

Seugnet Blignaut - Submission of paper: H.D.Esterhuizen

From: Hennie Esterhuizen <h.d.esterhuizen@gmail.com>
To: <icde@ut.ac.id>
Date: 2011/07/30 09:35 PM
Subject: Submission of paper: H.D.Esterhuizen
CC: "Hennie.Esterhuizen" <Hennie.Esterhuizen@nwu.ac.za>, Seugnet Blignaut <S...
Attachments: esterhuizenblignaut icde paper 07-30-11.docx

Submission of paper

H.D.Esterhuizen
 North West University
 South Africa

In reply to:

From: "ICDE 2011 Organizing Committee" <icde@ut.ac.id>
 To: <hennie.esterhuizen@nwu.ac.za>
 Date: Fri, 17 Jun 2011 02:31:38 +0100
 Subject: ICDE 2011 abstract announcement

Dear Mr Hendrik Esterhuizen

Greetings from Universitas Terbuka, Host of the 24th ICDE World Conference.

As Rector of Universitas Terbuka and Chair of the 24th ICDE World Conference, I would like to express my sincerest appreciation to your participation in the Conference to be held in Bali, Indonesia, 2-5 October 2011.

I am pleased to inform you that your abstract entitled **A Localized Socially Transformative Learning Technology Integration Framework for ODL** has been accepted to be presented at the parallel session of the 24th ICDE World Conference, in Bali, Indonesia. Your abstract will be listed in the parallel session of the conference website: <http://www.ut.ac.id/icde2011/>. Please inform the Secretariat if there are any changes to be made.

Please submit your full paper to icde@ut.ac.id by 1 August 2011 and register for the conference by **17 July 2011 at the latest**. Please note that **no presentation time will be allocated** until we received your registration through <http://www.ut.ac.id/icde2011/registration/>. Failure to adhere to the registration deadline may result in cancellation of your paper presentation opportunity as we will assume that you withdraw your participation in the conference. We encourage you to register early to take advantage of the early bird registration price **before 30 June 2011**.

The Conference Organizers will distribute softcopies of the papers to conference participants only for the sole purpose of discussion. This will not constitute publication; papers will not thereafter be published by the conference organizers nor made available to individuals or libraries. Presenters retain the copyright to their papers, and are free to commit them for publication elsewhere.

Letter of Invitation and Visa Application

A formal letter of invitation in PDF format will be sent to assist you in securing an Entry Visa or funds from your respective institutions/countries. As the visa application process may take some time, please be advised to present this letter to the Indonesian Embassy or Consulate in your country as soon as possible and to complete the necessary procedures to apply for an entry visa. You should also ensure that your passport is valid for at least 6 months from the duration of the conference. In addition some countries may be eligible for Visa on Arrival (VoA). Further information about VoA and the immigration requirements, please visit: <http://www.indonesia.travel/en/travel-information>.

You may be required to present this letter at the immigration when entering Indonesia. Do ensure that you have a copy handy.

Do note that the organizer (Universitas Terbuka) do not provide funding or subsidies to conference participants and speakers.

Registration and Payment of Registration Fee

Please proceed to register for the conference and make payment to confirm your participation at <http://www.ut.ac.id/icde2011/registration/>. To enjoy the early bird registration rate, please submit your registration and payment before 30 June 2011.

Accommodation

Please remember to make your own accommodation arrangements with one of the suggested hotels listed on the conference hotel webpage. As hotel occupancy is high in Bali during October, you are strongly advised to make your hotel reservations as early as possible. The 24th ICDE Conference Secretariat and Universitas Terbuka will not be responsible for any hotel arrangements made by the conference delegates nor do they provide assistance in securing a room in Bali, Indonesia.

We look forward to seeing you in Bali, Indonesia!

