mainly involves print materials, occasional face to face sessions and support at designated learning centres. Under situations of growing demand for higher education and dwindling resource envelop, first generation distance education is becoming untenable. Besides, Makerere University as a premier university needs to adopt modern distance education which employs fourth and/or fifth generation distance education technologies. It is for this reason that the College took a strategic decision to leapfrog its reigning distance education model into the fourth and/or fifth generation distance education with the generous support of NORAD under its NORHED programme.

Allow me to extend my sincere appreciation to NORAD for the support rendered to our College through the DELP project. Further, permit me to most sincerely thank the University of Agder for:

1. Having accepted to collaborate with Makerere University on the DELP project;
2. Providing the technical support to Makerere University on the project;
3. Training our staff on PhD fellowships in different aspects of the ODeL pedagogy;
4. Providing a conducive research environment to our staff on research visitation at UiA; and
5. Always not hesitating to come over to Africa to carry out different activities on the project.

Let me take this opportunity to inform members that with funding from NORAD, we have been able to renovate and remodel spaces including Nsubuga block and lecture rooms and Lira Centre to house computer laboratories and video conferencing facilities. However, these renovated spaces lack furniture and staff. I therefore, take this opportunity to request the University to help us equip the spaces with suitable furniture and staff.

I also wish to thank the Vice Chancellor, Prof. John Ddumba-Ssentamu, for his able leadership that has enabled the DELP project to flourish. I take this opportunity to also appreciate the University Council for appreciating the need to have the ODeL policy and elevating the Department of Open and Distance Learning into the Institute of Open, Distance and eLearning Learning. In relation to this, I would like to highlight the following:

1. On receiving the policy, the Department of Open and Distance Learning developed an implementation plan which was approved by the College Board and is awaiting to be presented to the University Management for discussion and approval.
2. On granting the Department of Open and Distance Learning the Institute status, a human resources structure which was approved by the College Board and is awaiting to be presented to the University Management for discussion and approval.
3. On fullfilment of the mandate of the College of Education and External Studies, the Institute requires that all the positions in the existing Department establishment be
filled and special promotional criteria for academic staff adopted. All these have been proposed and are to be tabled for discussion.

To the different officials of the University who contribute variously to the smooth execution of the different project activities, we say Bravo! Universities World over are adopting open, distance elearning as a means of increasing access to flexible and quality education. Through the DELP project, Makerere University will for the very first time in its history launch two online/blended learning programmes – one at Bachelor’s and the other at Master’s level. We urge Senate and Council to expedite the approval of these two seed online learning programmes.

Besides offering different knowledge areas to a wide clientele, these two online programmes will provide test beds and centres of excellence from which other colleges and institutions will adopt online education. As such, the DELP project is helping Makerere University to remain in its number one position of curriculum innovation in the country and region.

I wish you all fruitful deliberations.

Introduction

I welcome you to the DELP 2017 Annual Research Workshop (DELP 2017W). Permit me to provide you with a brief overview of the Distance Education Leapfrogging Project (DELP). DELP is the short title for the Project, Leapfrogging 1st Generation Distance Education into 4th and 5th Generation Distance Education: A Strategy for Enhancing ICT Pedagogical Integration and Increasing Access to Education in Africa. DELP is one of the thirteen (13) projects at Makerere University supported by NORAD’s NORHED Programme. DELP is aimed at increasing access to flexible quality education at Makerere University by increasing capacity to integrate ICTs into pedagogical processes through leapfrogging the current 1st generation distance education provision into 4th and 5th generation distance education provisions. The NOK 18,000,000 Project commenced in July 2013 and is to run for five (5) years till June 2018. DELP is executed at Makerere University by the College of Education and External Studies, School of Distance and Lifelong Learning, in partnership with the ICT Department, Faculty of Engineering and Science, University of Agder, Norway. DELP is built around three (3) work packages, namely: i) Education and Training; ii) PhD and Research; and iii) Institutional Development.

Education and Training

Under this package, DELP has developed the first ever online/blended learning undergraduate and master’s programmes, namely: the Bachelor of Youth Development Work (BYDW) and Masters in Instructional Design and Technology (MIDT) programmes respectively. Curricula for these programmes have been discussed by University Council and recommended for approval. All online materials for use in these programmes have been developed and ‘onlinised’. The target facilitators for the different courses on the programmes have been trained in online distance education pedagogy and courseware development.

The BYDW programme’s main objective of the BYDW programme is to develop professional youth workers who will steer the energies of the masses of youth towards contributing to development in Uganda and the region. On the other hand, the MIDT programme aims at equipping learners with the intellectual aptitude, skills, and attitudinal disposition that will help uplift Uganda and the region into 21st Century technology-enhanced education and training by equipping trainees with knowledge, skills and attitudes that will enable them to handle challenges posed by technology-mediated learning in a developing context. Sixteen (16) scholarships (10 for Ugandan and 6 for South Sudanese) will be issued out once the MIDT programme is up and running.

