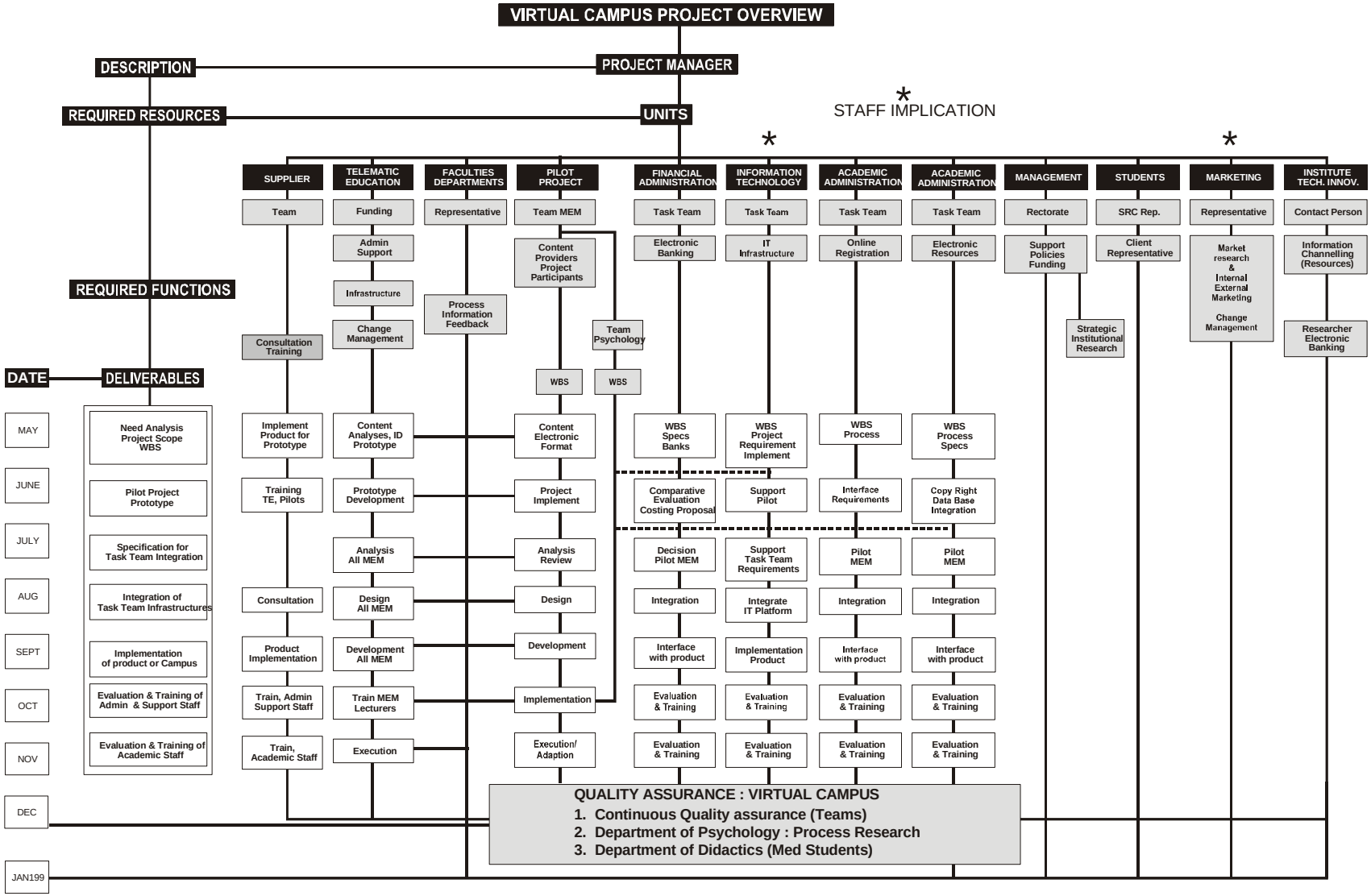
Annexure A

Major motivational condition	Motivational purpose	Motivational strategy
Conclusion (beginning learning activities)	To engender an awareness and feeling of connection among adults	1. Allow for introductions 2. Provide an opportunity for multidimensional sharing 3. Concretely indicate your cooperative intentions to help adults learn 4. Share something of value with your adult learners 5. Use collaborative and cooperative learning 6. Clearly identify the learning objectives and goals for instruction 7. Emphasise the human purpose of what is being learned and its relationship to the learners' personal lives and contemporary situations
	To create a climate of respect among adults	8. Assess learners' current expectations and needs and their previous experience as it relates to your course or training 9. Explicitly introduce important norms and participation guidelines 10. When issuing mandatory assignments or training requirements, give your rationale for these stipulations 11. To the degree authentically possible, reflect the language, perspective, and attitudes of adult learners 12. Introduce the concepts of comfort zones and learning edges to help learners accommodate more intense emotions during episodes of new learning 13. Acknowledge different ways of knowing, different languages, and different levels of knowledge or skill to engender a safe learning environment
Attitude (beginning learning activities)	To build a positive attitude toward the subject	14. Eliminate or minimize any negative conditions that surround the subject 15. Ensure successful learning with mastery learning conditions 16. Positively confront the erroneous beliefs, expectations, and assumption that may underlie a negative learner attitude 17. Use assisted learning to scaffold complex learning
	To develop positive self-concepts for learning	18. Encourage the learner 19. Promote the learner's personal control of the context of learning 20. Help learners accurately attribute their success to their capability, effort and knowledge 21. When learning tasks are suitable to learners' capability, help learners understand that effort and knowledge can overcome their failures
	To establish expectancy for success	22. Make the criteria of assessment as fair and clear as possible 23. Use relevant models to demonstrate expected learning 24. Announce the expected amount of time needed for study and practice for successful learning 25. Use goal-setting methods 26. Use contracting methods

	To create relevant learning experiences	27. Use the five entry points suggested by multiple intelligence research as ways of learning about a topic or concept 28. Make the learning activity an irresistible invitation to learn 29. Use the K-W-L strategy to introduce new topics and concepts 30. Use brain-storming webs to develop and link new information
Meaning (during learning activities)	To maintain learners' attention	31. Provide frequent response opportunities to all learners on an equitable basis. 32. Help learners realize their accountability for what they are learning 33. Provide variety in personal presentation style, modes of instruction and learning materials 34. Introduce, connect and end learning activities attractively and clearly 35. Selectively use breaks, physical exercises and energises
	To invite and evoke learners' interest	36. Relate learning to adult interests, concerns and values 37. When possible clearly state or demonstrate the benefits that will result from learning activity 38. While instructing, use humour liberally and frequently 39. Selectively introduce parapathic emotions 40. Selectively use examples, analogies, metaphors, and stories 41. Use uncertainty, anticipation and prediction to the degree that learners enjoy them with a sense of security
	To develop engagement and challenge with adult learners	42. Use critical questions to stimulate learner engagement and challenge 43. Use relevant problems to facilitate learning 44. Use an intriguing problem to make instructional material meaningful 45. Use case study methods to enhance meaning 46. Use simulations and role-playing to enhance meaning with a more realistic context 47. Use invention, artistry, imagination and enactment to render meaning and emotion in learning
Competence (ending learning activities)	To engender competence with assessment	48. Provide effective feedback 49. Avoid cultural bias in assessment procedures 50. Make assessment tasks and criteria known to learners 51. Use authentic performance tasks to enable adults to apply what they are learning to their real lives 52. Provide opportunities for adults to demonstrate their learning in ways that reflect their multiple sources of knowing 53. When using rubrics make sure they assess the essential features of performance and are fair, valid and sufficiently clear 54. Use self-assessment methods to improve learning and to provide learners with the opportunity to construct relevant insights and connections
	To engender competence with communication	55. When necessary use constructive criticism 56. Effectively praise and reward learning 57. Acknowledge and affirm the learner's responsibility and any significant actions or characteristics that contributed to individual or group learning 58. Use incentives to develop and maintain adult motivation in learning activities that are unappealing but personally valued 59. When learning has natural consequences help learners to be aware of them and of their impact 60. Provide positive closure at the end of significant units of learning

Wlodkowski's summary of motivational strategies (1999:294-297

Annexure B


VIRTUAL CAMPUS PROJECT OVERVIEW
DESCRIPTION
PROJECT MANAGER
REQUIRED RESOURCES
UNITS
STAFF IMPLICATION
REQUIRED FUNCTIONS
DATE
DELIVERABLES
SUPPLIER
TELEMATIC EDUCATION
FACULTIES DEPARTMENTS
PILOT PROJECT
FINANCIAL ADMINISTRATION
INFORMATION TECHNOLOGY
ACADEMIC ADMINISTRATION
ACADEMIC ADMINISTRATION
MANAGEMENT
STUDENTS
MARKETING
INSTITUTE TECH. INNOV.
Team
Funding
Representative
Team MEM
Task Team
Task Team
Task Team
Task Team
Rectorate
SRC Rep.
Representative
Contact Person
Admin Support
Content Providers Project Participants
Electronic Banking
IT Infrastructure
Online Registration
Electronic Resources
Support Policies Funding
Client Representative
Market research & Internal External Marketing
Change Management
Information Channelling (Resources)
Infrastructure
Process Information Feedback
Change Management
Team Psychology
Consultation Training
Strategic Institutional Research
Researcher Electronic Banking
WBS
WBS
MAY
JUNE
JULY
AUG
SEPT
OCT
NOV
DEC
JAN199
Need Analysis Project Scope WBS
Pilot Project Prototype
Specification for Task Team Integration
Integration of Task Team Infrastructures
Implementation of product or Campus
Evaluation & Training of Admin & Support Staff
Evaluation & Training of Academic Staff
Implement Product for Prototype
Training TE, Pilots
Consultation
Product Implementation
Train, Admin Support Staff
Train, Academic Staff
Content Analyses, ID Prototype
Prototype Development
Analysis All MEM
Design All MEM
Development All MEM
Train MEM Lecturers
Execution
Content Electronic Format
Project Implement
Analysis Review
Design
Development
Implementation
Execution/ Adaption
WBS Specs Banks
Comparative Evaluation Costing Proposal
Decision Pilot MEM
Integration
Interface with product
Evaluation & Training
Evaluation & Training
WBS Project Requirement Implement
Support Pilot
Support Task Team Requirements
Integrate IT Platform
Implementation Product
Evaluation & Training
Evaluation & Training
WBS Process
Interface Requirements
Pilot MEM
Integration
Interface with product
Evaluation & Training
Evaluation & Training
WBS Process Specs
Copy Right Data Base Integration
Pilot MEM
Integration
Interface with product
Evaluation & Training
Evaluation & Training
QUALITY ASSURANCE : VIRTUAL CAMPUS
1. Continuous Quality assurance (Teams)
2. Department of Psychology : Process Research
3. Department of Didactics (Med Students)