With warmest regards,

Tian Belawati
Rector of Universitas Terbuka
& Chair of 24th ICDE World Conference

icde@ut.ac.id

Mannan, Abdul

Paradigm shift in learning policies and p
distinctive contribution of Open and Dis
for human capacity building

Tatminingsih, Sri

PORTRAIT OF INFORMATION LITERACY
KINDERGARTEN TEACHERS IN INDONESIA
10 Big Cities in Indonesia, in the year of

MIWA, Makiko

Preparing Students for e-Learning throu
Literacy Training

Nani, Handayani

Relationships between Writing Phases and
Patterns in Online Collaborative Writing
Education Context: What can we learn fr

Esterhuizen,
Hendrik

A Localized Socially Transformative Learn
Technology Integration Framework for C



[HOME](#) |
 [THEME AND PROGRAM](#) |
 [VENUE](#) |
 [REGISTRATION](#) |
 [COMMITTEE](#) |
 [TOURS](#) |
 [TRAVEL NOTES](#) |
 [CONTACT US](#)

Theme

The theme of the 24th ICDE World Conference is "Expanding Horizons – New Approaches to Open and Distance Learning". This conference provides a forum for sharing of ideas on redefining the roles and strategies of ODL in promoting cross-nation human capacity building. The conference discusses issues and challenges for ODL under the following sub-themes:

- ODL and human capacity building
- ODL in a changing world
- Quality and ODL – the way forward
- Management and strategic development of ODL
- Open Educational Resources (OER) in a global world
- International development and distance learning

The 24th ICDE World Conference features 8 keynote speeches, 297 paper presentations in 9 parallel sessions, and about 150 posters.

Other Programs

The conference includes half-day Pre/Post-conference workshops with separate registration and payment.



Important Dates (Tentative)

- > Full paper submission deadline: **1 August 2011**
- > Early bird registration deadline: **31 July 2011**
- > Registration deadline: **2 October 2011**

Accepted Abstract

- > [Parallel Session](#)
- > [Poster Session](#)
- > [Papers Writing and Poster Presentation Guidelines](#)

Opportunity

- > [Sponsorship](#)
- > [Exhibition](#)

Early bird registration deadline
2 days remaining (GMT +7)
 to 31 July 2011

ICDE news

- > [ICDE commissions quality report](#) July 22, 2011
- > [Report on SCOP 2011 and Policy Forum](#) July 20, 2011
- > [Early bird deadline, free tours, and further updates on the 24th ICDE World Conference](#) July 19, 2011

Web Links

- > [ICDE](#)
- > [Indonesia Open University](#)
- > [Athabasca University](#)
- > [AAOU](#)

Quick Access

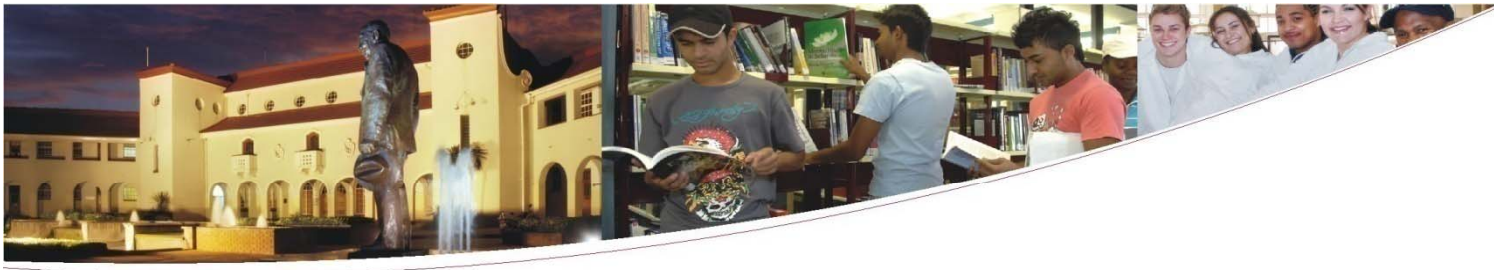
- > [Registration and Fee](#)
- > [About The Conference](#)
- > [Keynote Speaker](#)
- > [Conference Schedule](#)
- > [Accommodation](#)
- > [Workshop](#)

Subscribe for Newsletter

News update: Information for registration payment has changed. Please visit the Payment Method page. ----- Ann

Copyright © 2011 [24th ICDE World Conference](#)

icde24wc theme by [digitalnature](#) | Powered by [WordPress](#)



A Localized Socially Transformative Learning Technology Integration Framework for ODL

Hendrik Esterhuizen & Seugnet Blignaut

Introduction

- School of Continuing Teacher Education (SCTE)
- More than 24 000 distant students consisting of unqualified and under-qualified teachers