PhD and Research

Under this package, DELP is contributing to the development of Makerere University’s human resource capacity in the area of Open, Distance and e-Learning (ODeL). DELP is supporting three (3) staff from the School of Distance and Lifelong Learning to pursue PhD studies at University of Agder (2 No.) and University of Nairobi (1 No.). DELP has supported several staff to present research papers at international conferences and publish in refereed journals. DELP has so far supported the organization of 3 Annual Research Workshop including the DELP 2015W, DELP 2016W and now the DELP 2017W. DELP will support the DELP international conference and hosting of an online journal in ODeL and publication of a book.

Institutional Development

Under this work package, Makerere University has and continues to benefit in infrastructural and human
resources skills development. In infrastructural development, DELP has procured all the necessary ICTs needed in enabling production of and access to resources for online distance education. These include, among others: 2 servers, 98 desktop computers, 4 laptops, 4 LCD projectors, 2 iPads, 1 mobile phone, 7 Internet modems, 4 interactive smart boards, 2 video cameras, 1 document camera, 1 heavy duty multi-purpose printer; 2 video conferencing facilities, 2 scanners, 2 light duty printers, 2 heavy duty printers and bandwidth support for Lira.

The Project has seen the refurbishment of spaces for hosting modern ICTs for online distance education. Nsubuga block, the home of the newly formed Institute of Open, Distance and eLearning (formerly, Department of Open and Distance Learning) has been refurbished and the ICT laboratory therein expanded to host over 100 computers and their accessories. The former AVU Viewing Room, Control Room and Studio have been revamped to host video conferencing facilities. Equipment for video conferencing has been delivered and is ready to be installed in the AVU Viewing Room and in the remodeled Lira College of Education and External Studies (CEES) Center.

The CEES Lira Center has been remodeled to house a modern computer laboratory (1), video conferencing facility (1), resource center (1), boardroom (1)-lecture room (1) and offices for center coordinator and ICT staff. All the ICTs for populating the Lira Center have been procured.

In human resources skills development, DELP is supporting short and medium term skills improvement training programmes. Staff in the Department of Open and Distance Learning have received training/continue to receive training in use of learning management system for teaching and learning, ODeL materials development, ODeL facilitation, using video conferencing in teaching and maintenance of video conferencing facilities. DELP has so far supported 30 out of 40 staff to train in e-Teaching I (The International Online Tutor Course and e-Teaching II (E-Course Development and Implementation) courses. E-Teaching I and II are tenable online from the University of Agder. The trainees therefore receive real-life/hands-on experience of online teaching and learning.

DELP in the Remaining one Year

The Project team shall continue to implement the remaining Project activities in the three pillars. Recruitment of students into the BYDW and MIDT programmes will be critical to the for a hundred percent completion of activities under the Education and Training pillar. Completion by PhD studies, award of Postdoc research grant, authoring and presentation of conference and journal articles, holding an international conference and hosting an online journal in ODeL remain critical outstanding activities for accomplishing the PhD and Research pillar. In the Institutional Development pillar, the remaining two years will see another 10 staff completing the e-teaching 1 and II courses. The remaining one years are years of consolidating DELP achievement for sustained implementation of 4th and 5th generation distance education at Makerere University. The period will see the operationalization of the CEES Lira study center and cascading of the knowledge and skills acquired by staff trained on the DELP to the rest of the staff in the University.

Request to Makerere University

NORAD has built infrastructural and human capacity in eLearning. As counterpart support, Makerere University is required to furnish the spaces with appropriate furniture and staff. The implementation plan of the Institute of Open, Distance and eLearning spells out the staff requirements for the full integration of ODeL at Makerere University. This plan should be approved and implemented.

Challenges

DELP has experienced a delay in approval of its supported academic programmes due to the recent ban slapped on approval of new programmes awaiting the discussion and approval of the Programmes Restructuring Committee Report. With the lifting of the ban, all hopes are that the programmes (BYDW and MIDT) will be approved and recruitment of students done in 2016/17 academic year.

Acknowledgement

On behalf of the DELP team and my own behalf, I wish to thank the Royal Kingdom of Norway for the support extended to Makerere University through NORAD’s NORHED Programme. Special thanks go to the Vice Chancellor Makerere University, Prof. John Ddumba-Ssentamu; the Chairman NIDIC, Prof. Oryem-Origa; the Coordinator NORHED Programme, Dr. Elizabeth Bwanga; the Principal College of Education and External Studies, Assoc. Prof. Fred Masagazi Masaazi, colleagues at the School of Distance and Lifelong Learning, DELP Team Members and all those who make running of activities on the DELP possible, that your support to DELP is making a difference in the terrain of open, distance and eLearning at Makerere University. The support from my colleague Assoc. Professor Dr. Maurice Norbert Isabwe, who coordinates the DELP at the University of Agder, cannot go unmentioned. Maurice, you have been a force to reckon with in the success of DELP.
KEYNOTE 1:

Teachers become designers: Enhancing the quality of user experience in virtual learning environments

Ghislain Maurice N. Isabwe
Department of Information and Communication Technology, University of Agder, Norway

Abstract.

