



PRODUCTION OF QUALITY MIXED MEDIA COURSEWARE FOR THE OPEN AND DISTANCE LEARNING (ODL) SYSTEM IN SOUTH ASIA



PRODUCTION OF QUALITY MIXED MEDIA COURSEWARE FOR THE OPEN AND DISTANCE LEARNING (ODL) SYSTEM IN SOUTH ASIA

Between January and March 2008, UNESCO and the Commonwealth Educational Media Centre for Asia (CEMCA) co-organized 5-day Capacity Building Training Workshops for Academics in South Asia on the production of quality mixed-media courseware for the Open and Distance Learning system. A series of three such workshops were held, one at the Open University of Sri Lanka (OUSL), Sri Lanka from 29th January to 6th February, one at the Yashwantrao Chavan Maharashtra Open University (YCMOU), India from 19th to 24th February, and finally at Bangladesh Open University (BOU), Bangladesh from 2nd March to 6th March 2008.

The workshops addressed approximately 50 academics from the three universities involved in Open and Distance Learning (ODL), with the intention of encouraging and training the participants in the development of quality distance learning courseware. It was hoped that the workshops would answer a need to equip and build the capacity of the course writers and academics who are involved in the courseware development - to combine their expertise in the subject with expertise in educational technology. This is especially true in the context of latest developments of exciting easy-to-use "authoring tools" software.

The first three days of each five day workshop were devoted to familiarizing the participants on various "authoring tools" software – including the innovative 'Metamorphosis' software package – while the remaining two days were devoted to scripting for Radio and television. Besides expert guidance, the participants were provided 'hands-on' training on latest tools and techniques. Each participant was encouraged to develop sample multimedia materials in the course of their training. Such intense training by experts and exposure, it was hoped, will enable the participants to develop high quality interactive multimedia courseware for the ODL system in the future.

Monitoring and evaluation of the workshop was undertaken simultaneously which sought to gather a comprehensive range of data pertaining to the skills acquired, presentation by the Resource Persons, the technicalities of the software, the workshop atmosphere, its utility, and their future follow up plans. This gave rise to a full action research report into the role of 'authoring tools' within ODL systems of South Asian universities. The series of workshops was generally deemed to be appropriate, timely and successful, with all those academics that attended suggesting that similar workshops should be held in future.

CEMCA acknowledges with grateful thanks to UNESCO headquarters and particularly the encouragement given by Prof Abdul Waheed Kahan, ADG, UNESCO in motivating the staff and offering guidance at the project formulation exercise. CEMCA also thank Mr Hara Padhy of UNESCO Paris for his continued help in getting the project realized.

CEMCA places on record the role played by Ms Usha Chandar for her pro-active role in designing the project and the M&E exercise. Ms Rukmini Vemraju, Programme officer, CEMCA, needs special mention for her role in conducting the BOU exercise.

CEMCA would like to thank profusely the commitment shown by Prof. Nandini De Silva, Prof. Rajan Welukar and Prof. Dr. M. Farid Ahmed, Vice Chancellors of OUSL, YCMOV and BOU so that the Project could be implemented without any hitch. They were ably supported by DR Gayathri Jayathilake, Dr. Anuradha Deshmukh and Mr. Iftekhhar Khalid.

CEMCA also places on record the role played by Mr Prashant Grover, Amt Pande, and other experts in conducting the training. Mr Dalip Kumar Tetri, Head, Administration and Finance of CEMCA needs special mention for his supportive role in the implementation of the project. Thanks are also due to Monica Sharma, Sunny Joseph and Mr Sanjiv of CEMCA for their help in realizing the goal. A special word of praise for Ms Jessica Kennedy for the graphs and Mr Mukesh Singh, The Printways, Hauz Khas for the report presentation. Special mention may be made of the efforts and contribution to ICT by Mr. V. Krishnamoorthy.

CEMCA hopes that this joint exercise with UNESCO has thrown open the gates and a lot more will be achieved in future ventures aimed at empowering the Teacher for the ODL system.