Introduction

- Open distance learning model
- Aims to increasingly use e-learning applications
- ICT literacy to be promoted for teachers and learners
- People-centered transformation envisaged
- Emergent learning technology integration framework under development

Introduction

Human capacity building: A transformed SCTE would benefit:

- The teacher-students
- Their learners at the schools where they teach
- Lecturers at SCTE



Stakeholders/participants:

- (i) unqualified and under-qualified student-teachers
- (ii) lecturers and facilitators
- (iii) institution with particular vision for teaching and learning

Perceptions of and observing kingpin stakeholders

Research methods

Qualitative and quantitative data

Interviews, observations, and surveys

Verified and contrasted with literature

Data reduction and concatenation extracted an initial social transformative ODL learning technology integration framework

Technology Acceptance Model (TAM)

Perceived usefulness

Perceived ease-of-use

Davis, Bagozzi and Warshaw (1989: 982); Fishbein and Ajzen (1975)

Based on the work of Davis *et al.*, the study compiled a survey comprising single-input and open-ended questions

Research methods

- N = 339; Attending additional contact sessions after unsuccessful completion of a computer literacy course
- Survey collected quantitative and qualitative data
- The questions probed perceived usefulness and ease of use of technology, technophobia, the availability of and access to computers and the Internet
- SPSS analysed the quantitative data
- Atlas.ti™ for qualitative analysis

Findings

Teacher-students

- Infrastructure
- Computer use
- Computer literacy
- Bridging traditional barriers
- Attitudes
- Future prospects



Findings

Lecturers: Qualitative analysis

- Positive group dynamic and pride
- Consciousness of student needs
- Established momentum in dedication through a strong work ethic
- Committed to development, further qualifications, and research
- Convinced of the need of technology adoption and perceive learning technologies as the way forward
- Expectations of technology mastery and are willing to learn through experience



Findings

Institution

- Expanding technologies on campus
- WiFi coverage
- Students laptop computer pilot project
- Enabling social networking institution web
- Mobisite for study information
- Committed to quality



Findings

Institution (Continued)

However —

Perception of focussing on technologies, instead of on educational strategies

Needed:

A first-time strategy that will regulate access, support and adoption of learning technologies

Institution (Continued)

- Insufficient instructional designers and online curriculum implementation initiatives
- Overcommitted academic staff is expected to initiate technology adoption without much institutional support

Findings

Four themes emerged which were used during interviews with strategic stakeholders

- The curriculum
- Information
- Access and connectivity
- Learning technologies

The curriculum

- The institution has established history of quality assurance of the existing curriculum benchmarked against international standards
- On-going research informs the curriculum assessed by in-house programme evaluators

The curriculum

However, ODL delivery not yet complying with South African Government's policy on e-Education ([2004](#))

- Instructional design relating to curriculum, pedagogy, appropriate multi-media mix needed
- Focus on optimally engaging learners while learning with technology
- Evidence-based and collaborative decision making needed

Library web site access—electronic databases and free research publications

Search procedures uncomplicated and specialist training sessions available

- ODL students' limiting computer literacy/connectivity limit access to online library facilities
- Unfamiliarity with services expands virtual distance to library support
- Students require timely training in information collection

Access and connectivity

Campus internet connectivity far in excess of the national norm

WiFi rollout in progress

Country-wide mobile connectivity and affordable broadband availability has improved

However:

- 100-fold variations in internet speed at times on-campus
- Conflict exists between the institution's Internet security policies and free access
- SCTE had to acquire its own interactive whiteboards
- ODL students pay for own access and connectivity

Learning Technologies

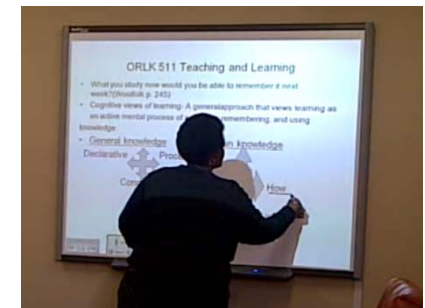
Examples of successful adoption:

Teacher-students positive about technology use

Staff successfully adopted interactive whiteboard use for computer-mediated communication

Mobile devices are proliferating: May offer opportunities

To the contrary, limited computer literacy, technological disadvantage and technophobia of students and staff hamper SCTE's employment of the few learning technologies already in use