The use of digital technology in higher education is rapidly increasing. Learners are getting access to more opportunities for learning, including scenarios that involve multisensory interactions with multiple media formats such as graphics, text, video and animations. Universities provide virtual learning environments (VLE) assuming that learners would accept to use them and find value in using them. However, there are many cases where the use of VLE is not optimum. One of the main challenges is that most teachers are not designers, and yet they are expected to create usable virtual learning environments which give satisfying user experience. The way learners use a VLE and their satisfaction when using it can have an impact on their learning achievement. In this talk, I will discuss how teachers can design learning environments which meet learners’ requirements. The role of the teacher as a designer is revisited using examples of courses designed at the University of Agder. I will share our experience of designing learning environments including a massive open online course (MOOC) and blended learning courses. To design these courses, we have used the human-centred design (HCD) approach, which comprises multiple iterations of design solutions and involves users throughout the design process. The talk will explore key design principles, designing learning tasks, designing content media and navigation as well as designing for communication and collaboration.

Keywords: Virtual learning environment; usability; user experience.

Assessing the Quality of Knowledge Management and Risk Response Planning in an Open Distance and e-Learning Project

Joanna Kalagala1, David Kabugo3, Paul Muyinda Birevu4
1Department of Open Distance and e-Learning, Makerere University
2Department of Humanities and Language Education, Makerere University
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Abstract

As the number of Open Distance and e-Learning (ODeL) projects rises in different learning institutions, the need for guidelines on how to manage knowledge as well as plan and respond to the risks of such projects rises. This phenomenon is arising in part because Knowledge Management (KM) and Risk Response Planning (RRP) are critical to project success. In this paper, we discuss the challenge of KM and RRP in a funded ODeL project at Makerere University at two different levels: firstly, the institutional culture for which KM could provide useful insights in RRP; secondly, production of the activity systems of ODeL projects with the view of assessing their KM and RRP practices. We specifically analyse a NORAD/NORHED Distance Education Leapfrogging Project (DELP) as our case. With the help of Mwanza’s (2001)’s Activity Theory based methodology, we create an activity system of this project, and utilize Activity Theory as our lens to assess the quality of KM and RRP processes of this project. Our conclusion is that sound use of AT has potential for improving KM and RRP of ODeL projects.

Keywords: Activity Theory (AT), Knowledge Management (KM), Risk Response Planning (RRP), Open Distance and e-Learning (ODeL)

Hybridisation: Conceptualising E-Learning Management Systems design and Institutional realities towards sustainable E-Learning:

A case of Makerere University Electronic Learning Environment

Gerald Gwamba1, Godfrey Mayende2, 2 and Ghislain Maurice Norbert Isabwe3
1Institute of Open, Distance and eLearning, Makerere University, Uganda
2Department of Information and Communication Technology, University of Agder, Norway
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3Department of Humanities and Language Education, Makerere University

Abstract

There is wide growing interest in the practical use of E-Learning and the corresponding adoption of LMS to enhance teaching and learning delivery within institutions, particularly in developing country Higher Education Institutions (DC HEIs). However, studies have shown that there could exist significant mismatches between E-LMS design and implementation requirements and the general institutional context in developing countries. Literature on the implementation of E-learning systems in DCs particularly in DC HEIs suggests that there has been persistent failure and/or stagnation of IS initiatives most which are donor funded as donors withdraw funding or when funding is modified. The primary aim of this research is to conceptualise institutional contexts and how they shape the success or failure of IS projects. This could be vital in informing more successful future E-LMS implementation initiatives whilst answering the following research question: How does the design of the E-LMS and institutional reality affect the success or failure of the E-LMS? This paper seeks to answer this question by analysing the design and implementation requirements for Makerere University Electronic Environment (MUELE) against the overall institutional realities. This research follows a qualitative method (interviews) and uses case study of MUELE as a research design. One on one interviews which lasted for 1 and half hours each with 8 respondents were conducted using semi-structured questions were data was gathered and recorded using an audio device. Data transcriptions were done and validated by a second person. Recorded data was analysed to generate common themes, which were mapped along the design reality dimensions based on fit.
The Effectiveness and Cost Implications of Mobile Learning Processes in Developing Countries

Turyakira Nazarius
Department of Open and Distance Learning, Makerere University

Abstract

Mobile learning is regarded as a modern process to support learning as it closes the distance between facilitators and students through mobile devices. However, this process is largely perceived by students especially in developing countries, as a less effective learning and costly process compared to traditional face to face learning process. In this paper, basing on the mobile learning theory as the process of gaining knowledge through conversations across multiple contexts amongst people and personal interactive technologies (Sharples, et al. 2007), and through descriptive analysis of primary data, the author will attempt to question the efficiency of this learning process and its cost implications to students in developing countries; taking a case of Uganda.