Annexure C

1. Deliverables

1.2 Information technology

Task: Provide the required infrastructure for the virtual campus and to assist with the integration of the other task teams' deliverables with the virtual campus. The tasks can be specified as follows:

***Deliverable met / not met** *✓ indicates success **x** indicates failure
• Provide the required network capability on campus, to the satellite campuses and investigate what will be required for staff and students accessing the virtual campus from remote locations, other than campus sites. ✓ • Provide and maintain the server for the virtual campus, which will be the integrated interface for teaching, learning and research activities via the web. ✓ • Provide access to this server from the various servers used by departments ✓ • Provide an upgrade plan to provide connectivity for all staff members, which (currently) means a Pentium with a web browser. ✓ • Assist in determining the protocols for the integrated system, i.e. what will be required at the client server side for staff and residential and remote students, security measures that are aligned with best practice internationally. ✓ • Provide a plan on the location of computer centres where students will have access to the virtual campus (only the Extranet and the Internet), whether through network ports provided or through fully equipped centres. ✓ • Assist with the integration of the virtual Academic Information Service and the virtual campus in terms of database access and the protocols involved in accessing full text articles from Ariel and from physically scanned articles, information retrieval. ✓ • Assist Academic Administration in the process of integrating the student administration database (part of Unikom) with the virtual campus to achieve a fully-fledged real time application ✓and eventually registration **x** procedure via the Web. • Assist Academic Administration to develop and maintain a sophisticated Yearbook system on the Web. **x**

- Assist Financial Administration in determining which Banking institution or electronic commerce company provides the required security protocols for handling online payment via credit card and smart cards and to assist with providing students with their financial records via the virtual campus. ✓
- Assist in the evaluation of the most appropriate virtual campus solution (student management system) for the virtual campus. ✓

Constraints: members have full work loads to account for, lack of expertise where Unikom and web integration is concerned. Unikom is not on schedule and capacity and available time to our mainframe programmers is inadequate. Solution for the latter – liaison with Stellenbosch and Potchefstroom.

1.2 Academic Administration

Task: to integrate the student administration database with the virtual campus on the Web. To provide a more sophisticated and real-time yearbook. The task can be specified as follows:

***Deliverable met / not met**

*****✓ indicates success
x indicates failure

- Determine the procedure to enable an integrated, uniform, fully-fledged and real-time application via the virtual campus and provide an implementation plan. Investigate the current system and determine whether the current application form is still relevant in light of rapid response and a more streamlined process to ensure a service that captures prospective students and does not result in frustration or loss of interest owing to a laborious, time-consuming process. ✓ How will the system deal with multiple applications across faculties? **x**
- Provide an updated yearbook and investigate a more sophisticated system that could be linked to requirements, checks and validation procedures as a first-phase implementation of the registration process. This will include the exam timetables and practicals of courses and an interactive courseware selection procedure that provides feedback on particular subject course combinations. The path through the information should be defined. **x**
- Determine the protocols for full registration via the virtual campus in terms of viability, security, and feasibility: capacity. What kind of expert system will be required to fulfil the needs of individual departments? What are the security issues for remote students, new students and students that are reregistering? **x**
- Update Unikom and the entry requirements for the year 2000 intake. ✓
- Develop a contingency plan to accommodate telematic projects via the Web that are already being planned. ✓

- Develop a framework of recognition of prior learning in consultation with departments that can be used for articulation purposes. **x**

- Investigate NQF requirements in terms of how courses will be structured as well as existing software that can be used for academic staff to structure their courses appropriately. **x**

Constraints: members have full work loads to account for, lack of expertise where Unikom and web integration is concerned. Unikom is not on schedule and capacity and available time to our mainframe programmers is inadequate. Lack of capacity.

1.3 Academic Information Service

Task: To align the virtual Academic Information Service project with the virtual campus project and to add certain functions and services as part of the virtual campus project. The task can be specified as follows:

***Deliverable met / not met**

*****✓ indicates success

x indicates failure

- Establish workstations and laboratories in Academic Information Service where students can access the virtual campus. ✓

- Determine and deploy a procedure and infrastructure to integrate electronic information delivery systems (e.g. Ariel) with the virtual campus. ✓

- Determine and deploy a procedure and infrastructure to scan articles and other information such as study guides, exam papers and FAQ (only master copies) required for courses. This includes the protocol involved in the digitising of information and the software required, i.e. is Adobe the most appropriate solution in terms of not being able to edit online information, what are the bandwidth issues and where should OCR be loaded? Should .tif files be converted into .jpeg files and what are the implications for editing online information if it is available in character format? What implications will it have for capacity in terms of infrastructure and staffing? ✓

- Integrate existing databases on the network and integrate them with the virtual campus. ✓

- Determine copyright procedures of all types of course-related information, whether from and internal or external source that will be accessed via the virtual campus. Provide a plan on how copy right for electronic information will be negotiated (for example current negotiations with DALRO) and whether it will be a decentralised function. ✓

- Link the electronic retrieval engine with the virtual campus and provide for an interface for enquiries via the virtual campus that staff and students can access. ✓

- Make recent exam papers available on the virtual campus. ✓
- Assign AIS staff members to Telematic project teams. ✓
- Train staff and students to use abovementioned services. ✓
- Investigate and deploy the use of computer-based training programs.✓
- Determine budgeting and pricing implications for departments and students of providing/accessing online information such as prescribed books, photocopying costs and copyright costs. ✓
- Who will be responsible to write a plan for knowledge assimilation, administration and delivery at the University? How can we find a mechanism to determine what is available, where it is available and in what format? **x**
- Link all Academic Information student financial transactions with the online student payment system that Financial Administration will put in place. **x**

1.4 Financial Administration

- **Task:** Investigate, evaluate and implement online banking and the outsourcing of student payment to a banking institution. Investigate how payment for online courses should be structured and provide student's financial records via the virtual campus. The task can be specified as follows:

***Deliverable met / not met**

*****✓ indicates success
x indicates failure

- Provide specifications on online banking to banking institutions.✓
- Evaluate the services provided by banking institutions in terms of online banking, including electronic commerce companies.✓
- Submit a proposal on the most appropriate banking institution / company, including a comparative evaluation of various solutions and the financial implications, cost saving / benefits of the identified solution.✓
- Assist Academic Administration to determine how payment for online courses will be structured.✓

Constraints: Members have full workloads to account for. Policy guidelines from management will be required upon submission of proposal.

1.5 Telematic Education

***Deliverable met / not met** *✓ indicates success **x** indicates failure
• Telematic Education will provide the infrastructure to design and develop educationally sound courseware for the virtual campus through project-based instructional design processes. The department is also instrumental in conducting continual action research and development in instructional technology and flexible learning. In order to fulfil this support role it is currently in a process of re-engineering to create capacity in terms of expertise and infrastructure relating to web-based courseware design and development. ✓

1.6 Web course management system for the virtual campus

***Deliverable met / not met** *✓ indicates success **x** indicates failure
• The system will provide an integrated architecture that will be accessible to staff and students – information access will depend on their various roles and authorisation. ✓

1.7 Academic Programme Pilot Project: Master's in Engineering Management

***Deliverable met / not met** *✓ indicates success **x** indicates failure
• Scheduled to be redesigned and developed in selected web-based learning solution/course management system to be operational 1999. ✓

2. Outstanding Issues

- Formal Change Management plan for the University
- Plan on training implications for administration and academic staff and students – specifically to use the virtual campus interface
- Plan on overall Quality Assurance
- Marketing
- Performance Management

