

## CHAPTER 6

# DISTANCE EDUCATION AND TRAINING

### 6.1 Introduction

The present teaching of Public Management at Technikon Southern Africa is conducted by means of the distance mode of instruction. In an integrated teaching of Public Management and Public Administration, the teaching could still be conducted through a distance mode of instruction. As indicated in **chapter I**, it is for this reason that the study is conducted with specific reference to Technikon Southern Africa. Other technikons that are listed in **chapter I** conduct their teaching by means of contact instruction. The mission statement denotes that Technikon Southern Africa offers market-related **distance education** and service to its clients in its unique application of cost-effective distance teaching technology, co-operative tertiary career education, application research and community service in sub-Saharan Africa and beyond (Technikon Southern Africa, 1995: 22).

The cost effectiveness of distance education will be reflected within this chapter as the discussion continues. Co-operative and career orientated education and training by technikon teaching were discussed in **chapter 3**. The question of technology was outlined in **chapter 5** in relation to the definition of what public management consists of. Although it is not the central theme of the thesis to investigate the effectiveness of the

distance method of teaching, it is necessary to bring this into the discussion since the present teaching of Public Management at Technikon Southern Africa cannot be divorced from its method of instruction. It is important to indicate the feasibility of the envisaged integrated teaching of Public Management and Public Administration through a distance mode of instruction, as distinct from the classroom method of instruction used by other technikons identified in **chapter I**. In this chapter, the phrase *integrated teaching of Public Management and Public Administration* will be used to outline the envisaged integrated approach as advocated in the study. The phrase *teaching of Public Management* will be used to refer to the present non-integrated teaching approach at Technikon Southern Africa.

Investigations will be conducted to determine how part-time tutors are appointed for the present teaching of Public Management in relation to a teaching approach that integrates this with the discipline Public Administration. The role part-time tutors should play in facilitating learning will be clarified. The characteristics of distance teaching will be indicated and its application discussed in relation to the envisaged integrated teaching approach. The question of learners' assessment will be discussed to indicate how learners' performances are measured.

## 6.2 Distance teaching

Muhammad (1992:1) defines distance teaching as a method of instruction in which a significant proportion of the teaching is conducted by lecturers removed in space and/or

time from learners. According to Holmberg (1988:73 and 75), distance education may be defined as the category of instructional methods in which the teaching function is executed away from the presence of learners. Communication between lecturers and learners is facilitated by print, electronic, mechanical or other devices. Teaching in this environment is delivered at a time or place different from that at which it is produced. The teaching materials must be contained, transported, stored and delivered to learners. However, Holmberg *et al.*(1988:1) defines distance teaching as a form of study not led by lecturers present in classrooms but supported by tutors and an institution at a distance from the learners. For this reason, in accordance with this definition, the Programme Group: Public Management and Development planned for the following number of part time tutors to teach the present Public Management for the academic year 1998 in the regional and branch offices of the Technikon Southern Africa.

**Figure 6.2.1 Tutor appointment**

<b>WESTERN CAPE</b> 3 TUTORS	<b>EASTERN CAPE</b> 3 TUTORS	<b>NORTHERN CAPE</b> 1 TUTOR
<b>NORTHERN PROVINCE</b> 5 TUTORS	<b>NORTH WEST</b> 1 TUTOR	<b>MPUMALANGA</b> 4 TUTORS
<b>FREE STATE</b> 5 TUTORS	<b>GAUTENG</b> 16 TUTORS	<b>KWAZULU NATAL</b> 18 TUTORS

In a teaching approach which integrates Public Management and Public Administration, the role of tutors could increase in scope. Tutors would then be required to be familiar

