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10 November 2004

The Project Manager

BEd (Hons) Education Management, Law and Policy

[Contact and Distance Education Programs]

Faculty of Education

University of Pretoria

Groenkloof Campus

PRETORIA

Dear Sir / Madam,

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH

I would like to seek permission to conduct a research in the Faculty of Education on the tentative title “A comparative Study of Distance and Conventional Education at the University of Pretoria Assessed in Terms of Access, Delivery and Output”.

I hope to employ the mixed-methods approach design, which would necessitate the use of relevant faculty’s documents, and the participation of both staff and students involved in the programs.

I would be very grateful if my request is granted.

Yours faithfully,

Ms Ruth Aluko.

Student Number: 24406903

May 01, 2006.

The Module Coordinators
Department of Education Management, Law and Policy
{Conventional and Distance Education Programs}
Faculty of Education
Groenkloof Campus
University of Pretoria

Dear Sir / Madam,

REQUEST TO ATTEND A FOCUS GROUP INTERVIEW

My name is Ruth, and I am a PhD student in the Curriculum Studies Department. My supervisors are Prof. Fraser and Dr Hendrikz. I would like to seek your assistance to participate in a **Focus Group Interview**, which I would kindly request that you attend within the next two weeks.

The research is titled: A Comparative Study of Distance and Conventional Education Programs at the University of Pretoria Assessed in Terms of Access, Delivery and Output. The interview is meant for Module Coordinators of the BEd (Hons) – contact and distance education programs. Its main purpose is to get diverse views on some issues, which generally impact on quality. The following will be considered:

1. The friction between opening up access into higher education and the quality of the program.
2. Quality and delivery modes.
3. Involvement of contact staff in a dual mode institution.
4. The quality process and the involvement of key players.
5. High drop-out rates in distance education.

Kindly note the final date agreed upon by all:

Date: 15 May 2006

Time: 10.30am

Venue: F202

Thank you for your assistance.

Ruth Aluko.

Below are brief descriptions of each criterion (NADEOSA, 2003), which have guided the development of the instruments:

Policy and Planning

- ❖ Clear mission statement by the provider
- ❖ Policy statements (with evidence of implementation of various important aspects of the mode of delivery), strategic plans, slogans or mottoes that are aligned with the mission, goals and principles of the educational provider.
- ❖ Rationale for the use of distance education.
- ❖ Explicitly designed systems for administering and teaching learners, which should have been in place prior to the commencement of the program.
- ❖ Published statement of the educational provider's commitment to learners and how this will be measured.
- ❖ Equal opportunities for all learners, staff and other clients.

Learners

- ❖ The development of a learner profile that identifies the characteristics of the expected students.
- ❖ The management of information system that provides for the tracking of student performance, which can also be used to determine completion and throughput rates.
- ❖ Learner information is used to design programs, courses, materials learner support, and counseling services that are flexible and that are learner-centered.

- ❖ Mechanisms are in place for promoting access to learners from marginalized groups, inter alia, through the provision of academic development programs.
- ❖ Tutors have access to information about their learners and contribute to the collection of such information.

Program Development

- ❖ Program planning (developed in terms of a needs analysis; is part of the provider's mission and plans; a publicly accessible description of the qualification the program leads to and the admission requirements amongst others and a careful analysis of the most appropriate technologies to support the learners with).
- ❖ Program approval by the relevant bodies.
- ❖ Program curriculum containing the outcomes, teaching and learning strategies and assessment methods, and integration of the courses.
- ❖ Open admission, which recognizes prior learning (RPL) with sufficient learner support systems (e.g. access or bridging courses, additional units within existing courses, or increased face-to-face support).
- ❖ Numbers of enrolled learners match the capacity of the staff and the administrative.
- ❖ Clear procedures for quality assurance and dissemination of review findings for utilization of staff development, curriculum improvement and increasing learner access.

Course Design

- ❖ Course planning (designed with national, learners and employers' needs in mind); choice of media and technology matches course aims, outcomes, learner needs, capacity to access and use the

technologies, amongst others, and a stated language policy in line with the national language policy and that of the learners.