3. Future Prospects

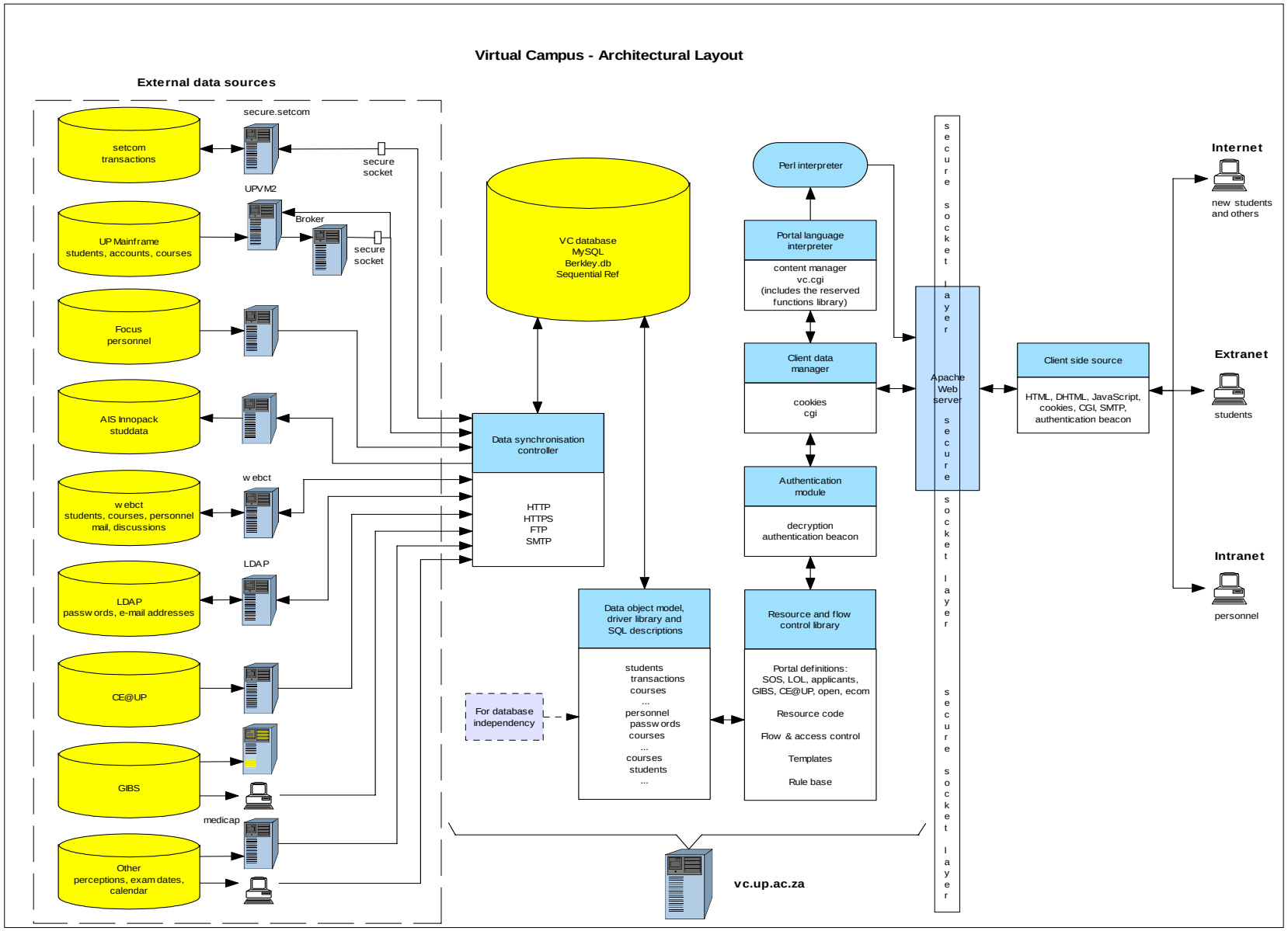
If we are considering partnering with other virtual campuses it will entail the joint use of telecommunication equipment and networks. Pro-active planning on cost sharing would be advised. It will be necessary to develop articulation agreements and procedures and effective mechanisms to assess prior learning and the question of which institution confers a credential in an environment of multiple course providers will need to be resolved (implications of NQF?). There are also policy issues such as the language policy that will have to be re-considered – do we have the capacity to produce information on the virtual campus in both languages?

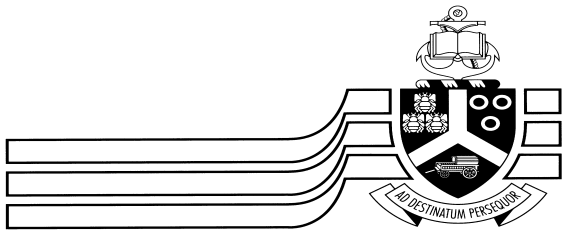
4. Recommendations

If the strategic vision of the University entails a gradual transformation to become a virtual university or have a virtual campus that is integrated with existing practice, additional resources will have to be allocated in terms of funding reallocation, additional human resources or re-engineering of the capacity at the University (re-skilling and infrastructure). Understandably, this can only be done once the implications are clearly delineated. This will be done to a significant extent by the beginning of August 1998. Yet owing to the nature of the field it requires flexibility in terms of funding allocation in a context where it is not always rand and cent specific. A long-term financial plan for the whole University is required.

Although a `grass roots' operational approach is sound with regard to ownership, top-down assistance will also be required in light of the matrix project management being followed which causes a situation whereby processes that will have considerable impact on the institution are either being slighted or delayed on the one hand or done by staff who are not certain to what extent they may spend time on the project and/or stretching their capacity to such a degree that they will not be able to continue producing at the same pace. Support from their line managers is required and a revision on workload will become imperative for the success of this project.

Annexure D


Virtual Campus - Architectural Layout
External data sources
secure.setcom
setcom transactions
secure socket
UPVM2
Broker
UP Mainframe students, accounts, courses
secure socket
Focus personnel
AIS Innopack studdata
w ebct
w ebct students, courses, personnel mail, discussions
LDAP
LDAP passw ords, e-mail addresses
CE@UP
GIBS
medicap
Other perceptions, exam dates, calendar
VC database MySQL Berkley.db Sequential Ref
Data synchronisation controller
HTTP HTTPS FTP SMTP
Data object model, driver library and SQL descriptions
students transactions courses ... personnel passw ords courses ... courses students ...
For database independency
Perl interpreter
Portal language interpreter
content manager vc.cgi (includes the reserved functions library)
Client data manager
cookies cgi
Authentication module
decryption authentication beacon
Resource and flow control library
Portal definitions: SOS, LOL, applicants, GIBS, CE@UP, open, ecom
Resource code
Flow & access control
Templates
Rule base
secure socket layer
Apache Web server
secure socket layer
Client side source
HTML, DHTML, JavaScript, cookies, CGI, SMTP, authentication beacon
Internet
new students and others
Extranet
students
Intranet
personnel
vc.up.ac.za



University of Pretoria

Annexure E

Telematic Learning and Education Innovation

Service Level Agreement

Introduction	The Department of Telematic Learning and Education Innovation (TLEI) strives to provide exceptional service to its users in academic departments. In order to meet expectations, it is necessary to reach agreement on the development process and mutual commitments.
Services	In addition to web-based and multimedia course development, the E-education division of TLEI offers graphic, video and photographic services. TLEI recommends that Departments make use of these services to ensure a high standard of quality.
Projects	TLEI can only allocate internal resources to projects where the required project proposal has been approved by the Steering Committee for Telematic Learning and Education Innovation. ☞ For details about the submission of project proposals, see http://www.up.ac.za/telematic/intranet/iproject/project.htm
Ownership	The ownership of a Telematic project resides with the Academic Department and therefore the Project Leader is usually the Head of Department or appointed senior lecturer.
Management of seed funds	The seed funds allocated by the Steering Committee to a project are managed by the Project Leader in the academic department. ☞ For details see http://www.up.ac.za/telematic/intranet/iproject/vesbest.htm
Project team	For each project approved by the Steering Committee a project team is appointed consisting of the following role players: ● Project Leader (Head of Academic Department) ● Project Manager (TLEI) ● Lecturer/s ● Instructional Designer (TLEI) ● Educational adviser (TLEI) ● Information specialist (AIS)

- Graphic artist (TLEI)
- Other support services, if necessary

Web Content Development : Web based courses

Study guide	• The final version of the course study guide, complying with our minimum requirements, is the source document for the initial HTML development of web-based courses.
Development time	• Allow **two weeks** for the development of the prototype after the final study guide had been submitted to TLEI. This development period may need to be extended for comprehensive courses including for e.g. a large volume of course content, interactivity, intricate navigation systems and scanned articles. • If the prototype is intended as a template for further modules, allow **one week per module** after the final version of each study guide has been submitted. • All development and QA should be scheduled for completion at least one week before the commencement of the course.
Formats	• Do not use styles, underlined text, colours, highlights, track changes, hyperlinks and strange fonts when preparing the study guide. • Specified fonts : Arial and Times New Roman • Do not "Save as HTML" in Word. • Hyperlinks will be added by the web developer.
Instructions to the web developer	• Instructions to the developer should be submitted electronically in a separate document and must not be included in the study guide.
Graphic design	• Graphic work is completed simultaneously with the development of the web pages. • Evaluation of the prototype includes evaluation of the look and feel and general graphic design.

Services for the account of the Academic Department	• The Academic Department will be invoiced for the following services:
	  • Commercial images from an image library
	  • Scanning
	  • Photography
	  • CD reproduction
	  • Video shooting and editing
	  • Copyright clearance for video / sound clips used by TLEI in developing a product
	• Price lists, which are updated bi-annually, are available from TLEI and Departments are required to familiarise themselves with the current price list.

Reproduction of CD-ROMS – Art work for the inlays	• The art work for the front and back inlays of the CD-ROM is discussed at the time of the evaluation of the prototype. • The graphic design section of TLEI will submit a concept design. • Reproduction of these inlays is outsourced and takes 5 working days after final approval of the design by the project leader.
Reproduction of CD-ROMS – duplication of CD-ROMS	• The graphic design section of TLEI will reproduce a maximum of 5 CD-ROMS for demonstration purposes. • Reproduction of more than 50 CD-ROMS is outsourced, and takes 4 working days from the time of the placement of the order to final delivery to TLEI. • In-house reproduction will take 3 working days once the Project Leader and Instructional Designer are satisfied that all the content is ready for the CD-ROM.
Quality Assurance	• Departments submitting video and photographic content which they have produced themselves must ensure that they comply with the standards documents produced by TLEI. • The Project Team is responsible for quality assurance of course design and development. • All interface design for web courses developed by lecturers themselves is subject to approval by the Project team. • The Project Leader is required to participate in the QA sessions and to sign off the QA report when the web course is acceptable. • After sign-off, the web course is transferred to the Virtual Campus, for live delivery to students. • Once the course is on the Virtual Campus, the content may not be changed during the semester, with the exception of dates and/or small errors.
Maintenance	• In the event that more than 6 HTML pages require editing, a reasonable time schedule must be negotiated with the Project Manager. • Smaller changes to content must be requested electronically in the following format, referring to either the study guide or the actual web page : Example Study guide <u>p.1 – par. 2.</u> Replace “workshop date to be announced” with “Workshop : 15 September 2000” OR Web page <u>Under Workshops : par 2.</u> Replace “workshop date to be announced” with “Workshop : 15 September 2000” • Handwritten changes will not be accepted. • An annual review of the course can be negotiated with the Project Manager.