Keywords: Mobile Learning, Distance Education, Cost Effectiveness

Is It The Right Time? Understanding Students Perceptions to Enroll For Distance Learning Delivered Course(s) in Makerere University

Ruth Nsibirano, Consolata Kabonesa

Abstract

Makerere University is witnessing a number of changes including: changing students’ demographics, amidst increased interest to enroll for university education and yet maintaining a career. Such realities create limits on the time one can be on campus attending the face to face lectures. The obvious implications are that adoption of a distance education mode of study is a good example of this reality. This new development will make Makerere University a dual mode university, admitting both on campus students as well as students on distance. Thus a study was carried out among undergraduate students to interrogate their perceptions on enrolling for distance learning courses. Findings will be presented.

Keywords: Distance Education, Makerere University, Students Perceptions on Distance Study

Leapfrogging Graduate Training at Makerere University From Conventional to Blended Learning Pedagogy

Paul Birevu Muyinda, Twine Bananuka, Alex Okot, Joshua Bateeze

Abstract

Makerere University’s graduate training largely remains of the conventional face-face pedagogy. Research indicates that 71.4% of graduate trainees at Makerere University are married, with a median age of 29, age range of 20 to 53 and over 80% are working and having different societal responsibilities. These are adults whose learning needs require an all-inclusive and flexible learning environment. The current andragogical environment presents a multitude of constraints hindering accessibility and effective learning and teaching.

Keywords: Graduate Training, Makerere University, Conventional to Blended Learning Pedagogy
Additionally, the andragogical support for the learners is insufficient. So as to attract and retain quality graduate students, flexible pedagogies are called for. Blended learning approaches are making in-roads at Makerere University. In this paper, we report on findings from an action research we carried out to establish learners’ lived experience while pursuing a first year course unit on the Master of Adult and Community Education programme that was taught using blended learning approaches. The course was taught using online and offline learning tasks and activities. Online and offline formative and summative assessments were also conducted. In a focus group discussion, course participants were asked to assess their experiences on conventional and blended learning courses. Findings show an initial resistance to blended learning, but as time went by learners ‘fell in love’ with the approach demanding lecturers of other courses on the programme to follow suit. Peer support from knowledgeable others scaffolded those with bigger zones of proximal development in partaking of online tasks and activities. Interactions were increased as discussion sometimes spilled out of the official learning management system into the class’s WhatsApp forum. We recommend that effort should be put in place to scaffolded faculty in e-courseware development and facilitation. Learners too need to be scaffolded in use of the institution’s learning management systems and other systems for e-learning. Further, prior to using blended learning approaches learners should be sensitized on their merits and demerits. Our further research is a comparative study to compare learning achievements between taking a course conventionally and in a blended manner.

Keywords: Blended Learning, Open and Distance Learning, Makerere University

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**Mobile Phone Use, Cognitive anxiety and Classroom Engagement among Teacher-trainees of Makerere University-Uganda**

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Abstract

Functional differences between today’s mobile cell phone use and traditional methods of communications and knowledge acquisition are becoming less clear however, one difference remains plain - cell phones are almost always on-hand and allow users to connect with an array of services and networks at almost any time and any place. Several research papers and findings suggest that university students are the most rapid adopters of cell phone technology and there is emerging research evidence suggesting high frequency cell phone use, which may be influencing their health and behavior. This paper sought to establish whether mobile phone use directly or indirectly relate with the university students’ level of classroom engagement. It is being hypothesized that the relationship would be mediated by cognitive anxiety. The study participants are the academic 2014/2015 and 2015/2016 cohorts of students of School of Education, Makerere University. Self-administered tools for ascertaining mobile phone use and classroom engagement were employed, while the State-Trait Anxiety Inventory (STAI) was adapted to measure the cognitive anxiety. The findings add to the debate about student cell phone use, and how increased use may positively or otherwise impact classroom engagement, mental health, and subjective wellbeing or happiness.

Keywords: Phone use, Cognitive Anxiety, Classroom Engagement

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**Designing for Active Learning in Distance Education Modular Handbooks**