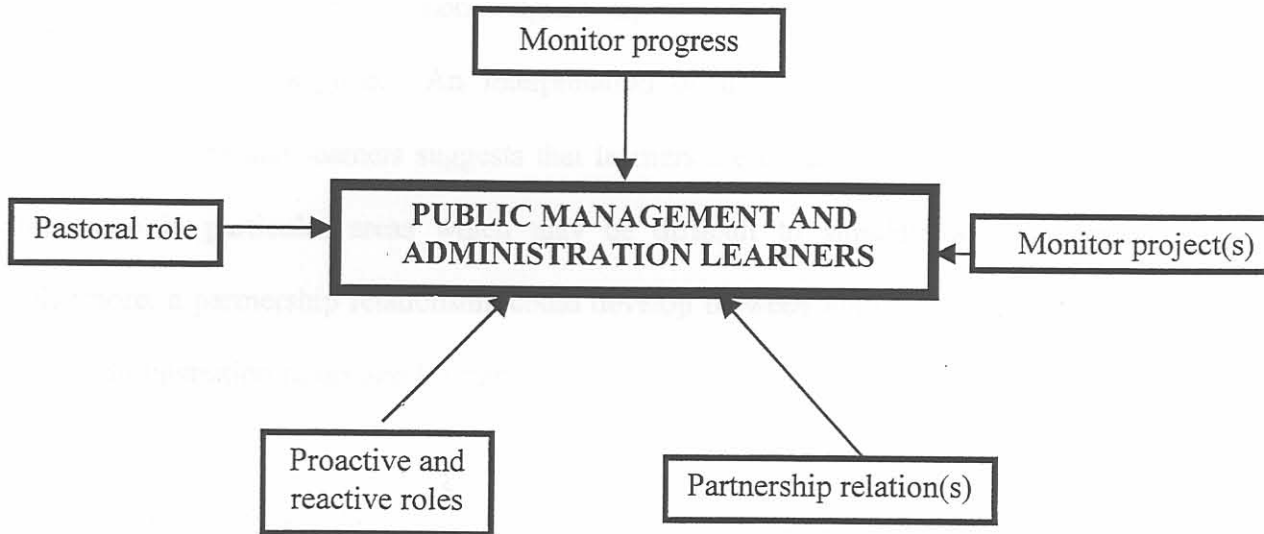
with both management techniques and the theories underlying the present public administration in a new dispensation.

### 6.3 The role(s) of tutors

Although learners of Public Management and Public Administration should study more independently through distance teaching, they require the support of tutors to facilitate the learning process. Tutors are assigned the responsibility of providing positive conditions and measures to facilitate learning. As the tutors are not on the same premises as their learners, the latter have to contend with non-contiguous communication to interact with tutors. Correspondence in writing, by computer, telefax and oral conversation by phone or audio-cassettes are used for communication. The face to face interaction between Public Management learners and the tutors as an inherent component of distance education is dependent on the possibility, opportunity and inclination of learners to take part in discussions (Holmberg, 1995: 105, 112-113). Although audio recordings are not utilised in the teaching of Public Management at Technikon Southern Africa, the learners can, if they have access, telefax or e-mail questions or comments to tutors and lecturers. It was mentioned in **chapter 3** that education and training should not be separated. Considering this requirement, face to face support by tutors is essential. Telephonic tutoring may be insufficient for Public Administration education and training in Public Management. It is during face to face teaching that tutors can, in an integrated teaching approach, contextualise the application of Public Management

with Public Administration. The sketch below reflects the possible role of tutors in an integrated teaching of Public Management and Public Administration.

**Figure 6.3.1 The role(s) of tutors**



(Clarke,1995:35)

Following the discussion in **chapter 2** which suggests that the study of administration placed learners at the centre of the study in terms of their needs, the above sketch demonstrates the feasibility of such a model of study. This sketch represents a learner centred model that requires support by and from tutors. It is the learners in the centre who should determine the kind of the support systems required and how such systems of support could be carried out. This means that the integrated teaching of Public Management and Public Administration should be learner orientated and not teacher or lecturer orientated, and that tutors should fulfill the supportive role.

Tutors appointed to teach Public Management and Public Administration could monitor learner's progress according to the sketch. They should take note of the personal