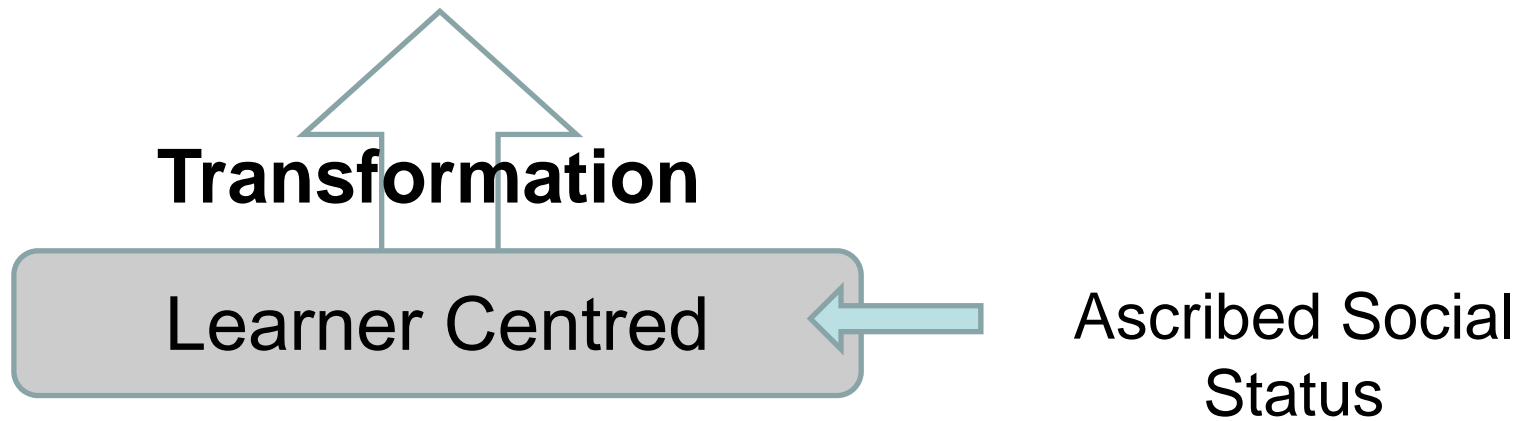
Learning Technology Transformation

Social Transformation

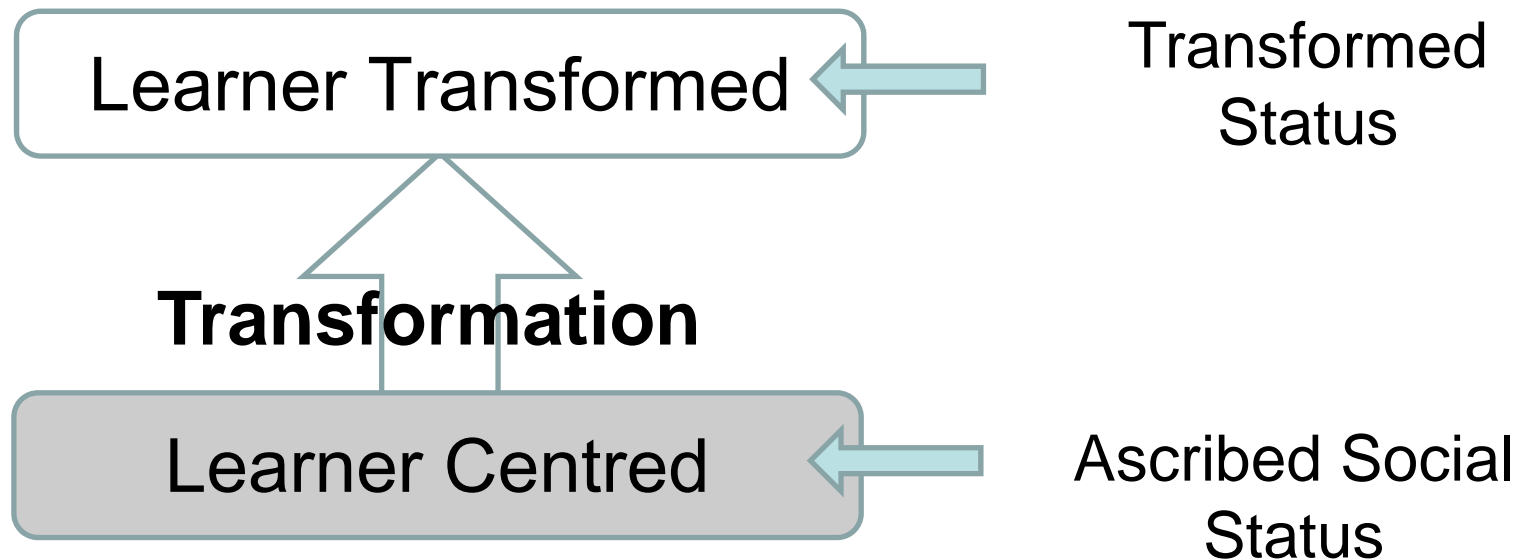
Social Transformation



Social Transformation



Learning Technology Transformation



Transformation

<i>Pre-existing Needs and Requirements</i>	<i>Intended Transformed Status</i>
<p>Teacher-students Enablers/Barriers to learning technology adoption</p>	<p>Adopting technology in interaction and learning</p>
<p>Lecturers Time, workload, technological unfamiliarity, lack of training, assessment responsibilities, rethinking learning technology</p>	<p>From managing content to connecting learners in new ways to other learners, resources, and expertise</p>

Transformation

<i>Pre-existing Needs and Requirements</i>	<i>Intended Transformed Status</i>
<p style="text-align: center;">Institution</p> <p>Focussing on technologies instead of educational strategy</p>	<p>Comprehensive technology teaching and learning strategy</p>
<p style="text-align: center;">Curriculum</p> <p>Non-compliance with Government's policy on e-Education</p>	<p>Instructional design: Engaging learners optimally while learning with technology</p>
<p style="text-align: center;">Information</p> <p>ODL students' limiting computer literacy and information retrieval skills</p>	<p>Trained and experienced in information interaction</p>

Transformation

<i>Pre-existing Needs and Requirements</i>	<i>Intended Transformed Status</i>
Access & Connectivity ODL students have limited access and connectivity	Ubiquitous access
Learning Technologies Few LT: Computer illiteracy, technological disadvantage and technophobia	Rich interactive media resources, collaborative learning designs & personalised learning experiences