- ❖ Course curriculum with carefully planned content, teaching and learning strategies and assessment to aid achievement of learning outcomes; learner support forms that are built into the course design, and teaching, learning and assessment activities that encourage critical thinking and independent learning.
- ❖ Necessary guidance and training regarding aspects of distance education and a timetable for the regular revision and updating of courses to ensure quality assurance.

Course Materials

- ❖ Quality course materials, which support learners in achieving learning outcomes; learner friendly introductions, linking and summarizing passages that provide coherence; accurate, up-to-date and relevant course content; appropriate language level; relevance to learners; an unfolding argument format; intellectual engagement of learners and easy-to-use course materials (e.g. content pages and graphic illustrations).
- ❖ Provision for personal evaluation by the learners.
- ❖ Periodical review of materials with the contributions of learners and tutors.

Assessment

- ❖ An integral part of the teaching and learning process.
- ❖ The level of assessment matches that of the level of the expected qualification.
- ❖ A range of formative and summative assessment tasks and methods that ensure the valid assessment of all learning outcomes.

- ❖ Training of part-time tutors involved in assessment to ensure fairness and reliability.
- ❖ Consistent and accurate marking procedures; clear procedures to receive, record, process and turn around assignments in a way that will be beneficial to learners.
- ❖ An appeal system for students that complain about fairness.
- ❖ Security of assessment results and their availability to all stakeholders (students inclusive)

Learner Support

- ❖ Academic support that encourages learners to participate in 'communities of learning' (e.g. peer support sessions and tutorials/contact sessions); inclusion of academic support in the design of course materials; consideration of travel time and expense for learners during contact sessions; training of tutors in order to be able to analyze and assist learners with difficulties; teach and give constructive feedback on assignments; and provision of individual academic support by telephone, appointment, or online.
- ❖ Counseling support that gives access to learners with personal difficulties/ advice related to their study before, during or after the program.
- ❖ Administrative support in which staff concerned are trained to be helpful, clear and consultative; clear obligations of learners and the provider are made known at registration; learners' access to facilities (e.g. library).
- ❖ Monitoring of learner performance for necessary intervention; monitoring of tutors/mentors at contact sessions; feedback from learners, tutors/mentors for the review of courses and programs; accommodation of learner structures (e.g. student representative councils and faculty associations).

Human Resource Strategy

- ❖ Division of labor amongst functional responsibilities; small number of full-time academic staff, but sufficient number of tutors; sufficient administrative and technical staff; training, monitoring and development of staff, and appropriate workload.
- ❖ Effective human resource systems.

Management and Administration

- ❖ Accountability and governance structures that involve staff, students and external stakeholders.
- ❖ Management of communication that favors stakeholders in the program (e.g. prompt attention given to enquiries, applications and complaints).
- ❖ Well managed curriculum, information, facilities and equipments, and finances.

Collaboration Relationships

- ❖ This involves partnerships with public and private institutions, governmental and non-governmental educational providers, stakeholders and/or community structures as well as agencies or providers outside the country.

Quality Assurance

- ❖ Ensuring that the day-to-day activities of the provider align with its missions, goals, principles and policies in relation to national and/or regional priorities.

- ❖ Internal quality assurance systems as laid down by relevant quality assurance bodies.
- ❖ Involvement of staff, students, and other clients in the process of quality assurance and quality review.

Information and Marketing

- ❖ Effective and accurate promotion of the education and training services of the educational provider.

Results

- ❖ The fulfillment of the provider's mission and meeting the goals of each program in cost-effective ways that have positive impact on society and meet the needs of the clients.

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QUESTIONNAIRE FOR BOTH CONVENTIONAL AND DISTANCE EDUCATION STUDENTS

SECTION A: BIOGRAPHICAL INFORMATION

Kindly complete the following personal information by crossing the number in the appropriate box.

Respondent number

1.

Gender:	
Male	1
Female	2

V1 1-4

V2 5

2.