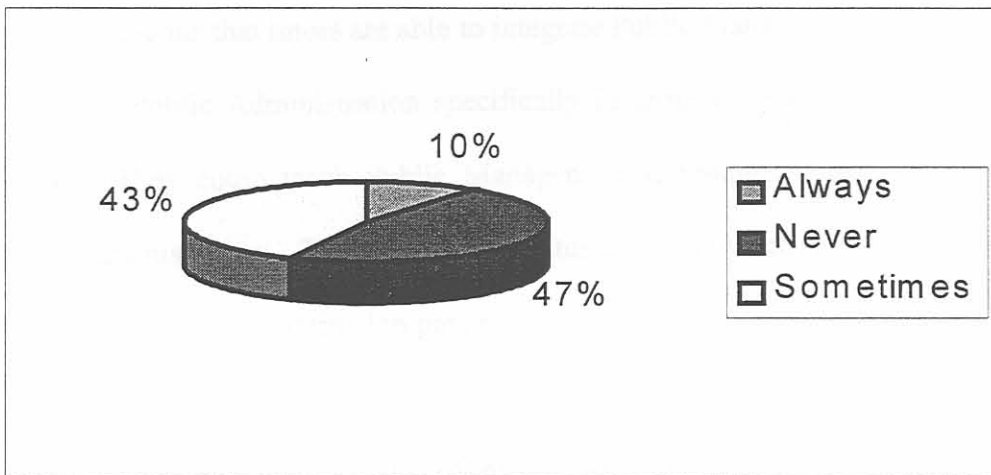
interests of each learner by affording him/her an opportunity to raise issues with them, and to deal with them personally. Tutors facilitate the learning process regarding the writing of assignments in terms of the prescribed standards. Learners are also afforded an opportunity to inquire into non-assigned aspects of the syllabus to extend their knowledge of the discipline. An interpretation of the study-teaching relationship between the tutors and learners suggests that learners are coached to demonstrate their competence in particular areas which may be difficult to simulate at a distance. Furthermore, a partnership relationship could develop between Public Management and Public Administration tutors and learners.

By playing a proactive role, a specific tutor may telephonically initiate contact with learners. A reactive tutor waits for the learners to initiate a telephonic conversation to commence a discussion on a topic. The pastoral role of a tutor is essential in the sense that the tutor becomes involved even in personal issues that could hinder the study of learners (Clarke, 1995:35-36 and 42). In an integrated teaching of Public Management and Public Administration, tutors could work both proactively and reactively to equip learners with the required knowledge and skills to operate effectively.

Telephonic assistance is beneficial in the teaching of Public Management and Public Administration at Technikon Southern Africa. Tutors were expected to be available for ten hours per month for telephonic tutoring during the 1999 academic year. The allocation of hours could differ from one year to another, as influenced by budgetary factors. Learners could in terms of this telephonic availability, contact the tutors during

the specified hour/s for subject specific inquiry (Bayat, 1997: 7). The following pie chart demonstrates how often learners make use of telephonic tutoring at Technikon Southern Africa

**Figure 6.3.2. Learner's usage of telephonic tutoring**



**Forty-seven percent** of tutors who were interviewed indicated that learners never telephone them for subject-specific inquiries, while **ten percent** of them indicated that learners always telephone them. **Forty-three percent** of them indicated that learners sometimes telephone them for subject specific inquiries. According to Vermeer (1993: 5), telephone tuition offers a means of establishing greater contact with learners. However, learners could choose not to telephone a part-time tutor because they may feel that they are able to study independently without the assistance of a part-time tutor. They may feel that it is better not to telephone tutors as they might think that their calls may not be welcomed and also to avoid bothering them. It is therefore possible that learners who do not telephone tutors are coping in their studies as independent learners.

Bayat (1987:7) observes that tutors could handle generic information with regard to study skills relating to Public Management and Public Administration through study groups, assignment writing, use of study materials and examination preparation. The functions performed by tutors are managed by tutor managers appointed in the regional and branch offices in collaboration with the Programme Group : Public Management and Development. The tutors are expected to conduct group discussion classes. It is in the group discussions that tutors are able to integrate Public Management techniques with the theories of Public Administration specifically in order to satisfy training needs of the learners. They could teach Public Management techniques within the framework of Public Administration. The role of the lecturers at the Central Campus is to compile tutorial letters, to set examination papers and to conduct research.

Regarding the attendance status of group discussions, **eight percent** of the tutors interviewed indicated that learners always attend group discussion classes. **Sixty percent** of them indicated that they (learners) never attend. **Thirty-two percent** indicated that learners attend the group discussion occasionally. From these statistics, it can be inferred that the tutor system designed and implemented by Technikon Southern Africa is not effective as this stage. It is possible that the **eight percent** of tutors who indicated that learners always attend group discussions are part of the **ten percent** of those tutors who indicated that learners always telephone them while they are available telephonically. In addition, **sixty percent** of those who indicated that learners never attend group discussions could correlate with the **forty-seven percent** of tutors who indicated that learners never telephone them while they are telephonically available.