Additional content	• A reasonable delivery date should be negotiated with the Project Manager in the event that additional content needs to be added to the study guide. • It is the lecturer's responsibility to inform students of additional material/changes via the Discussions Tool.
Facilitation of learning	• It is the lecturer's responsibility to facilitate the learning process and to ensure that communication takes place, making use of the communication tools in WebCT.
Marks	• It is the responsibility of the lecturer to add and release students' marks in the WebCT course.

I hereby agree to the above requirements.

Signed Date:

…… ……

Project Leader in Academic Department

Signed Date:

…… ……

Project Manager (TLEI)

Roles:

Instructional Designer (TLEI) 	There are eight instructional designers at TLEI. Their responsibilities include: • consult frequently with the lecturer/s • report problems to project managers • provide guidance and suggestions about the content, strategy and structure of the web based course • design, develop and demonstrate the prototype • participate in evaluating the prototype • design and develop the course • ensure that agreed deadlines are met • follow quality assurance guidelines • carry out ongoing formative evaluation • participate in the Quality Assurance team • implement changes, edits required after evaluation • liaise with systems experts with respect to student registration, uploading course to production system • organise and present student orientation sessions • load student survey and download results • carry out ongoing maintenance of the course according to negotiated delivery times
Educational Consultant (TLEI) 	Educational consultants are based in the Education Innovation division of TLEI. Their services include: • collaborate on education philosophy and learning models (macro design) • provide assistance with the development of outcomes based curricula in compliance with SAQA requirements • guide and support the lecturer in redesigning the content and structure of courses within a flexible learning environment • advise on teaching and learning strategies • advise on the design and development of assessment strategies and learning activities • advise on the design of learning materials that optimise learner interaction and engagement therewith • advise on techniques to enhance online communication between learners and facilitator and

	between learners • provide relevant resources on teaching and learning theories, techniques and strategies
Information Specialist (AIS) 	Information specialists at the AIS form part of the project team. Their responsibilities include: • source applicable online resources, such as online journal articles and internet sites • scan articles required by the lecturer and provide them to the Instructional Designer in pdf format • create web pages for searching and referencing • advise on reference techniques (for example, the Augmented Harvard Method)
Graphic Artist (TLEI) 	There are four graphic artists at TLEI. Their responsibilities include: • consult with the lecturer, instructional designer and project manager • ensure that agreed deadlines are met with regard to the development of graphics • produce a concept design for the "look and feel" of the online course • produce all the necessary graphics, banners, icons for the course

Roles of stakeholders (Telematic Learning and Education Innovation, 2000c)

Annexure F

Minimum Requirements: *WebCT* courses (TLEI)

The study guide and the course schedule must be submitted as hard copy and electronically, either on disk or as e-mail attachments to the instructional / *WebCT* designer. Contact details of the lecturer(s) concerned, as well as the course title, course code and description must be included.

❖ The **study guide** should be saved as *.rtf (rich text format) in Word.

1. Lecturer(s) details

Minimum*:*

- Name of lecturer(s)
- Telephone & fax numbers
- E-mail address(es)
- Dates/times during which students may contact the lecturer(s)
  OR Link to departmental homepage with the lecturers' information.

Recommended:

- Subject(s) for which the lecturer(s) is/are responsible
- Qualifications

Optional:

- Photo of lecturer(s)
- Research areas
- Titles of conference & journal papers
- Brief CV: Academic and professional experience

2. Schedule / Study Programme

Minimum:

- Overall course schedule (preferably per week) indicating *inter alia*
  - Progress targets for students
  - Dates for assignments
  - Dates for contact sessions
  - Dates for formal tests / examinations (if applicable)

❖ The **schedule** should be prepared in Excel and saved as *.csv (comma delimited format) using the layout as illustrated below:

:date	summary	URL	start time(hh:mm)	end time(hh:mm)	detail
:7/2/2000	Assignment 1				Hand in Assignment 1. Chapter 8 : Block codes.
:28/2/2000	Assignment 2				Hand in Assignment 2. Chapter 8 : Convolutional codes and Coded modulation.
:6/3/2000	Lecture Block 1		08:30	17:00	
:7/3/2000	Lecture Block 1		08:30	17:00	
:8/3/2000	Lecture Block 1		08:30	12:00	Class Test 1. Lecture Block 1.
:27/3/2000	Assignment 3.				Hand in Assignment 3. Chapter 7 : Channel capacity and Coding.
:10/4/2000	Assignment 4.				Hand in Assignment 4. Finite Fields and BCH Codes.
:8/5/2000	Lecture Block 2		08:30	17:00	
:9/5/2000	Lecture Block 2. Demo		08:30	17:00	Lab : BCH encoder / decoder demo.
:10/5/2000	Lecture Block 2.		08:30	12:00	Class Test 2. Lecture Block 2.
:5/6/2000	Assignment 5				Hand in Assignment 5. Chapter 2 : Probability and stochastic processes. Chapter 5 : Source
:26/6/2000	Examination Report				Hand in Examination Report.

3. Learning outcomes

Minimum: Specific outcomes for the course / study units as per SAQA

Recommended:

- Capability statement
- Critical / essential outcomes
- How the outcomes will be assessed

4. Content or Content outline

Minimum:

- Content structure according to topic / theme

Recommended:

- Course notes for each topic / theme
- References for each topic / theme
- Links to relevant multi-media presentations
- Self-assessment for each topic / theme
- Peer assessment for each topic / theme

Optional:

- Glossary

5. Evaluation Tools

Minimum:

- List and description of all individual / group assignments
- List and description of other evaluation tools, such as quizzes, self tests, student presentations etc.
- Due dates and submission instructions

6. References

Minimum:

- Complete bibliography

Recommended*:*

- Links to applicable Web sites
- *Pdf* documents (for example AIS scanned articles)

7. Assessment Policy

Minimum:

- Assessment criteria, methods and evidence required
- Grading weight factors
- Calculation of semester and year marks

8. Communication Tools

Minimum: List and description of communication opportunities

Recommended:

- Telephone
- E-mail
- Discussions (topics)
- Chat rooms

(Telematic Learning and Education Innovation, 2000c)

Annexure G

SERVICE IN SUPPORT OF TELEMATIC LEARNING AND EDUCATION INNOVATION (TLEI)

INTRODUCTION

Support for information services in telematic teaching requires a close partnership between the AIS, the relevant academic department, TLEI and various other departments within the University (e.g. Informational Technology). External players are also partners in the delivery of services (Dalro, Contents Solutions).

THE DELIVERY OF INFORMATION SERVICES IN SUPPORT OF TLEI.

1. Preliminary arrangements before service delivery.

   The nature of the services to be delivered by the AIS in support of telematic teaching is such that it can only be delivered successfully if all the parties concerned agree in advance upon their various responsibilities. The Academic department, the Information Specialist and the designer from TLEI must contract about the following:

   ➢ support in identifying information sources
   format in which information must be made available
   number of students involved
   times when services must be available
   aid to students when necessary

2. Pre-packaging of information sources. Pre-packaging implies that copyright clearance must be obtained in advance and that master copies (electronic or in paper format) must be available.

Policy, guidelines and procedures as applicably when making information resources available:

- Launching of project:

  · The lecturer contacts the relevant Information Specialist and representative of TLEI well in advance
  · They act as a team and the project is planned
  · Master copies (best quality available) are made available

- Copyright Clearance

  The Academic departments and lecturers take responsibility for:

  · The timeous budgeting for copyright as part of the general budgeting process
  · The completion of a request for copyright clearance per course/module per registered student. (NB this request is only valid for one module).

- Adhering to the Copyright Act (10 % or 1 chapter or one article)

- The AIS takes responsibility for:

  - Managing the requests for copyright clearance in cooperation with Dalro.
  - Managing quotations and payments of copyright clearance fees to Dalro

- The question of time

  A period of at least one month is needed by the AIS to prepare the information. This includes:

  - Collection of the material
  - Scanning of material
  - Linking up to UPExplore
  - Design of web pages

- Number of articles:

  The following serves as a guideline:

  - 5 articles for undergraduate courses
  - 10 articles for honours courses
  - 15 articles for M/D courses
  - The number of clients involved will determine the format of delivery

- Technical specifications
  See “Help” screen at: *http://explore.up.ac.za/screens/help.html*

- Support

  Contact the relevant Information Specialist. Particulars are available on the web pages of the courses/modules.

Annexure H

UNIVERSITY OF PRETORIA

WEBCT-SUPPORTED COURSES QUESTIONNAIRE TO LECTURERS

September 2002

1. Do you think the use of WebCT offers more flexibility to students in terms of place, pace and time?

2. Do you support web-based education?

3. Please list and describe constraints that you experience regarding the use of WebCT.

4. Please list your courses and course codes that are offered with WebCT support.

5. How do you facilitate learning in your WebCT supported courses?

6. Do you use WebCT only as a content delivery system?

7. How do you make use of group learning techniques in your WebCT supported courses regarding the following phases?

Before block/contact session	_____ _____
During block/contact session	_____ _____
After block/contact session	_____ _____

8. How do you make use of peer assessment regarding group activities in your WebCT supported courses?

9. Do you use peer evaluation as a formal mark that contributes to the semester marks of students?

10. Please indicate whether you make use of WebCT communication tools (Bulletin Board, Messaging, Chat) to facilitate discussions and indicate which tools you use.