Age:	
20-24	1
25-29	2
30-34	3
35-39	4
40-44	5
45-49	6
50-54	7
55-59	8
60+	9

V3 6

3. Which of the following would you regard as your main venue normally attended for lectures?

Locality:	
Campus	1
Learning centre	2

V4 7

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4

Type of student:	
Conventional	1
Distance Education	2

V5	<input type="checkbox"/>	8
----	--------------------------	---

5. Occupation

.....

.....

.....

V6	<input type="checkbox"/>	<input type="checkbox"/>	9-10
----	--------------------------	--------------------------	------

6. Home Address

.....

.....

7. Distance of Home to University or Learning Centre (in kilometres)

.....

8. What was the reason for you to commence your studies with the University of Pretoria?

Money/Bursaries/Grants	1	<input type="checkbox"/>
Quality of the programme	2	<input type="checkbox"/>
Status of the university in SA context	3	<input type="checkbox"/>
Choice of a given programme	4	<input type="checkbox"/>
On recommendation	5	<input type="checkbox"/>
Proximity of the university	6	<input type="checkbox"/>
Other	7	<input type="checkbox"/>

V7	<input type="checkbox"/>	11
----	--------------------------	----

SECTION B

ACCES TO THE PROGRAMME AND THE UNIVERSITY

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9. What is your highest qualification?

Baccalaureus degree and a teacher's diploma (BA+HED)	1
Baccalaureus degree only	2

V8	<input type="checkbox"/>	12
----	--------------------------	----

4-year composite degree in Education (BA(Ed))	3
M+4-year teacher's diploma	4
M+3-year teacher's diploma and a Further Diploma in Education (FDE) or an Advanced Certificate in Education (ACE)	5
Any other (specify)	6

10. Did you attend any introductory class before or after starting this programme in order to help you cope with your course?

Yes No

11. Please explain.

.....

12. Was there any orientation programme provided by the university?

Yes No

13. When was this?

14. What activities were involved?

.....

.....

15. What non-instructional support (such as counselling) is provided by the university, apart from direct teaching?

.....

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16. Are there academic advising services available to you?

Yes No

17. Please mention such services that are available to you.

.....

.....

18. How often do you use of such services?

Always	1
Often	2
Rarely	3

v9

13

19. In what areas do you think you will need counselling?

.....

20. What instructional technology (such as print, audio cassettes, computer technology, radio or television) is available to you?

.....

21. Which of them do you actually make use of?

.....

22. Give reason(s) for your choice of instructional technology?

.....

23. Why did you choose to become a Conventional or Distance Education student?

.....

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SECTION C:

TEACHING AND INSTRUCTIONAL STRATEGIES

24. Have you ever been given the opportunity to assess your lecturers on the quality of their teaching?

Yes No

25. When last was this done?

0 – 3 months ago	1
4 – 6 months ago	2
7 – 9 months ago	3
10 – 12 months ago	4
1 year+	5

V10 14

26. How is this normally done?

.....
.....

27. How do you rate this method of assessment?

Poor	1
Fair	2
Good	3
Excellent	4

V11 15

28. How is the readers distributed to you?

.....

29. How is the study guides distributed to you?

.....

30. How will you describe your study guides in terms of the following?

	Poor	Fair	Good	Excellent
--	------	------	------	-----------

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V12 16

	1	2	3	4
Relevance to personal objectives				
Challenging or interesting				
Tone (conversational or unfriendly)				
Language (simple or difficult)				
Illustrative (adequate examples)				
Adequate exercises				

Please answer 'Yes' or 'No' to questions 31 to 35.

31. Do your study guides contain the following?

	Yes	No
Course goals		
Performance objectives		
Grading and evaluation criteria		
Grading rubrics		
Examples of good student work in the syllabus		

32. Do your study guides encourage the following?

	Yes	No
Analysis		
Synthesis		
Application		
Evaluation		

33. Do you depend on only your reader for your study?

Yes No

34. As a student, have you ever completed a learning style assessment questionnaire?

Yes No

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35. Are you aware of your own learning preferences?

Yes No

36. Where do you stay during the classes / contact sessions?

.....
.....