**Thirty-two percent** of those who indicated that they sometimes attend the group discussions could be correlated to the **forty-three percent** of tutors who indicated that they occasionally telephone them. The experience of Sponder (1991:74) with regard to the importance of tutors in distance education is that learners rely heavily on tutors to provide quick and accurate information pertaining to various aspects of specific subjects.

In **chapter 5**, it was argued that **A and B** as well as **C type** subject content should be integrated in the teaching of Public Management and Public Administration. The acceptance of this approach implies that the scope of the contributions of tutors could expand. At the present moment, it is evident that tutors are only teaching the **A and B** type subject content without the **C-type subject content**.

#### **6.4 Differences between distance and face to face teaching**

It is important to indicate how integrated distance teaching of Public Management and Public Administration at Technikon Southern Africa differs from face to face teaching at other technikons. Differences that have been identified are listed in the table below:

**Figure 6.4.1 An outline of the differences between distance and face to face teaching**

FACE TO FACE TEACHING	DISTANCE TEACHING
<p>Contact classes are held regularly in a building. Everyone is present in the same place, at the same time when the teaching takes place.</p>	<p>Distance teaching takes place where learners choose to study at their own pace according to the requirements of a specific course. The teaching is not time bound as is the case with face to face classroom instruction.</p>
<p>If learners are absent from regular class meetings, they miss out on explanations that are not contained in the study materials.</p>	<p>Learners don't miss out on work covered because they set up their own study group. Also, materials to be learnt are available for study whenever they want to study. A student's absenteeism therefore does not exclude him/her from studying as required.</p>
<p>Lecturers explain to the students in the classroom and the latter may take notes to supplement the lecture notes.</p>	<p>Learners have self-instructional materials. They study in their own time and are supported by the tutors. The integrated teaching at Technikon Southern Africa is therefore not dependent on lecturer's direct explanation.</p>

<p>Learners may work together in small groups to undertake tasks set by the lecturer</p>	<p>Learners can set up study groups to work together with other distance learners following the same course on their own initiative without the lecturers' direct involvement. This implies that they can set up their own study groups to promote learning.</p>
<p>Lecturers and learners use textbooks or Study guides</p>	<p>Learners have specially designed materials which makes it easier to study individually. These materials may include print, audio and videotapes.</p>
<p>The lecturer decides what the learners have to prepare for the next session and which part of the textbook study notes should be studied. In this way, the teacher paces the learning process.</p>	<p>A distance learner has study guides which cover the entire course, accompanied by prescribed and recommended literature. Information pertaining to due dates of assignments and group discussions is supplied to each student. Learners are therefore able to pace their own learning.</p>
<p>Learners meet their lecturers and other learners regularly</p>	<p>Distance learners are separated from their teachers and do not meet other learners regularly.</p>

(University of South Africa, 1996: 17-18)

It can be inferred that from the above explanation of the differences between distance and face to face teaching that there are substantial differences in the methods and implications. These differences, however, do not imply that distance education and training is more effective than a face to face method of teaching, or vice versa. It does indicate that a learner has more options available regarding study time and opportunities in the distance method.

## 6.5 Characteristics of distance teaching

An integrated distance teaching approach to Public Management and Public Administration at Technikon Southern Africa should ensure that the following characteristics that are identified by Smith and Kelly (1987:15-19) are satisfied:

- easy access to learning;
- self directed learning;
- intimate interface with employment;
- quality control;
- cost effectiveness, and
- usage of various media

These characteristics are discussed in the following paragraphs.