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Abstract

Distance learning module focus on the learner’s conceptualization of content basically using available modules that may be of print nature but of recent mainly online. Currently there is a paradigm shift from a purely self-instructional materials to an interactive text that makes learning a participatory venture. Hence the emphasis is no longer on the two way guided didactic communication between learner and tutor emphasized by Keegan (1986) but has shifted to a rich interaction that draws from the social environment, whereby fellow participants, and tutors play a major role. The degree of interactivity is rapidly increasing with advances in computer and telecommunications capabilities that have made possible the development of learning modules that include elements such as video transmission, e-mail, the Internet, and the World Wide Web. This paper draws from the experiences of tutors and facilitators on module writing exercises of Makerere University and Uganda Management Institute. It follows a descriptive approach as a result of interviews and observations combined with documentary reviews to identify areas of change noticeable among writers and the implication thereof. The findings show that the modules function either as components of the learning process or as the basis for instruction. In the modules learners assume many of the functions previously reserved for tutors, in small groups, individual learners act as peer-tutors for others. Because they are often the ones most familiar with new technologies, learners lead by example, helping their fellow learners to work through problems. In this way learners begin learning how to communicate and how to assume greater responsibility for their own learning. Tutors in contrast, change from being the repository of all knowledge to being guides or mentors who help students navigate through the information made available by technology and interactive communications “[National Academy of Sciences, 1996]. The end result is the tendency to actively construct knowledge, instead of the Learner being passive. Active learning ideally is all about involving the learner with the course materials all through as he/she reads. It should also avail the student with opportunities to respond, and listen to and react to issues as he/she moves along. The learner on the other hand must respond to the writers words, interact with questions set and illustrations in the text. Emerging technologies however have opened avenues to enable the learner to learn how to interact with the written materials in a variety of ways. The tutor keeps the learners alert and involved, by making sure the learners work with the tutor and move at the same pace with him/her. The tutor’s role therefore is to present an idea, give a demonstration, and stop to encourage the learner to learn how to interact with the written materials in a variety of ways. The tutor keeps the learners alert and involved, by making sure the learners work with the tutor and move at the same pace with him/her. The tutor’s role therefore is to present an idea, give a demonstration, and stop to encourage the learner to learn how to interact with the written materials in a variety of ways. The tutor keeps the learners alert and involved, by making sure the learners work with the tutor and move at the same pace with him/her. The tutor’s role therefore is to present an idea, give a demonstration, and stop to encourage the learner to learn how to interact with the written materials, the tutor's role is to create an environment where the learner can participate actively.

Keywords: Active Learning in Instruction Design, Emerging Technologies
Assessing for Learning in Virtual Environments: A Case of Luganda Language Education Course at Makerere University

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Abstract
Several teachers design learning tasks and conduct assessments with the sole purpose of grading and ranking students according to their performance. This customary approach to assessment produces two different sets of students: winners and losers. Whereas the former students are able to build on their winning streaks to learn more, the latter often fall farther behind in their courses. If teachers need to support every student to experience the productive emotional dynamics of winning, they should then shift from exclusive reliance on assessment of learning, to assessment for learning. In this paper, we illustrate how we anchored on Lourillard's (2002) Conversational Framework to motivate a focus on conversational interactions as an auspicious activity for facilitating assessment for the learning of Luganda language in a virtual environment (Edmodo) at Makerere University. It would be difficult to determine students' conversational interactions and thus learning, from naturally occurring online texts. However, the affordances of the more-structured annotations of Edmodo made the required learning analytics (access to rhetorical dimensions of students' learning discourses) possible. Using Discourse Theory as my analytic lens, we present and uncover excerpts of students' online learning artefacts and the subsequent feedback showing individual and social learning network patterns on which students' conceptual change (learning) pivoted.

Keywords: Assessment, Learning, Conversational Framework, Virtual Learning Environments (VLE), and Discourse Theory

Online Programmes in Higher Education: Is Our Pedagogy Changing?

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Abstract
There has been a huge increase in both the diversity of technology and the demand for skills to integrate information communication technologies (ICTs) in both teaching and learning. Ability to use and manipulate ICTs is now considered critical 21st Century skills required for teaching, learning and employment. Teaching in the 21st Century has as a result become increasingly challenging because of these new demands on both the teachers and students requiring therefore that education institutions continually rediscover and readapt the curricula and pedagogies if they are to stay relevant. Many higher education institutions have responded to teachers and students requiring therefore that education institutions continually rediscover and readapt their curricula and pedagogies if they are to stay relevant. Many higher education institutions have responded to the new demands by purchasing a variety of ICTs and by introducing online programmes. However, there are still complaints that institutions are introducing technologies without changing the pedagogies and the learners are therefore not graduating with the requisite 21st Century skills that the market place demands. This paper will therefore reflect on lessons from a few institutions that have introduced online programmes and will propose ways in which higher education institutions can embrace technologies in a manner that ensures maximum benefits to both the learners and the lecturers.

Keywords: Open Educational Practices (OEP), Open Resources for English Language Teaching (ORELT), Continuous Professional Development (CPD), Innovations Diffusion Theory (IDT)

Readying Language Teachers for Open Educational Practices in Uganda's Secondary Schools