37. If you stay on campus, how will you describe the residences?

.....
.....

38. How often are you expected to attend classes / contact sessions?

.....

39. When on campus, are lecturers available to teach you?

Yes No

40. Do you have the opportunity of meeting your lecturers?

Yes No

41. When and how often?

.....
.....

42. How do you contact them when not on campus?

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.....
.....

43. On the other hand, how do you get books when not on campus?

.....

44. How do you meet with the other students for learning when not on campus?

.....

Please tick one of the boxes.

45. Is your assessment formative (done gradually) or summative (done once) ?

46. How long does it take for you to get feedback on your assessment?

.....

47. Is specific time tied to the submission of your assignments?

Yes No

48. Do you know what your lecturer expects from you?

Yes No

49. Are you satisfied with the method of your assessment?

Yes No

50. Any suggestions?

.....
.....

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Empty box for office use.

51. How do you rate the administrative staff in terms of the services they provide?

Poor	1
Fair	2
Good	3
Excellent	4

V13	<input type="checkbox"/>	17
-----	--------------------------	----

52. How well does necessary information get to you?

Rarely	1
Often	2
Always	3

V14	<input type="checkbox"/>	18
-----	--------------------------	----

53. Please give examples of information passed to you.

.....

.....

54. When and how do you contact the administrative staff?

.....

.....

55. Is there a specific time allotted to this, for example, is there a specific time when you have to contact staff?

Yes No

56. Do you have names of members of staff to contact?

Yes No

57. Are the members of staff linked to specific tasks or functions?

Yes No

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SECTION D:

STUDENTS' PERFORMANCE

58. What is your comment on the quality of contact teaching?

.....
.....

59. Are the educational practices at the university supportive of your learning?

Yes No

60. Please explain.

.....
.....

61. Do you have any financial difficulties concerning your studies?

.....
.....

62. Is there any financial aid for your study?

Yes No

63. What is your view on this?

.....
.....

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64. What other commitments affect your studies?

.....
.....

65. How well committed are you to your studies? Please explain.

.....
.....

66. Do you feel you have made a right or wrong choice of the programme which you are currently doing?

Yes No

67. If your answer is 'Yes', please give reason(s).

.....
.....

68. What are your expectations of this course that are yet to be met?

.....
.....

69. What advice (orientation) were you given upon admission?

.....
.....

70. Do you think this mode of delivery (Conventional or Distance Education) suits you?

Yes No

71. Why?

.....
.....

72. What impact will the completion of this course has on your job?

.....

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.....

SECTION E:

QUALITY ASSURANCE PROCESS FOR CONVENTIONAL AND
DISTANCE EDUCATION

73. As a student, list five (5) things you place importance on in relation to the quality of this programme you are following.

- i.
- ii.
- iii.
- iv.
- v.

74. Are you satisfied with the entire programme?

Yes No

75. Please explain your response.

.....

.....

INTERVIEW SCHEDULES FOR ADMINISTRATORS (Policy Makers)

SECTION A:

QUALITY AND ACCESS:

1. How does the faculty ensure equal opportunity for all learners (CE & DE) coming into this programme?
2. Why do only some programmes have access to DE mode of delivery while others are being excluded?
3. Is it a question of providing service or making money?
4. How would you balance the conflict between student numbers and quality delivery?

QUALITY AND DELIVERY MODES

5. How are lecturers and administrators recruited for this programme? In case of Distance Education, do you regard experience in this field for both lecturers and administrators as a necessity? What qualifies a lecturer for DE modules?
6. What relevant in-service training is available to both module coordinators, tutors and administrators, and when last was this carried out?
7. Were lecturers trained on writing study guides and when last was such training given? What other support is available to lecturers on this? Is 'expert cluster' available in the faculty and what are its functions? What incentives are available for lecturers involved in DE program and why do they need this?
8. Do Conventional and distance Education learners use the same learning materials? Why / Why not?
9. What instructional technology is available to learners enrolled for this programme? What is the yardstick for determining this and how do you ensure that learners have equal opportunity?
10. What is the policy of the faculty on assignments for CE and DE? Are assignments in the learning materials often reviewed for both modes of delivery? When last was this?