### 6.5.1 Easy access to learning

Distance teaching of Public Management and Public Administration could widen access to learning because of the flexibility it offers and the relief it provides from constraints of time and location. It could be a feasible option to learners for whom campus based learning is difficult due to circumstances, such as being part of the labour market. There is a range of barriers to campus based learning like geographical isolation, family commitments and the requirement for employment which are absent or lower in the case of distance learning. This implies that distance teaching at Technikon Southern Africa could be more convenient to learners who have family commitments, as it is not restricted to face to face campus based learning used by other technikons. It is important to lower the physical barriers to learning as far as it is practicable. The barriers may affect individuals differently for reasons which have nothing to do with learning (Smith and Kelly, 1987: 15). The Education Africa Forum (1998:123) reports that access to higher education has historically been confined mainly to young people, typically men from the middle classes, immediately after completion of their secondary schooling. Such a model is inconvenient, as it is presently envisaged that access should be available to all people irrespective of age, gender, ethnic background, physical disability or any other defining characteristic. This means that learners should be able to access Technikon Southern Africa learning programmes irrespective of their geographical location and family commitments. At other technikons, referred to in **chapter I**, that are using a face to face, campus based method of instruction, geographical location and family commitments are important considerations.

The Business Marketing and Intelligence (1986: 131) observes that the strength of teaching Public Management and Public Administration through distance lies in the ability to reach large numbers of learners in widely scattered areas, including the rural areas. According to Holmberg (1995: 8), in distance teaching instruction is available to students anywhere. Mugridge and Kaufman (1986: 86) write that through flexible scheduling and administration requirements, distance educational institutions like Technikon Southern Africa are accessible to a wide range of learners. Distance learning complements conventional face to face learning in terms of appealing to the learners who could not or prefer not to be served by conventional institutions. The South African Institute of Distance Education (1995: 198) reports that Technikon Southern Africa also offers “access” courses to bring disadvantaged applicants up to entry level. This includes preliminary courses that prepare learners for technikon teaching. Although the argument of easy access to learning is not only limited to Public Management and Administration, in the integrated teaching of Public Management and Public Administration, access will continue to be important.

### **6.5.2 Self directed learning**

Distance teaching is based on the concept of self-directed learning. It is the process whereby an individual learner could, without a teacher learn directly. Self-directed learning manifests itself independently through media based interaction. In order to use books as self-instructional materials and learn from them without the help of lecturers, the learner must be sufficiently motivated (Sergio, 1990:9). Because of the separation

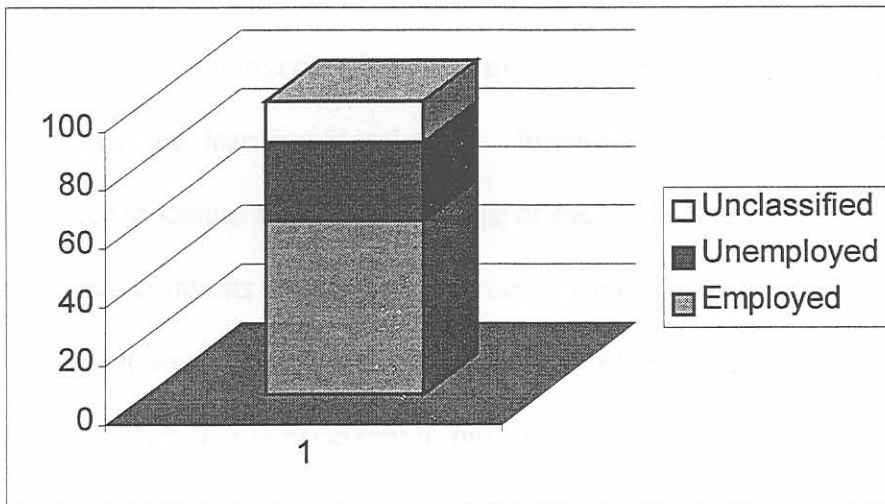
from the teachers, distance learners should approximate to the ideal of the autonomous learner. The circumstances created by “distance”, such as the absence of a lecturer in a classroom, create an environment that encourages self-directed learning (Smith and Kelly, 1987:16). Harry et al. (1993: 15) write that learners determine the “what”, “when” and “how” of their learning. The learner assumes more responsibility for his/her own learning than is possible in face to face campus based teaching. This implies that a learner is not forced to follow the lead of the teacher. Muhammad (1992:12) comments that distance teaching should be flexible in terms of both the methods and techniques used, and in meeting the needs of the individual learner. Accordingly, it is a more individualised method of learning. In the integrated teaching of Public Management and Public Administration, a learner will be self-directed without the continuous active involvement of the lecturing staff or tutors.