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Abstract
Open Educational Practices (OEP) is a wide descriptor of educational practices that are characterized by innovative creation, use and reuse of Open Educational Resources (OER), Open Source Educational Software (OSES) as well as Open Pedagogies, policies and praxis. As paralleled with OER, limited empirical studies exist on preparation of teachers for OEP in Uganda's secondary schools. In Uganda, sound preparation of teachers for OEP has potential to address equity and quality deficits in education amidst constrained budgets. As teacher-educators in the discipline of language teaching and learning, we set to address this challenge by conducting training workshops in four secondary schools in and around Kampala. In this paper, we share our reflections on the readiness of English language teachers to engage with OEP. Pre-workshop surveys were conducted with the 30 teachers of English in two government-aided and two private secondary schools. To interrogate the survey findings further, follow-up focus group discussions were conducted in the course of the workshop. Employing the Innovations Diffusion Theory (IDT) (Rogers, 1995) as a framework for analysis, the assessment established that awareness of OER was still rudimentary; the pre-requisite knowledge, skills and attitudes for gainful engagement with OEP were scanty; institutional policies, practices and supportive infrastructure were at varying levels of readiness. Nevertheless, our trainings resulted into the adoption and adaptation of Open Resources for English Language Teaching (ORELT). The study recommends that preparing language teachers to engage with OEP should focus on their current knowledge, skills, and attitudes to digital learning environments in general and OEP in particular. Policies, practices, and infrastructure at institutional and supra-institutional levels may also require adjustments to suit the envisaged paradigm shift.

Keywords: Open Educational Practices (OEP), Open Resources for English Language Teaching (ORELT), Innovations Diffusion Theory (IDT)

A Teacher Educator’s effort to foster collaborative learning in a postgraduate class using emerging technologies

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Abstract
The paper reflects on initial steps of a teacher educator’s effort to integrate emerging technologies in a graduate class at the School of Education, Makerere University (MAK). Graduate programmes at MAK are privately sponsored and offered in the evenings. In addition, most graduate students are in full time employment and so they attend classes on part time basis. The structure of the evening programme constrains opportunities for students’ face-to-face interaction and collaboration amongst one another and between them and their lecturers at individual and group levels. Further, the available contact time is too short to effectively cover the course content and to allow students adequately engage with course materials through extended discussions, analysis and reflection expected at graduate level. Therefore the class needed a forum to extend teaching and learning activities beyond the class contact time and also to provide opportunities to collaborate among themselves and receive support from their teacher.

Drawing on socio-constructivist and activity theoretical concepts, the paper reflects on the initial experiences of the class in utilizing an open source learning management system (EDMODO) to actively and interactively
collaborate on learning tasks. Collaborative learning is anchored in socio constructivist theories that conceptualize learning as an active and interactive process situated in social contexts (Vygotsky, 1978; Palincsar, 1998; Siemens & Tittenberger, 2009). Activity theorists (Engeström, 2001; Sharles, et al, 2009) conceptualize technologies as ‘mediating tools’ for meeting particular needs in an activity system, in this case fostering collaborative learning in a graduate class.

The guiding research question for the paper is, ‘To what extent does the integration of an emerging technology in a face2face postgraduate class enhance students’ collaborative learning?’

I adopted an open source Learning Management System (LMS), EDMODO premised on its potential to foster online collaboration, sharing resources and reflection among students. Within EDMODO, I mainly utilized asynchronous tools such as discussion forums and blogs; and tools for uploading course materials including multimedia such as video clips of authentic lessons. I posted collaborative learning tasks and questions on the online discussion forum to facilitate the students’ discussions and engagement on course materials. The students discussed and critiqued the video clips and class readings in relation to theoretical concepts covered in the course. Where necessary, I scaffolded students’ online discussions, giving cues; correcting misconceptions and supporting the students navigate the new online learning environment. At the end of the 4 weeks’ trial period, students wrote reflective blogs about their experiences using the LMS as a learning environment.

Analysis of the students’ and teacher’s posts and reflective blogs suggested that the overall objective of fostering virtual collaborative learning among students was still limited mainly to collaborating on the teacher initiated tasks. Student initiated discussions were still minimal and largely sought help from the teacher and not from fellow students. In general, the three levels of Anderson’s interaction model that were the focus of my intervention, namely student-student, teacher-student and student-content were realized largely in terms of teacher-student and student-content interaction and less of student-student interaction. The class had a twofold challenge of simultaneously mastering the digital competencies to navigate their way around the new learning environment and also realizing meaningful deep and collaborative learning, both of which require considerable time.

Time to change has been singled out as the most significant factor and challenge in adoption of technologies in higher education both for both educators and students with low digital competencies (Fulkerth, 2013). Considering the limited time in which we used EDMODO, and the students’ low digital competencies, the class needed more time and practice in using the online learning environment before realizing its full potential. I take the advice of Siemens & Tittenberger, (2009:16) who argue that ‘small steps are often the best approach for both educators and learners’ as I gradually harness the affordances of emerging technologies for pedagogic purposes.