11. What is the role of administrators during contact sessions for distance learners and normal sessions for conventional learners? Are they expected to attend contact sessions and why / why not?

QUALITY AND OUTPUT

12. What are the expectations of this programme and how far do the exam questions measure this? In what way is the academic culture supportive of learners' learning?
13. What is the language policy of the university for this programme and how are learners and lecturers made aware of this?
14. Who are the markers for both CE and DE learners' scripts for assignments and examinations? Are there discrepancies? Why are there discrepancies? Do you think this may affect the output of distance learners? Please explain your response.
15. Kindly comment on the fees charged for this programme? In what way does the government / university subsidize these? Is there any funding provided for learners who struggle financially? If yes, what information is made available to learners on this? If no, what is the authority doing about this?
16. What is the policy of the university on accommodation for both CE and DE learners? How are learners made aware of this? If there are discrepancies, what are the reasons?
17. How are lecturers and administrators monitored?

QUALITY ASSURANCE PROCESS FOR CE & DE

18. What is the university's vision on quality? Kindly explain the process in place for ensuring this in both CE and DE.
19. What monitoring procedures are in place to ensure that all policies are
 - (a) Implemented
 - (b) Evaluated and
 - (c) Amended as and when necessary?
20. Are learners, lecturers and administrators aware of the university's policy on Quality Assurance and how are each made aware of this? In what ways are staff and learners involved in Quality review?

21. How do you go about the approval for the courses and how are programmes of study evaluated?
22. What student support services are in place and what information is available to learners on these?
23. What learner structures (e.g. Student Representative Council and faculty association) are available to learners and staff and how are they represented?

INTERVIEW SCHEDULES FOR ADMINISTRATORS (11) (Those in the office directly dealing with learners)

SECTION A:

QUALITY AND ACCESS

1. Do you know what the entry requirements are for this programme?
2. At what point does your work start on this programme? Please explain your response?
3. What process do students go through during registration? What packages are sent to learners who have been admitted for this programme and how long do these take? How long does it take students to receive their learning materials after registration had taken place?
4. Is there an orientation programme for admitted learners and what are the activities involved? How is the attendance of learners ensured at such activities?
5. What non-instructional support does the university provide for learners who are admitted into this programme? Please explain. Are learners aware of this and how are they encouraged to make use of such support?

SECTION B

QUALITY AND DELIVERY MODES

6. Are you acquainted with the instructional technology available to learners who enrolled for this programme? What is the yardstick for determining this?
7. How does your office ensure the speed, accuracy and reliability of delivery of course materials?
8. How often are learners expected to attend classes / contact session? What means is available for ensuring learners' attendance at contact sessions?
9. What library facilities are available to CE and DE learners while on and off campus?

10. Do lecturers in both modes of delivery have access to learners' information?
11. How does necessary information get to the learners? Please give examples of such. How do learners contact the administrative staff and are there specific names of members to be contacted for specific tasks?
12. What are the roles of administrative staff during contact sessions for distant and conventional learners? Do they attend during contact sessions? Why / Why not?
13. Is there any liaison between administrative and academic staff regarding the structure, function and delivery of the programme? Please explain.
14. Does the Distance Education Unit have the capacity to process the large number of mail effectively? Explain.

SECTION C:

QUALITY AND OUTPUT

15. What are the procedures to receive, process and turn around assignments?
16. What processes are involved in learners' registration for examinations, writing the exams and marking of the scripts?
17. How do you get the examination feedback across to the learners? Do you have the manpower or mechanical power to cope with the large number of learners' results? Explain.

SECTION D:

18. What type of in-service training have you undergone on your job role and when last was this?
19. Are you aware of the university's vision on quality? Please explain your response.
20. Are you involved in the Quality Assurance process and review of the faculty? In what way are you involved in this?
21. Please comment on the university's commitment to Distance Education.