11. Do you make use of the multiple choice testing facility in WebCT?

12. Do you think it is important that interactions between you and students take place between block/contact sessions?

13. What is the average turnaround time of feedback on assignments that you give students?

14. Do you make use of case studies in your WebCT supported courses?

15. Mark with an X what types of activities you use block/contact sessions for:

Lectures	
Class tests	
Group assignments	
Other	(Please describe)

16. What types of interactions take place between you and students between block sessions?

17. If interactions take place between you and students between block sessions, do you make use of WebCT to facilitate interactions?

Role of the lecturer:

Please mark in order of priority (1 – 12) what you consider to be important characteristics of a lecturer who uses WebCT in a course:

	Expertise
	Empathy
	Enthusiasm
	Clarity
	Cultural responsiveness
	Patience
	Positive
	Friendly
	Responsive
	Caring
	Flexible
	Web-smart

Other:_____

Please mark appropriate roles of a lecturer who facilitates web-supported learning:

	Facilitator
	Mediator
	Mentor
	Provocateur (prompts student to think critically and participate)
	Observer
	Participant
	Co-learner
	Assistant
	Community-organiser
	Host
	Other _____

Annexure I

Questionnaire: WebCT – supported programme

Please encircle the relevant programme that you are registered for and indicate your year of study in the right-hand column below.

Programme	Year of study
MEM	
MBA	
MPM	

Please mark the correct column with an X

1. When I learn, I link facts, ideas and notions in order to interpret, infer, propose and judge

1	2	3	4
not at all	sometimes	often	always

2. I contribute new elements of information.

1	2	3	4
not at all	sometimes	often	always

3. I create new knowledge.

1	2	3	4
not at all	sometimes	often	always

4. I propose solutions supported by justification.

1	2	3	4
not at all	sometimes	often	always

5. I make judgements supported by justification.

1	2	3	4
not at all	sometimes	often	always

6. I propose advantages and disadvantages of a situation or solution.

1	2	3	4
not at all	sometimes	often	always

7. Continuous assessment takes place in my courses.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

8. My performance is observed by others versus only private assessment by the lecturer.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

9. I help define the questions in the assignments.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

10. I take an active role in learning.

1	2	3	4
not at all	sometimes	often	always

11. I take a proactive role in learning

1	2	3	4
not at all	sometimes	often	always

12. I cannot complete a cooperative/group assignment without the contribution of others in the group.

1	2	3	4
not at all	sometimes	often	always

13. I remain accountable for a group assignment.

1	2	3	4
not at all	sometimes	often	always

14. Everyone shares leadership in a group assignment.

1	2	3	4
not at all	sometimes	often	always

15. Everyone shares responsibility in a group assignment.

1	2	3	4
not at all	sometimes	often	always

16. The group is involved in processing its effectiveness.

1	2	3	4
not at all	sometimes	often	always

17. The lecturer observes in group assignments.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

18. The lecturer intervenes during group assignments.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

19. Social interaction takes place with other learners.

1	2	3	4
not at all	sometimes	often	always

20. Dialogue with the lecturer takes place via e-mail.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

21. Dialogue with the lecturer takes place via WebCT discussion tools.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

22. Dialogue with the lecturer takes place during block sessions (face-to-face).

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

23. The lecturer answers our questions.

1	2	3	4
not at all	sometimes	often	always

24. We answer the lecturers' questions.

1	2	3	4
not at all	sometimes	often	always

25. My reaction/answer to a question is used by the lecturer to explain new information.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

26. The lecturers' answers to my questions encourage me to reconsider my ideas.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

27. The interactions between block sessions lead to increased learning.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

28. The interactions between block sessions lead to increased participation.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

29. The interactions between block sessions develop communication with the lecturer.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies.

_____

30. The interactions between block sessions develop communication with fellow learners.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

31. The interactions between block sessions enhance elaboration.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

32. The interactions between block sessions enhance retention.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

33. The interactions between block sessions support self-regulation.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

34. The interactions between block sessions support self-directed learning.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

35. The interactions between block sessions increase my motivation.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

36. The interactions between block sessions facilitate negotiation of understanding.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

37. The interactions between block sessions facilitate team building.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

38. The interactions between block sessions facilitate discovery.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

39. The interactions between block sessions facilitate exploration.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

40. The interactions between block sessions facilitate clarification of understanding.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

41. The interactions between block sessions take place on a level of information sharing.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

42. The interactions between block sessions take place on a level of information comparing.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

43. The interactions between block sessions take place on a level of knowledge negotiation.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

44. The interactions between block sessions take place on a level of knowledge , construction (new knowledge).

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

45. The interactions between block sessions take place on a level of knowledge testing.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

46. The interactions between block sessions take place on a level of knowledge application.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

47. Interactions between block sessions aid clarification of my ideas.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

48. Interactions between block sessions aid clarification of my ideas and the ideas of others.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

49. The learning outcomes in my courses build on my prior knowledge.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

50. I can apply what I learn to my work environment.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

51. The assessment criteria allows for multiple perspectives.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

52. The role of the lecturer is to help students learn about the real world.

1	2	3	4
not at all	sometimes	often	always

53. The assignments are too easy to solve.

1	2	3	4
not at all	sometimes	often	always

54. The assignments are too difficult to solve.

1	2	3	4
not at all	sometimes	often	always

55. What I study makes me more competent.

1	2	3	4
not at all	sometimes	often	always

56. My studies help me to be successful.

1	2	3	4
not at all	sometimes	often	always

57. I am responsible for learning to take place.

1	2	3	4
not at all	sometimes	often	always

58. Learning takes place with other people.

1	2	3	4
not at all	sometimes	often	always

59. I prefer learning alone.

1	2	3	4
not at all	sometimes	often	always

60. Feedback in my courses is prompt.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

61. Feedback in my courses is frequent.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

62. Feedback in my courses is positive.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

63. Feedback in my courses is personalized.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

64. Feedback in my courses relates to assessment criteria.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

65. Feedback in my courses is specific.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

66. Feedback in my courses is constructive.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

67. What I apply has visible consequences.

1	2	3	4
not at all	sometimes	often	always

68. The assignments in my courses foster curiosity.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

69. The lecturer fosters curiosity in the subject matter.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

70. The assignments are situated in real-life situations, like case studies.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

71. Assessment is varied (multiple choice, group assignments, individual assignments, exams).

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

72. Assessment is appropriate for the specific courses I take.

1	2	3	4
not at all	sometimes	often	always

If your answer to the above is ***sometimes, often or always***, please list specific courses where this applies

_____

73. I experience barriers in the learning process.

1	2	3	4
not at all	sometimes	often	always

If the answer to the above is ***sometimes, often or always***, please describe them:

_____
_____
_____
_____

74. I feel I have control over the learning experience in terms of when, how and where I learn.

1	2	3	4
not at all	sometimes	often	always

75. The assessment criteria are clear.

1	2	3	4
not at all	sometimes	often	always

76. I exchange resources with fellow learners.

1	2	3	4
not at all	sometimes	often	always

77. I exchange information with fellow learners.

1	2	3	4
not at all	sometimes	often	always

78. I challenge others' contributions.

1	2	3	4
not at all	sometimes	often	always

79. I share knowledge with others.

1	2	3	4
not at all	sometimes	often	always

80. I monitor the efforts of others.

1	2	3	4
not at all	sometimes	often	always

81. I engage in group skills.

1	2	3	4
not at all	sometimes	often	always

82. I receive help and feedback timeously.

1	2	3	4
not at all	sometimes	often	always

Role of the lecturer:

Please mark in order of priority (1 – 12) what you consider to be important characteristics of a lecturer who uses WebCT in a course:

	Expertise
	Empathy
	Enthusiasm
	Clarity
	Cultural responsiveness
	Patience
	Positive
	Friendly
	Responsive
	Caring
	Flexible
	Web-smart