Keywords: collaborative learning, interactive learning, emerging technologies

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Congruencing Prospective Bachelor of Education External Students with Fourth Generation Distance Learning Model in Makerere University

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Abstract

Distance Education has evolved so rapidly from third to 4th generation at a pace unmatched by prospective students in Uganda. The fourth generation is already ushering in the 5th as the sixth is in the offing but students’ readiness for even the 4th generation is yet to be given the scholarly attention it deserves. There remains little information known about prospective students’ attitude, expected skills, prior training, ICT skills development and confidence levels to smoothly adapt 4th generation distance learning mode. On the contrary, Makerere University, Department of Open and Distance Learning with the help of DELP is significantly leapfrogging to 4th and 5th generation and extolled to be the pioneer University in Uganda to offer 4th generation distance learning leaving far behind the trainers of prospective students and the prospective students. Without proper congruence, prospective students who are not confident in ICT may prefer Universities offering distance learning in third generation whereby losing out on potential students. The rate of students’ drop out due to insufficient technological skills expected of 4th generation may as well lower the number of students on the 4th generation mode in Makerere University and those who shall endure may take longer periods to complete their studies making the program ineffective. This study uses KirkPatrick’s four levels of evaluation of training to find out how pre service student teachers react to the different ICTs during pre-service training, establish the level of skills development among pre service teacher trainees, establish the extent of skills transfer among teacher trainees and finally assess the impact of ICT training on trainees readiness to adapt 4th generation distance learning technologies. A case study of Kaliro NTC is identified out of the five government aided NTCs training diploma teachers in Uganda. Kalir NTC is preferred because it provides the biggest number of prospective distance learners to Makerere University. Findings of this study may help to provide a framework that Makerere University, Department of Open and Distance Learning and DELP can use to congruence prospective students’ ICT training with 4th generation distance education learning technologies.

Keywords: Distance Education, Information and Communication Technology, Pre – service Teacher training

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Online tutoring experiences with asynchronous tools: a reflection on Gilly Salmon’s Five Stage Model of E-learning in E-teaching 1 & 2 courses.

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Abstract

Over the past few decades, research into online tutoring has advanced significantly as most institutions offering distance education have leapfrogged from face-to-face and correspondence via post-mails to blended learning and online asynchronous learning. An array of asynchronous computer-supported tools have thus been developed to offer opportunity for online and blended learning, such include Forums, Wikis, Blogs among others. Accordingly, several models have been advanced to guide tutoring activity in an online setting which includes: Gilly Salmon’s Five Stage Model of E-learning; McCreavy’s model (1990), Berge and Collins’ model, (1995) Mason’s model (1998); and Macdonald’s model (2008). Gilly Salmon’s five stage model has however gained prominence of use in delivering tutor support in online learning. In this paper, I provide a
Mobile Collaborative Learning in Non-formal contexts. A learning experience with Smallholder farming communities in Uganda

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Abstract
Recent developments in mobile technologies offer promising opportunities in combating the chasm of educational inequalities, especially in developing regions. And to this effect, many researches in the educational technology field have revolved around the area of mobile affordances in the educational whims, most recent being studies looking at the pedagogical affordances of mobile technologies to increase collaborative activities among students. Truthfully, such studies have confirmed the role of mobile technologies in supporting collaborative activities to increase learning especially in group activities. Conversely, most of these studies have revolved around university students, and more so in workplace learning. Yet, mobile collaborative learning can be in the same way facilitate out-of-school learning in non-formal context as the case with smallholder farming communities. In the face of changing climate, farmers could benefit from frequent updates about learning for livelihoods which mobile technologies like mobile phones can support. Mobiles allow learning to take place in the learners’ usual environment, and nurtures people engagement. Given their peculiar characteristics, farmers’ learning is tailored to address livelihood challenges where knowledge and the knowing process is highly situated, contextualised, and effectively shared in collaborative ways with the help of mobile phones that have been recognised as strong media within their reach. In this study therefore, focus is mainly to explore and extend knowledge on how mobile technologies like mobile phones can be leveraged to support collaborative learning in non-formal contexts.

Methodologically, a qualitative study through interviews, participant’s observations and focused group discussions aided an analysis of mobile collaborative learning experiences from smallholder farmers in western Uganda (Greater Bushenyi Region) in the mobile for development projects. Social capital theoretical lense aided this exploration by identifying the essential actors, networks, bonds and bridges that facilitated mobile phones to support collaborative learning. Findings show that mobile phones were central in establishing individual and group social relationships, improved communication, and effected group learning among farmers; as elements of collaborative activities. Using content on the mobile phones, farmers were in position to work together, construct new knowledge, with shared meaning since information was easily digestible by farmers who had access to mobile phones and later shared among those with no access through networks and available bonds within communities. Conclusively given the nature of smallholders, who often come with varied experiences, active learning became a social and a non-formal process highly achieved through collaboration with others. Social capital facilitated mobile collaborative learning activities which allowed for constant engagements and knowledge applicability among farmers in this community of practice.