INTERVIEW SCHEDULE FOR ADMINISTRATOR 3 (The staff that deals with contract staff)

1. What is the role you play in the Distance Education Unit?
2. At what point does your work start on the BEd (Hons) program? Do you deal with only the distance education learners since the conventional ones use the same learning materials?
3. What training have you received before commencing this job” Are you currently being trained?
4. What role do you play during the contact sessions?
5. What are the processes to receive process and turn around assignments and scripts?
6. How long does it take for the turn around of assignments and scripts?
7. Who are the markers of both scripts? Are they the same as those that present the modules? If they are not, how does this work?
8. What is the liaison between you, the course presenters and the module coordinators?
9. What is the number of scripts, which you handle? How do you cope, seeing that you are the only one in this office?
10. What challenges do you face on this job and how do you cope?

INTERVIEW SCHEDULE FOR COURSE PRESENTERS

QUALITY AND ACCESS

1. What instructional technology do you use for this module? How is this integrated into the course design?

QUALITY AND DELIVERY MODES

2. When last did you undergo in-service training related to teaching, learning and assessment in the department where you teach? Please give examples.
3. When last did you undergo in-service training applicable to the distance education and/or contact teaching module?
4. Do you teach both Conventional and Distance Education learners? Please compare both approaches in terms of delivery and outputs? What is your workload like and how does this impact your teaching?
5. How were you recruited to teach Distance module(s)? Is DE your area of interest?
6. Have you ever been assessed by your learners and when last was this? What format does this normally take? Please comment on this.
7. Do CE and DE learners use the same study guides? Why/ Why not?
8. When last were the courses evaluated? Are you happy with the frequency and the way the readers are being reviewed?
9. Were you trained on writing study guides? When last were you given the training and what other support is available to you during this period?
10. Do you make use of Instructional Designers and what is the relationship that exists between you and them?
11. What value does the instructional designer of the FoE contribute to the development of the study guides? Are you happy with the study materials you are using for this module? Please, give reasons for your response?
12. What 'expert cluster' is available within the faculty and what is its function?

13. What incentives / rewards are available to you for your involvement in DE?
14. Apart from when you teach your learners, what other interaction takes place between you? Do you have access to their records? How do they contact you? When is this and how often?
15. How do you encourage learner-learner interaction?
16. Kindly explain the assessment process used for the learners. How long does it take for learners to get feedback on assignments and examinations? How often do you review the assignments?
17. What are your expectations of your learners' performance? How do you make these known to the learners?
18. What are your lingering frustrations concerning DE / CE?

QUALITY AND OUTPUT

19. How do you rate learners' performance in comparison to different modes of delivery? Please explain.
20. To what extent do you think your module has contributed to the academic and professional development of your learners?

QUALITY ASSURANCE PROCESS FOR CE & DE

21. Are you aware of the Quality Assurance stance of the faculty over this programme? Kindly explain what this entails.
22. What is your involvement in the QA process and review?
23. Please comment on the university's commitment to both approaches (i.e. CE and DE).
24. Have you ever carried out any research on DE or published any of your findings (based on your involvement in DE programmes) in any research journal? If yes, kindly elaborate on this.

INTERVIEW SCHEDULE FOR LEARNERS THAT DISCONTINUED THE PROGRAMME

Main Question: What were the reasons for your decision to discontinue the programme?

Possible Probing Questions

1. Were you academically 'ripe' to proceed with this programme when you enrolled?
2. Do you think the distance between where you live and the university / study centre affected your decision? How did this affect you?
3. Do you feel you made the right choice of study at that time? Please explain.
4. How satisfied were you with the following facilities which the university provided:
 - Orientation
 - Tutorials
 - Library
 - Support System
5. How did their availability and non-availability affect your studies and your decision to leave the program?
6. What kind of assessment was used for you while at the university? What impact did this have on your decision to withdraw from the programme?
7. What family support did you enjoy during the programme?
8. Did you experience any language barrier during this programme? Please explain this and its effects on your decision.
9. How expensive was the programme and how did you cope with the expenses (financial responsibilities of the programme? Was it the fear of running into debts that made you discontinue?
10. Could you describe your state of health during the program? Did it have to do with your decision to leave?
11. Did you feel isolated during the programme? What support did you receive from the tutors and lecturers?