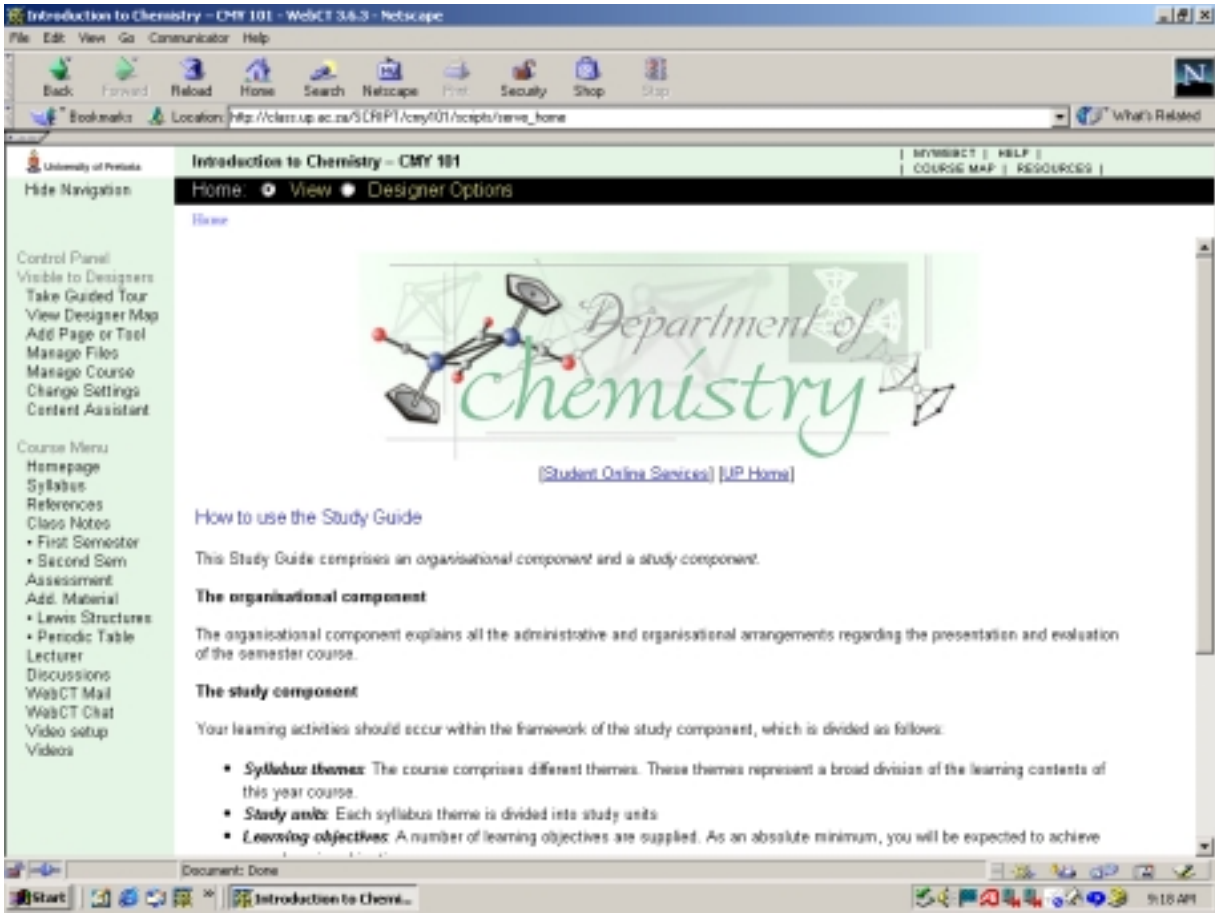
Other:_____

Please mark appropriate roles of a lecturer who facilitates web-supported learning:

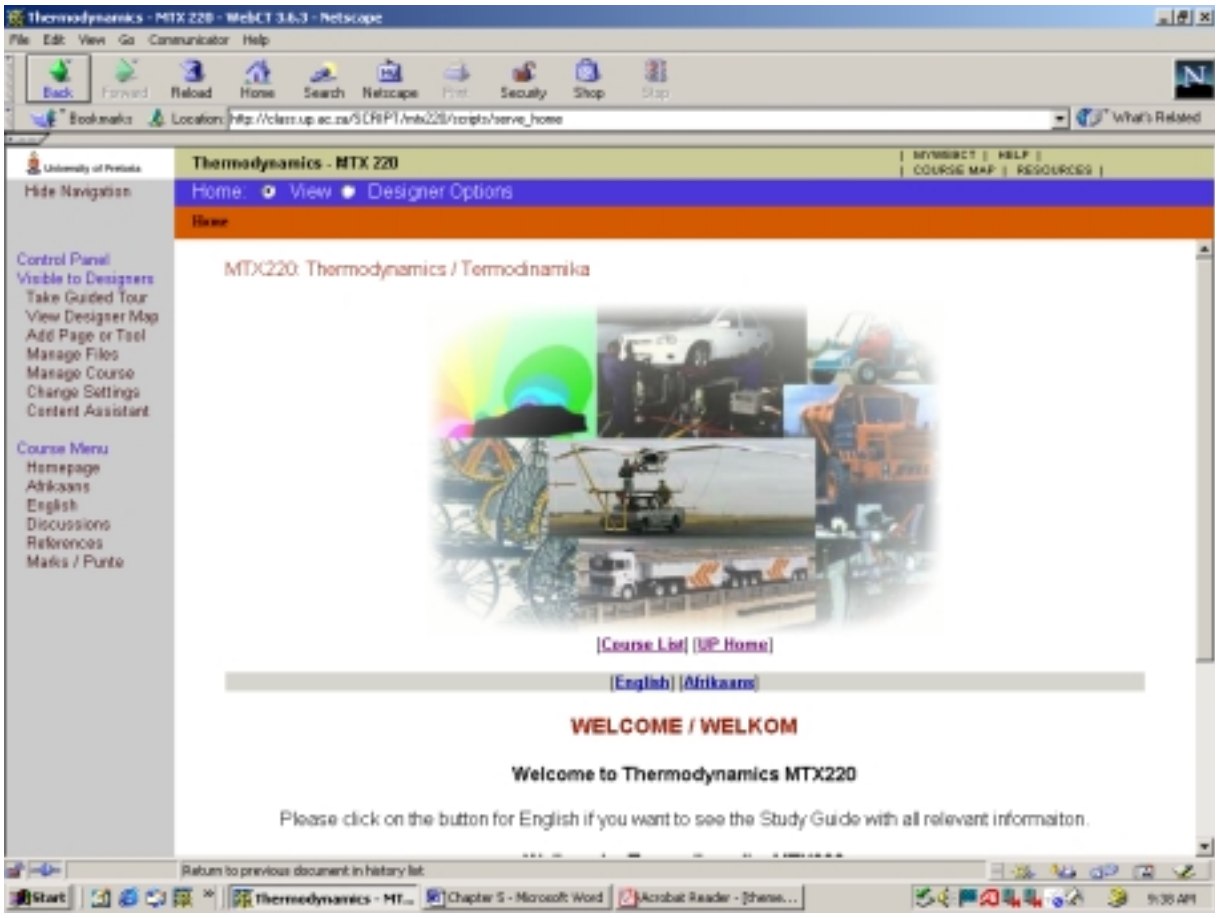
	Facilitator
	Mediator
	Mentor
	Provocateur (prompts me to think critically and participate)
	Observer
	Participant
	Co-learner
	Assistant
	Community-organiser
	Host
	Other _____