Improving Online Interaction for Learning among Blended Distance Learning at Makerere University

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Abstract
This article reports the findings on the study done to improve interaction among distance learners offering the blended Bachelor of Education (B.Ed) programme at Makerere University using Makerere University eLearning Environment (MUELE). The study attempts to answer the research question of how can MUELE be used to improve learner interaction on the blended B.Ed programme at Makerere University. The question is answered personal reflection of the experience of tutoring E-teaching I and II courses offered by the University of Agder, Norway, on a Forum (Fronter) in relation to Gilly Salmon’s Five Stage Model of E-Learning that focuses on: 1). Access and motivation, 2). Online socialization, 3). Information exchange, 4). Knowledge construction and; 5). Development. Focus has been paid on three key variables of tutoring roles that is, 1). Tutor support to students as a group; 2). Tutor support to students as individuals; and 3). Opportunities for students to support each other. The methodology used was active participation and observation, as well as critical reflection and analysis for a period of 10 months of online tutoring. Findings indicate that support often occurred to participants in groups by the tutor was in form of face-to-face instruction; notices for upcoming tasks and quizzes; deadline reminders for ongoing tasks; tips and hints for effective task handling; complementing and supplementing discussions; providing links for further reading. For individual students, support was offered through commenting on hand-in assignments and personalized blogs, personalized emails; telephone contacts; and face-to-face meetings. A number of circumstances prompted use of such forms of support, students were offered opportunities for peer reviews, collaboration, and knowledge creation. It was observed that whereas e-teaching I and II courses were designed typically as online tutor-supported courses, a blended aspect allowing face-to-face instruction was useful to effect access and motivation as well as successful course completion especially for the Ugandan participants. Conclusively, the presence of a local tutor also played a key role in helping the Ugandan participants catch up with their International counterparts.

**Keywords:**
by adopting the Affordance eLearning design framework because of its ability to match tasks with technologies to construct e-learning task designs. This study was done among 54 students offering a course titled Evolution of societies and heritage in Africa on the B.Ed programme and worked in groups of 5. Qualitative approaches to data collection and analysis were used. These included semi-structured interviews and observation of the interaction logs within the groups and open forums. The data was transcribed and validated by a second person and then analysed through creation of themes. The results revealed that MUELE affordances coupled with well-structured activities increased interaction among learners. The affordances of MUELE like media, temporal and navigational enabled students to interact by reading through the course materials, sharing individual ideas about the activities and peer feedback. Similarly, the way the activities were set up and organised enhanced student engagement and also enabled multiple feedbacks from both individuals and groups. Other factors that accelerated interactions and participation was grading of contributions and regular tutor presence because they received timely interventions and prompts for further discussions. In conclusion, MUELE can assist in improving learner interactions among the B.Ed students because of its affordances. However, it was significantly observed that technology alone cannot bring about interaction among students but the way the activity is structured to cause interaction to happen. In other words, the activity must be as collaborative as possible.

**Key Words:** Interaction, Blended Learning, Distance Education, eLearning

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**Using Emerging Technologies to Cultivate Learner-Instructor Interaction In History Education; A Case of Makerere University.**

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**Abstract**

This study focused on the use of Emerging Technologies (Ets) to cultivate Learner-Instructor Interaction in History Education (HE) with the purpose of pedagogical improvement from the current traditional and non-interactive approach to a more interactive, participative and collaborative mode that will help address the problem of rote learning and meet the complex and dynamic needs of the 21st century learner. Traditional pedagogies in humanities education renders students mere recipients of knowledge, and yet learning is an active endeavor and an outcome of learner engagement and participation (Vygotsky, 1978, Shackelford, 2012). This current pedagogy trend in HE portrays students as mere listeners who simply cram notes to pass exams and then passed out as graduate teachers (Lauwerie & Akkari, 2015). This situation has made many critics of pedagogies in humanities education renders students mere recipients of knowledge, and yet learning is an active endeavor and an outcome of learner engagement and participation (Vygotsky, 1978, Shackelford, 2012). This current pedagogy trend in HE portrays students as mere listeners who simply cram notes to pass exams and then passed out as graduate teachers (Lauwerie & Akkari, 2015). This situation has made many critics of pedagogies in humanities education render...
Tertiary Education in Transition: Challenges Going from Teacher-Centered to Learner-Centered Education

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Abstract
Higher education institutions are transforming. The traditional, fixed curriculum combined with lectures are no longer sufficient. Education systems must adapt to the information age. Teacher-Centered delivery of necessity becomes more learner- and learning centered. Computer supported learning, mobile learning, life-long learning, blended learning, problem-based collaborative learning penetrate tertiary levels of education. This is to some extent incompatible with the traditional remuneration system for university teachers, in which they basically are paid for lecturing. Many universities furthermore give credit points in accordance with number of pages to read in a fixed curriculum and an all-decisive summative end of term exam. This system is gradually becoming obsolete with increasingly learning-centered modes. Remuneration of university teachers and credit systems must adapt to the new realities of the information age. If not, teachers adopting modern forms of education risk more work but less pay.

Keywords: Tertiary Education in Transition, Teacher-Centered Education, Learner-Centered Education

Participants in one of the Multimedia Training Workshops

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