### **6.5.3 Interface with employment**

Integrated distance teaching of Public Management and Public Administration at Technikon Southern Africa could be accessed by learners who are part of the labour market. There is less disjunction between the context of work and the context of study, and learners studying the same subject can relate to one another while studying. Distance teaching shares this characteristic with part time campus based learning. A learner cannot be campus-based if he/she is not within easy reach of a campus (Smith and Kelly, 1997: 16). The learner can work during the day and attend to studies in the evening and vice-versa (Muhammad, 1992:12). The following graph shows the

employment, unemployed and unclassified status of learners studying Public Management at Technikon Southern Africa.

**Figure 6.5.3.1 Learner's employment status**



The information system of the Technikon Southern Africa (1999: 12) indicates that **fifty-nine percent** of learners studying Public Management are employed while **twenty-seven percent** are not employed. **Fourteen percent** are not classified as either employed or unemployed, as there is no information about their employment status. It is possible that learners who are presently unemployed might find employment before completion of their studies.

Integrated distance teaching of Public Management and Public Administration could, according to Holmberg (1986:16), offer learners an opportunity to study while working, this could promote motivation and interest in the career field. It could facilitate professional upward mobility as knowledge and skills improve. A learner could also be



assigned more complex tasks by employers who become involved in the learning process of learners. In the case of Public Management and Public Administration learners, the national, provincial and local government institutions could serve as the potential employers. Education must provide knowledge and competency needed to perform effectively within employment. These competencies consist of knowledge, skills and attitudes. The employer's role is to provide meaningful work experience for learners to ensure that the learning is relevant. Employers ought to provide on-going work experience to ensure that the knowledge of the workers and learners is kept up to date. The employer invests significant resources in education and training in order to maintain a competent work force. Furthermore, the work environment should support learners with experience that is necessary to pursue education and training. An employer is a primary partner in offering distance education effectively and efficiently (Institute for International Cooperation of the German Adult Education, 1997: 105). Learners in an integrated teaching approach could benefit by learning and working simultaneously. Experiential learning and the relationship between the employer(s) and education providing institutions such as Technikon Southern Africa was discussed in **chapter 3**. It is this relationship that prepares learners to be productive and to be of value in the work environment on completion of studies.

#### **6.5.4 Specially designed study materials**

In distance education, the study materials are as varied in their content and the sophistication of their design and the range offered by the institution that produces them.

They are structured in a form suitable for distance learning. This means that in the envisaged integrated teaching of Public Management and Public Administration, study materials should be written in a conversational rather than a literary or scholarly tone. The study materials should be designed in such a way that they serve the same purposes as the normal discussions that occur between an instructor in the classroom and a learner (Kearsley and Moore, 1996: 109-110). As discussed in **chapter 3**, the industry should provide inputs when the study materials is compiled to ensure that co-operative education as a characteristic of technikon teaching is satisfied. The inputs of the industry in the process of compiling study materials contributes to the customisation of the course materials in the designing stage. Also, the objective is to meet the needs of the employers by ensuring that learners' study programmes satisfy the employer's needs.

According to Smith and Kelly (1997: 16), in distance teaching, course designers should prepare study materials appropriate to the delivery mechanism. The key difference between distance teaching institutions like Technikon Southern Africa and other technikons that adopt a face to face campus based method of instruction is in the delivery of learning content. In distance teaching, the syllabus content is delivered through specially designed study materials rather than by the teacher directly. Because of the necessity for published course materials and effective mechanisms to overcome the difficulties of greater degrees of separation of educators and learners, distance learning places considerable demands on effective planning of course design and development, learner support and assessment (South African Institute of Distance Education, 53-54). Opportunities to improve course materials are greater, since the materials can be

subjected to criticism in the form of feedback from the learners and from industry (Smith and Kelly, 1997: 17).

There should be self-assessment questions at the end of every chapter or unit in distance education. Self-assessment questions enable learners to test their knowledge after completion of a specific chapter or unit to ensure that they understand its contents.. There should be expected outcomes in every interaction between learners and learning materials. The setting of objectives in compiling course materials makes learning more manageable. Self-assessment questions provide support to learners in a well-managed conventional class. They enable learners to check their progress towards the objectives. Although often neglected, self-assessment questions are vital parts of specially designed course materials (Lewis, 1987: 8 and 29). The integrated teaching of Public Management and Public Administration should therefore be delivered through study materials that are specially designed for distance education.