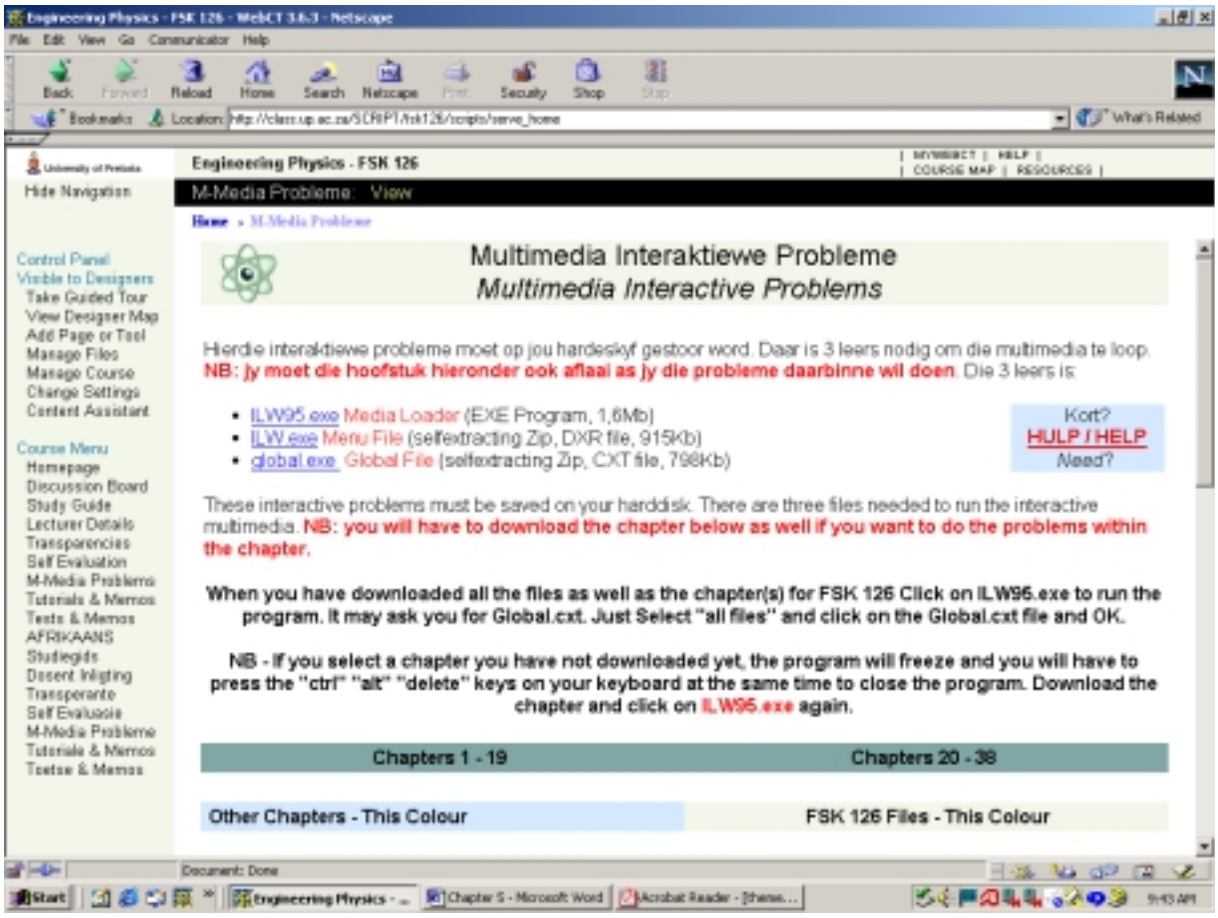
Annexure J

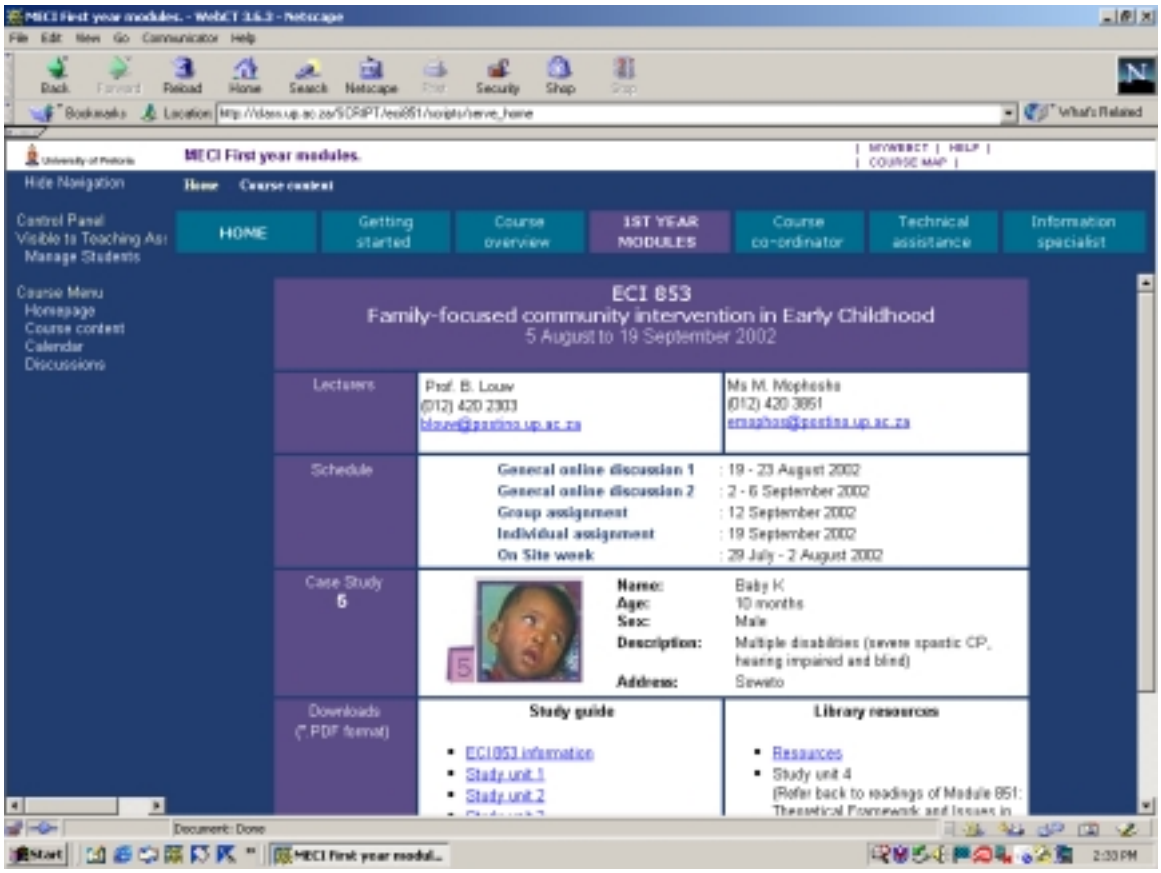
Samples of WebCT courses

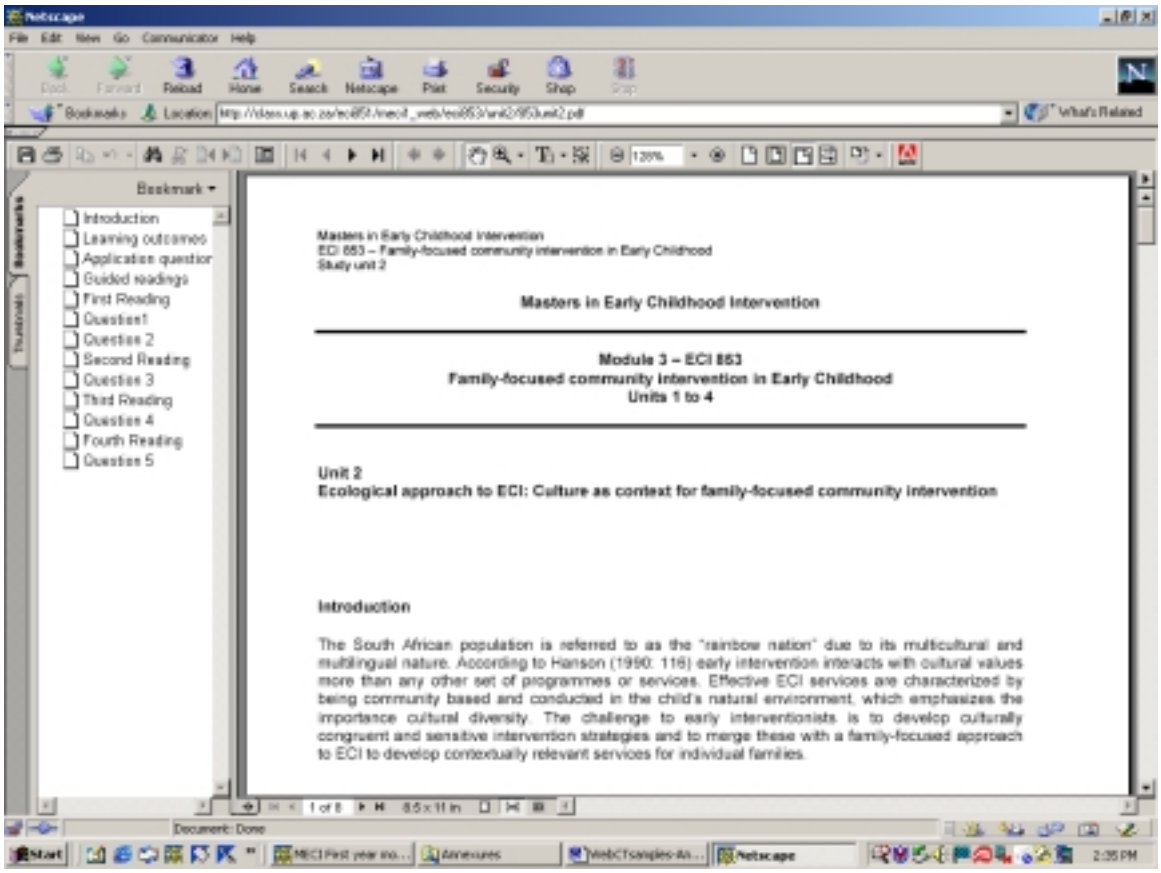



Introduction to Chemistry – CMY 101 - WebCT 3.6.3 - Netscape
Introduction to Chemistry – CMY 101
Hide Navigation
• Lewis Structures: View
Control Panel
Visible to Designers
Take Guided Tour
View Designer Map
Add Page or Tool
Manage Files
Manage Course
Change Settings
Content Assistant
Course Menu
Homepage
Syllabus
References
Class Notes
• First Semester
• Second Sem
Assessment
Add. Material
• Lewis Structures
• Periodic Table
Lecturer
Discussions
WebCT Mail
WebCT Chat
Video setup
Videos
Department of Chemistry
Molecular Geometry, using Lewis Structures, the VSEPR and Valence Bond Theories
These notes should not replace the reading of good text books.
Physical and Chemical properties depend on the geometry of a molecule.
Molecular Geometry (three dimensional structure) depends on the nature of the central atom (with or without d-orbitals): : the bonding electrons and the lone pairs around it.
Use Lewis structures and the VSEPR theory: Valence Shell Electron Pair Repulsion, bonding electrons and lone pairs (the valence electrons) are placed on a sphere as far apart as possible
Use Lewis structures and the Valence bond (VB) theory : Bonding electrons and lone pairs are accommodated in hybridized orbitals, as far apart as possible in three dimensional space
For Molecular Geometry (Structure): the positions of the atomic nuclei will determine the geometry
BP = Bonding Pairs, LP = Lone Pairs
Electron Pair Geometry: AX2 (2 BP)
Document: Done
Start
Introduction to Chemi...
PhD
Chapter 5 - Microsoft Word
9:20 AM


Thermodynamics - MTX 220 - WebCT 3.8.3 - Netscape
File Edit View Go Communicator Help
Back Forward Reload Home Search Netscape Print Security Shop Stop
Bookmarks Location: http://class.up.ac.za/SCRIPT/mtx220/scripts/serve_home
What's Related
University of Pretoria
Thermodynamics - MTX 220
MYOBJECT | HELP | COURSE MAP | RESOURCES |
Hide Navigation
Home: View Designer Options
Home
Control Panel
Visible to Designers
Take Guided Tour
View Designer Map
Add Page or Tool
Manage Files
Manage Course
Change Settings
Content Assistant
Course Menu
Homepage
Afrikaans
English
Discussions
References
Marks / Punte
MTX220: Thermodynamics / Termodinamika
[Course List] [UP Home]
[English] [Afrikaans]
WELCOME / WELKOM
Welcome to Thermodynamics MTX220
Please click on the button for English if you want to see the Study Guide with all relevant informaiton.
Return to previous document in history list
Start
Thermodynamics - MT...
Chapter 5 - Microsoft Word
Acrobat Reader - [these...
9:38 AM