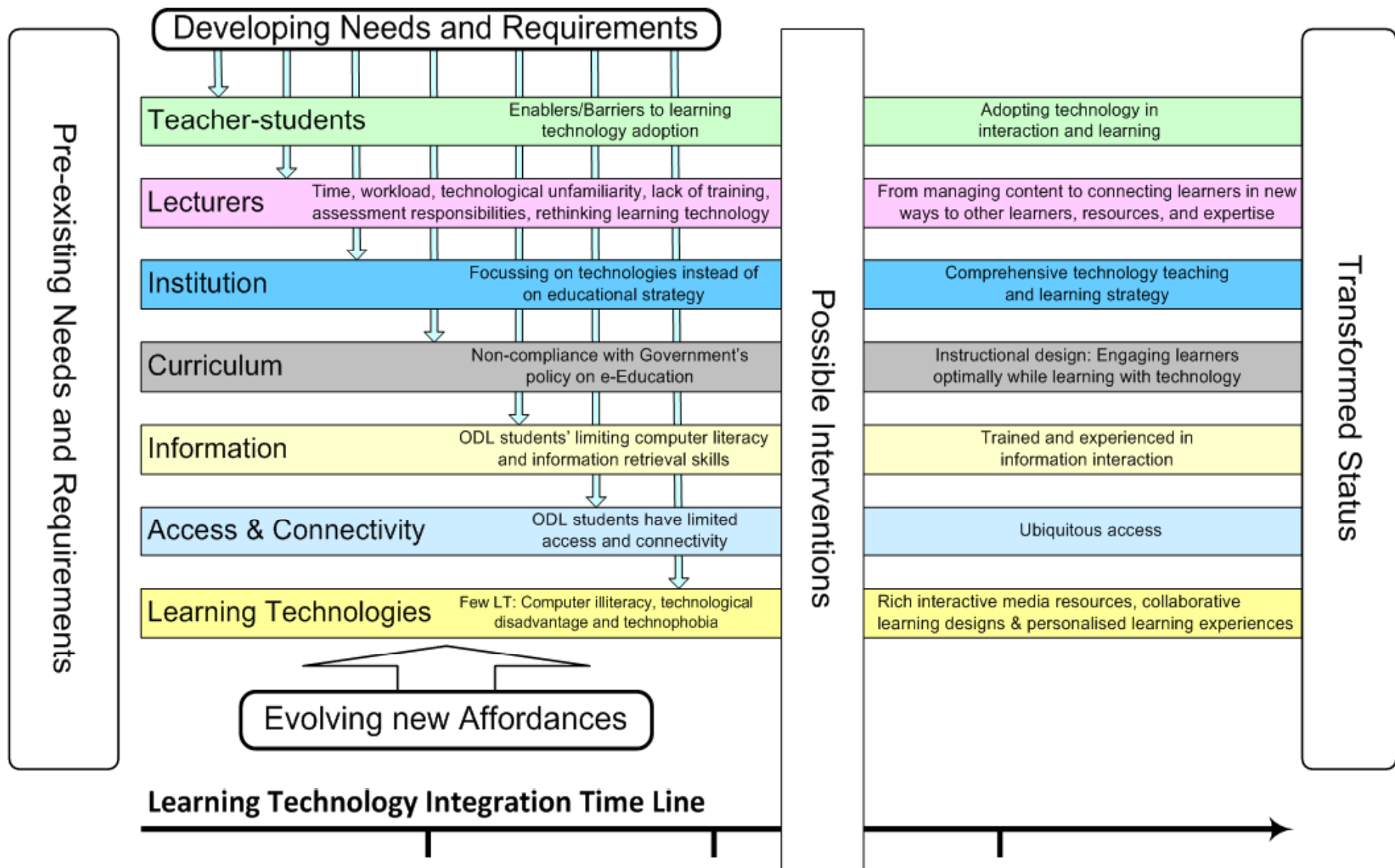


Figure 1: Overview of the Proposed Socially Transformative ODL Learning Technology Integration Framework

Interventions needed

Teacher-students

- Initial computer literacy assessment
- ICT training at contact centres
- Cyclic review of online training and assessment possibilities in the long run
- Introduction to LMS, library use, information gathering techniques, study methods, reading and academic writing competencies
- Technological acceptance may enable LT alternatives such as mobile learning



Conclusion and Recommendations

Institution transformation: Prioritise focusing on learning strategies instead of technologies

Invest in capacity building:

Instructional design and technology based course curriculum renewal

Address perceived IT management barriers:

Access, security, infrastructure and on-demand support

Instructional design and appropriate curriculum and pedagogy to design for online learning

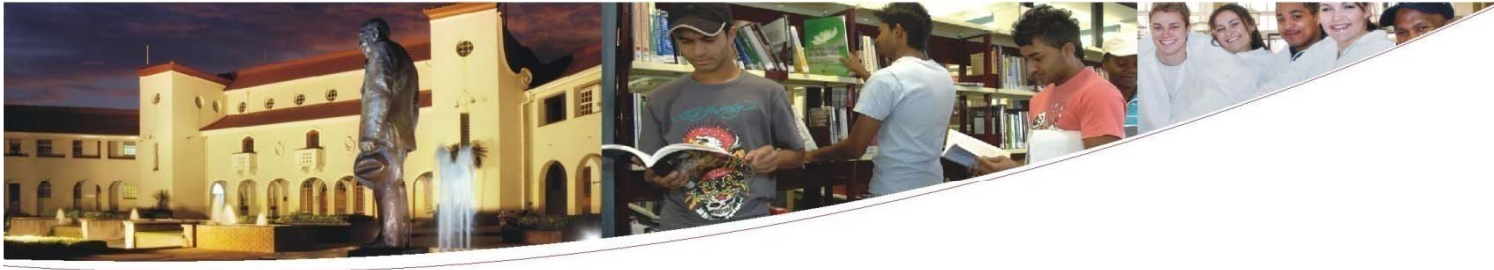
Learning should focus on optimally engaging learners while using technology

Recommendations

Initial framework to evolve towards an e-mature organisation for the delivery of ODL:

Training of lecturers, innovative planning of time issues, acquisition of appropriate infrastructure, buy in from the institution and IT support services and orientation and initiation of teacher-students





Thank you for attending!

Questions to:

Hennie.Esterhuizen@nwu.ac.za

Seugnet.Blignaut@nwu.ac.za