#### **6.5.5 Cost effectiveness**

The cost structure of distance learning as compared with campus based learning is characterised by higher fixed and lower variable costs. However, selling distance learning on the basis that it is cheap is a two-edged sword. Once the system is established and continues to be managed on a low-cost basis, the quality of materials and the extent of the learner support can be affected negatively. However, where the number of learners is high, there are economies of scale, as the high initial costs of preparing

distance learning materials can be spread across a large number of learners (Smith and Kelly, 1997:18). This implies that the more learners take the course, the lower is the average cost of the course. According to Garrison and Shale (1990:140), the cost of distance learning depends on the circumstances and the requirements of a particular situation. It encompasses a range of possible techniques as it shows a readiness to use alternative techniques of delivery. The cost depends on what mix of techniques is chosen, on the nature and distribution of the population to be served and on the number of the learners in the system. The availability of the support system that is provided has cost implications.

Kearsley and Moore (1996: 74) state that a determination of whether a particular course is cost effective should be based on several considerations, including the costs of distance delivery as compared to traditional delivery. Potential savings due to lower travel expenses or hiring of fewer teachers and possible increased enrolments could also determine whether a particular course is cost effective or not. In this regard, it cost an amount of R 600.00 per course for the learners of Public Management on levels I, II and III in the academic year 1999 to study through the Technikon Southern Africa (Technikon Southern Africa, 1999: 49). This amount covers the study materials that include the writing pads, envelopes, assignment covers, follow-up tutorial letters and the address stickers (Technikon Southern Africa,1999:28). According to Van Schalkwyk (1991:129), transport and accommodation do not affect distance learning.

#### 6.5.6 Usage of various media

Distance teaching is different from pure correspondence teaching in that correspondence is associated exclusively with the written word, whereas audio recordings and often radio, television and telephone communication used in distance teaching supplement the written word. The usage of various media not used in correspondence teaching is an advantage of distance teaching (Holmberg, 1986:1). Muhammad (1992:57) writes that the advantage of distance learning is that a combination of mass media can be utilised. The various mass media are the components of distance teaching. In the present exclusive teaching of Public Management, telephonic assistance is used in addition to the written word. However, no audio recordings are used.

#### 6.5.7 Success rate

There is scepticism regarding the value of distance teaching based on the success rate of learners. The success rate affected by, inter alia, whether there is learner support and provision for effective study. There may be poor distance teaching systems and poor conventional systems as well as extremely resourceful systems for both distance and conventional learning. A poorly resourced distance teaching programme could contribute to lowering learners' success rate (Perry and Rumble, 1982:28). There could be a higher drop-out rate in distance than in face to face or conventional learning. The Information Technology Department of the Technikon Southern Africa revealed on the 8th of September 1997 that the registration figure for a particular Public Management

subject was **17 350** on the 5th of September. The cancellation figure after enrolment for this specific subject was **1 587**, which constitutes a cancellation rate of **9.12%** percentage. This problem could be attributed partly to the question of the inefficient distribution of courseware as acknowledged by the office of the Principal and the Vice Chancellor in a letter addressed to all the students of the Technikon on the 25th June 1997. The success rate, is however, determined by the number of students passing the subjects and not by the statistics regarding the drop-out after registration.

The information system of Technikon Southern Africa reveals that during the October/November examination for 1999, **fifty-eight percent** of the students who wrote the Public Management level I examination passed the subject. Only **seventeen percent** passed Public Management level II. **Fifty-three percent** passed Public Management level III. **Fifty-one percent** passed Public Management level four. On average, the success rate of learners in Public Management at Technikon Southern Africa is poor.