Engineering Physics - FSK 126 - WebCT 3.8.3 - Netscape
Engineering Physics - FSK 126
Hide Navigation
M-Media Probleme: View
Control Panel
Visible to Designers
Take Guided Tour
View Designer Map
Add Page or Tool
Manage Files
Manage Course
Change Settings
Content Assistant
Course Menu
Homepage
Discussion Board
Study Guide
Lecturer Details
Transparencies
Self Evaluation
M-Media Problems
Tutorials & Memos
Tests & Memos
AFRIKAANS
Studiegids
Dosent Inligting
Transperante
Self Evaluasie
M-Media Probleme
Tutoriale & Memos
Toetse & Memos
Multimedia Interaktiewe Probleme
Multimedia Interactive Problems
Hierdie interaktiewe probleme moet op jou hardeskyf gestoor word. Daar is 3 leers nodig om die multimedia te loop.
NB: jy moet die hoofstuk hieronder ook aflaai as jy die probleme daarbinne wil doen. Die 3 leers is:
ILW95.exe Media Loader (EXE Program, 1,6Mb)
ILW.exe Menu File (selfextracting Zip, DXR file, 915Kb)
global.exe Global File (selfextracting Zip, CXT file, 798Kb)
Kort?
HULP / HELP
Need?
These interactive problems must be saved on your harddisk. There are three files needed to run the interactive multimedia. NB: you will have to download the chapter below as well if you want to do the problems within the chapter.
When you have downloaded all the files as well as the chapter(s) for FSK 126 Click on ILW95.exe to run the program. It may ask you for Global.cxt. Just Select "all files" and click on the Global.cxt file and OK.
NB - If you select a chapter you have not downloaded yet, the program will freeze and you will have to press the "ctrl" "alt" "delete" keys on your keyboard at the same time to close the program. Download the chapter and click on ILW95.exe again.
Chapters 1 - 19
Chapters 20 - 38
Other Chapters - This Colour
FSK 126 Files - This Colour


MECI First year modules.
Hide Navigation
Home
Course content
HOME
Getting started
Course overview
1ST YEAR MODULES
Course co-ordinator
Technical assistance
Information specialist
Course Menu
Homepage
Course content
Calendar
Discussions
ECI 853
Family-focused community intervention in Early Childhood
5 August to 19 September 2002
Lecturers
Prof. B. Louw
(012) 420 2303
Ms M. Mophosho
(012) 420 3851
Schedule
General online discussion 1 : 19 - 23 August 2002
General online discussion 2 : 2 - 6 September 2002
Group assignment : 12 September 2002
Individual assignment : 19 September 2002
On Site week : 29 July - 2 August 2002
Case Study 6
Name: Baby K
Age: 10 months
Sex: Male
Description: Multiple disabilities (severe spastic CP, hearing impaired and blind)
Address: Soweto
Downloads (*.PDF format)
Study guide
ECI853 information
Study unit 1
Study unit 2
Library resources
Resources
Study unit 4


Bookmark
Introduction
Learning outcomes
Application questior
Guided readings
First Reading
Question1
Question 2
Second Reading
Question 3
Third Reading
Question 4
Fourth Reading
Question 5
Masters in Early Childhood Intervention
ECI 853 – Family-focused community intervention in Early Childhood
Study unit 2
Masters in Early Childhood Intervention
Module 3 – ECI 853
Family-focused community intervention in Early Childhood
Units 1 to 4
Unit 2
Ecological approach to ECI: Culture as context for family-focused community intervention
Introduction
The South African population is referred to as the "rainbow nation" due to its multicultural and multilingual nature. According to Hanson (1990: 116) early intervention interacts with cultural values more than any other set of programmes or services. Effective ECI services are characterized by being community based and conducted in the child's natural environment, which emphasizes the importance cultural diversity. The challenge to early interventionists is to develop culturally congruent and sensitive intervention strategies and to merge these with a family-focused approach to ECI to develop contextually relevant services for individual families.


Anatomy 151 - WebCT 3.8.3 - Netscape
Anatomy 151
Home: View Designer Options
ANATOMY
ANA151
PARAMEDICAL COURSES
(BCur/BArb/BPhysT)
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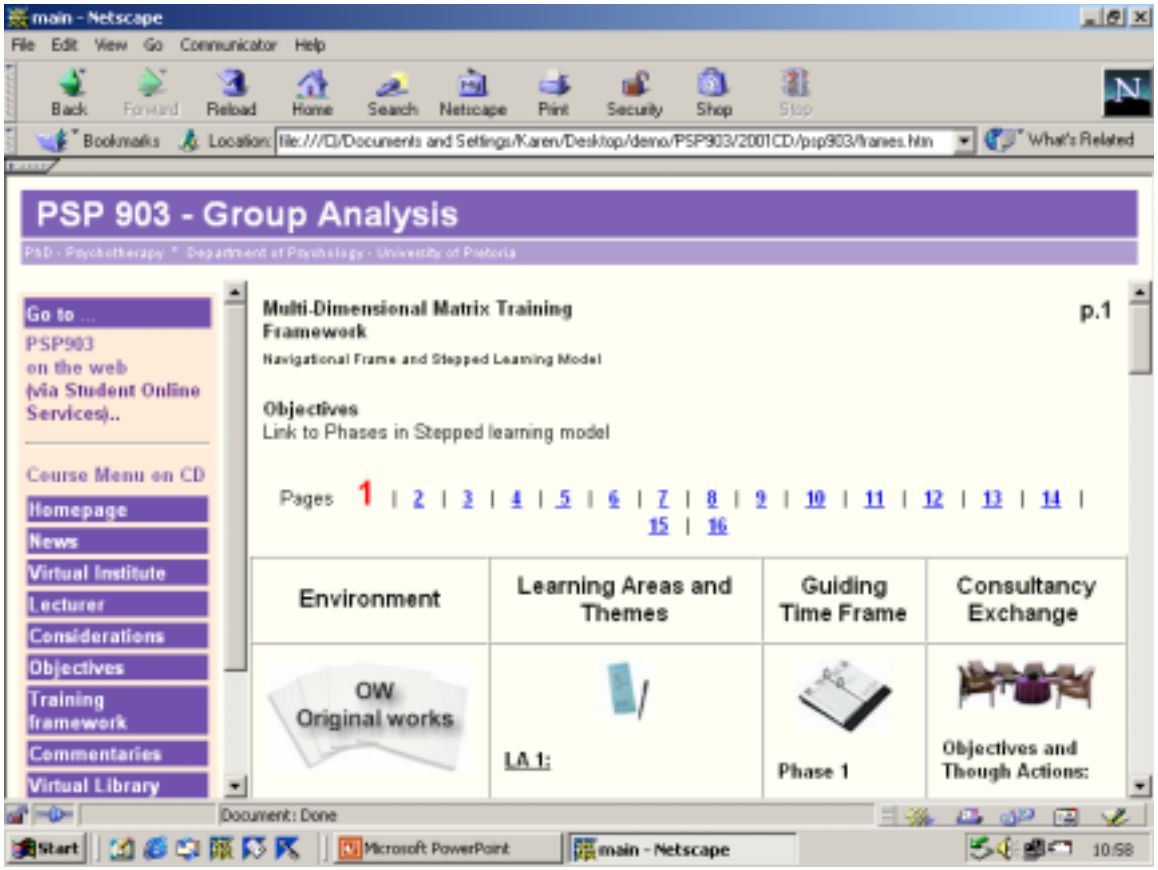
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Glossary

Bandwidth

The difference between the highest and lowest frequencies available for a network signal. A measure of information-carrying capability of a transmission wire; the range of transmission frequency that a network can use. Wider bandwidths can carry more information.

Behaviourism

A theory about learning that is based on a stimulus-response approach in which contiguity, reinforcement and practice are imperative (Gagné & Glaser, 1987:51-56).

Bulletin board

A user can connect to a central host computer, post and read messages, or upload and download software.

Cognitive apprenticeship

An instructional model that includes scaffolding, modelling, reflection and exploration in settings where real-life problems can be worked with and solved (Wilson & Cole, 1993:48).

Constructionism and constructivism

Constructionism is a theory that locates meaning in language and the implied socio-cultural context. Constructivism places emphasis on the mental processes involved in establishing meaning.

Contiguity

Objects once experienced together tend to become associated in the mind (Gagné & Glaser, 1987:50).

E-mail

A network application for exchanging mail messages over various types of networks using various network protocols.

ERP system

Enterprise Resource Planning system

Flexible learning system

A flexible learning system is an approach to education that is learner-centred and provides the learner with a choice of learning strategies as well as a choice of place, pace and time.

Formal summative assessment

High stakes assessment like exams and semester tests, including the award of credits, qualifications and year marks, and the recording and reporting of these. It can be internally or externally assessed (Lubisi *et al*., 1997:15).

HTML (Hypertext Markup Language)

A set of codes placed in documents so they can be displayed on the WWW.

ISDN (Integrated Service Digital Network)

A Network that accommodates digital transmission of voice, data, and video over standard copper telephone lines.

Listserv

A specific automatic mailing program that can run on any Internet server. It distributes email to users who are on the list.

Multimedia

A combination of video, sound, text, animation, and graphic images in a computer-based environment.

MySQL

My Standard Query Language

On-going formal continuous assessment

Formal continuous assessment is taken into account for credits and is included in summative assessment (Lubisi *et al*., 1997:15).

On-going informal formative assessment

Self-assessment, peer-assessment or lecturer assessment that provide guidance to learners in terms of their progress. It is not used for credits but plays an important role to motivate and support the learner (Lubisi *et al*., 1997:15).

ODBC

Open Database Connectivity

Online

Being actively connected to a network or computer system; usually being able to interactively exchange data, commands, and information via the Internet.

Positivism

Emphasis on the ability to measure and prove concepts.

Resource-based learning

Resource-based learning means that contextually-relevant media is used for communication between learners and lecturers (South Africa, 1996:272).

Scaffolding

Forms of support are provided to help learners to bridge the gap between their current abilities and the intended goal (Rosenshine & Meister, 1992:27).

Virtual campus

An educational institution that has web-enabled its product and service offering.

Virtual learning environment

Learning that predominantly makes use of technology to help achieve its aims.

WebCT

WebCourseTools

WWW (World Wide Web)

A hypermedia information retrieval system linking a variety of Internet-accessible documents and files.