12. Did you communicate your decision to leave to the university? Why? Why not?
13. What was the response of the university?
14. Have you started your programme elsewhere? What plans do you have to your studies with the university or elsewhere? Why / Why not?

INTERVIEW SCHEDULES FOR INSTRUCTIONAL DESIGNER(S)

1. Could you briefly explain what your job entails?
2. Kindly explain the process of programme development and course design of the BEd (Hons) (EM) programme.
3. Do you carry out audience analysis? What does this involve and what is its significance?
4. Do single authors or team of authors write all learning materials? Why / Why not? To what extent are authors given autonomy on the content of the learning materials?
5. How is academic support, built into the design of the course materials?
6. What is the choice of media and technology for this programme? Do you think all students have equal opportunities to this choice? How is this choice integrated into the curriculum design?
7. Have you ever carried out any evaluation of learners' learning styles? If yes, what was the involvement of learners in this? How do you cater for different learning styles of the learners during the course of designing the learning materials?
8. If no, what is your view on the consideration of different learning preferences of diverse learners using the learning materials?
9. What assessment methods do you employ in order to help learners achieve the outcomes?
10. How do you ensure the relevance of the language level to the learners?
11. Is there any evaluation carried out on the learning guides? What process does this take? When last were the modules evaluated?
12. What has the outcome of your evaluation led to? Have there been minor or major revisions? Please explain.
13. Are your suggestions being taken into consideration when assessing a given tutorial text? In what ways are these reflected?
14. Do both CE and DE students use the same study guides and learning materials and why / why not?

15. What value do you contribute to the development of study guides and learning materials?
16. How interactive are the learning materials? Please explain.
17. How would you rate the learning materials given to students in the modules prescribed for the programme?
18. Is the format for the designing of course materials consistent? Please explain your response.
19. How would you explain the relationship between you and the academic member(s) for whom the design is being conducted?
20. What in-service training is available to you and when last did you attend such training?

INTERVIEW SCHEDULE FOR TUTORS - FOCUS GROUP 1

1. How were you selected to become a tutor? Why do you think you were selected, and how has this helped you?
2. What pre-training program did you undergo before starting the job? Has there being any further training for you?
3. Kindly describe what your job entails.
4. How do you see your role? Is your work limited only to the academic life of the learners? Please explain.
5. What is your understanding of quality and how will you describe the quality of this program?
6. From a student's point of view, in what way does your work enhance or complement the academic program you are involved in?
7. What are the expectations of the module coordinators from you, and what are those of the students? Are there tensions between these expectations? Please explain.
8. What are the most prominent problems you have to deal with, and how do you handle this?
9. Is there any forum for feedback? How does this reflect in the learning materials or on the learners' performances?

INTERVIEW SCHEDULE FOR MODULE COORDINATORS – Focus Group 2

1. What roles do you play as module coordinators and how do you do these?
2. Why have you adapted the BEd (Hons) program to fit the DE mode of delivery? What were the challenges involved and how have you coped with this?
3. How does the university ensure equal opportunity for all learners (CE & DE) coming into this program? How will balance the conflict between student numbers and quality?
4. Do you teach both CE and DE learners? How did you become involved in DE? Is DE your area of interest or do you just see it as just been part of your duties? Please compare both approaches in terms of delivery and outputs.
5. What incentives / rewards are available to you for your involvement in DE? Why do you think this is necessary or not?
6. What relevant training have you undergone on this program? Are you currently been trained? What other support is available to you in the faculty?
7. What do you think are the possible reasons why learners withdraw from the program?
8. What are your lingering frustrations concerning each of these delivery modes?
9. Are you aware of the quality assurance stance of the faculty over this program? Kindly explain what this entails. What is your involvement in its process and review?
10. Have you ever carried out any research on DE or published any of your findings (based on your involvement in DE programs) in any research journal? Kindly give reason(s) for your response.