#### **6.5.8 Distance as a characteristic**

The learners studying through a distance mode experience challenges related to “distance”, particularly where there is no learner support. Distance teaching can be beneficial to learners if adequate learner support is provided (Perry and Rumble, 1987: 28). This implies that distance teaching institutions should develop support systems for the learners. Technikon Southern Africa learner support is in the form of the tutorship system. The number of tutors appointed in 1996 was mentioned in the beginning of this

chapter. The “distance” could be an advantage and not a challenge or a barrier to the **fifty-eight percent** of learners who are studying and working at the same time. Muhammad (1992:11) acknowledges that while distance could be an issue, it is not a barrier to learning, as it holds a promise of reaching prospective learners who could not otherwise be reached by the conventional mode of delivery. The success rate statistics quoted above attest that “distance” in distance education is not a barrier.

## **6.6 Learner’s assessment**

Assessment is the measurement of the extent to which learning has taken place. To assess means to measure “something”. Usually, in relation to learning, what is measured is what has been learnt, what can be remembered, what is understood or what can be applied from what has been learnt in a different context. Assessment can be conducted through tasks, exercises, tests and examinations set and marked by the lecturers or tutors (Sieborger and Macintosh, 1998:5). In the present teaching of Public Management, the performances of learners are primarily assessed by means of assignments and examinations. Learners submit a specific number of assignments which, if successfully completed, qualifies them to write an examination. Those who qualify to continue are assessed by means of examination. The Programme Group: Public Management and Development (1997:25) comments that assignments do not necessarily prepare learners for examinations, as assignments do not cover the whole syllabus. The envisaged modularisation of courses at Technikon Southern Africa to be implemented from the year **2001** will accommodate other methods of assessment such as class tests, technology

based assessment, and a practical form of assessment based on the experiential learning discussed in **chapter 3**. The feasibility of implementing a method such as class tests is being debated within the parameters of the distance mode of instruction.

Every act of assessment gives messages to learners about what they have learnt, what they do not comprehend and what they require to become. There are unintended consequences of assessment, learners may, for example, learn to adopt a superficial approach to study in some circumstances and may adopt a strategic or intensive approach in others (Knight, 1995: 37). In an integrated teaching of Public Management and Public Administration, for example, assessment criteria are derived from the outcomes and a specific criterion used should relate to a specific outcome that is achieved by learners. The criteria could also indicate in broad terms the observable processes and products of learning which serve as culminating demonstrations of the learner's achievements. Accordingly, the assessment criteria should form a logical set of statements of what the achievements should be. The criteria for assessment should be broadly stated (Department of Education, 1997: 116). This means that in marking assignments, feedback should be provided to reassure learners that they are making progress. The Programme Group: Public Management and Development, for example, views feedback as form of contact between tutors and learners. The receipt of marks is important to the learners, but an explanation of why marks are awarded in a specific manner facilitates the learning process (Clarke, 1995: 37).



Rowntree (1987: 1 unit 6) emphasises that when marking a student's assignments, part-time tutors for Public Management and Public Administration should for example be aware of the importance of providing comments, identifying mistakes and misperceptions as well as assigning a proper grade or a mark. Marking of an assignment is both an assessment method and another form of teaching in a distance learning institution. Rowntree (1987: 129-131) further raises concerns pertaining to examination as a method of assessment in that examinations are written in the presence of a non-collaborative person with the policing role of an "invigilator". Learners are given a limited period of time to write the examination. The traditional three-hour examination tests the ability of the learners to write at abnormal speed and under unusual stress. Learners are not allowed to consult each other and other sources of information. An integrated teaching of Public Management and Administration should be aware of these challenges and attempt to devise ways and means to address them.

## **6.7 Conclusion**

It has been argued that distance teaching is a mode of instruction and not a teaching approach. An integrated teaching of Public Management and Public Administration is more of a teaching approach than a mode of instruction. It is the teaching approach that could be carried out within the ambit of a distance mode of instruction. The appointment of part-time tutors to teach Public Management is outlined. In the envisaged integrated teaching of Public Management and Public Administration, part-time tutors could still be required to facilitate learning, although their role would need to

be redefined. The re-definition of the role of tutors could imply that more could be expected from them.

The characteristics of distance teaching are discussed in relation to the present teaching of Public Management. However, the envisaged integrated teaching of Public Management and Public Administration could still be carried out within the framework of the identified characteristics. An integrated teaching approach does not necessarily change the characteristics of the distance mode of instruction, rather it expands the teaching approach within the parameters of distance teaching.