UNESCO – CEMCA Workshops on Production of Quality Mixed Media Courseware for the Open and Distance Learning (ODL) System in South Asia

A series of three 5-day long workshops were conducted for capacity building/ training of academics of the ODL system in South Asia in production of quality multimedia courseware between Jan.-March '08 as follows:

- I Workshop: Jan. 29 – Feb.6, 2008, OUSL, Colombo, SRI LANKA
- II Workshop: February 19- 24, 2008, YCMOU, Nashik, INDIA
- III Workshop: March 2-6,2008, BOU, Dhaka, BANGLADESH

In all, about 54 participants were trained (19 at OUSL; 15 at YCMOU & 20 at BOU). The 5-day workshop was uniquely conceived with the initial 3 days being devoted to training on the IT based “authoring tools” and the later 2 days for training in audio and video production. There was a substantial “hands-on” component built-into both the segments.

The **monitoring and evaluation (M&E)** component was carried out simultaneously but subtly. There was no disruption of the main programme. There were several sub components carefully planned, pre tested and executed in close coordination with coordinators at CEMCA and the host institutions.

- a) A pre workshop questionnaire was administered along with the registration formalities on the Day 1. This was designed to gather the participants profile especially their involvement in the development of ODL courseware. It also attempted to gauge their familiarity with use of ICTs (old and new) and awareness about “authoring tools” besides their expectations from the present workshop.
- b) A simple mid course assessment was done by asking them to answer 4 questions after the first day (what I learnt yesterday? What I liked? What I didn't like? Suggestions).
- c) Participant observation and in depth interviews with select host institution personnel were carried out by the M&E expert.
- d) A feedback questionnaire was administered on the last day of the workshop. It sought to gather a comprehensive range of data pertaining to the skills acquired, presentation by the Resource Persons, the technicalities

of the software, the workshop atmosphere, its utility, their future follow up plans etc.

The consolidated report is as follows:

A brief profile of the hosting partner Institutions:

- Open University of Sri Lanka (OUSL): the only national university offering courses through the Distance Mode was set up by the Government of Sri Lanka in 1980. Located at Nawala, Nugegoda, the OUSL caters to an estimated student strength of 25000. It has four main faculties – Education (offering 3 Programmes), Engineering Technology (offering 6 Programmes), Humanities & Social Sciences and Natural Sciences (offering 6 Programmes) and five Divisions- Library Services, Regional Education Services, Educational Technology, Staff Development Centre and Information Technology. The present “authoring tools” workshop covered only 19 members of the over 200 academic teaching faculty of the university.
- Yashwantrao Chavan Maharashtra Open University (YCMOU): a leading mega Open University is one of the State Open Universities of India set up in 1989 With its Global Jurisdiction, this OU has carved a name for itself by in the ODL fraternity by winning the Institutional Excellence Award in 2002 from the Commonwealth of Learning (CoL), Canada. It has around 9 Academic Schools & Division in the University covering the disciplines of Agriculture, Architecture, Science & Technology, Commerce and Management, Computer Science, Continuing Education, Education, Health Science, Humanities & Social Sciences and PG and Research Programmes. The university also has a Audio-Visual Centre equipped with state-of-the –art equipment. More infrastructure facilities for ICTs including spacious video studios were noted to be under construction.

The YCMOU has focused on the training and adult education needs of the State of Maharashtra and worked closely with the government and the rural masses. The School of Computer Science had launched its first computer programme namely

“Computer Basics” in 1992, involving and sharing computational resources of private organizations and individuals which was a novel idea for the university at that time. The enrollment and the number of study centres had risen to cover one computer study centre virtually in every taluka. This School has tried to keep pace with rising demand and change in technologies. It has launched a short-term programme for the training of Govt. employees in order to support the State Government’s IT policy and imparted IT training to over 55,000 employees. In addition, under the scheme of “Samaj Kalyan”, about 150 students of the backward class are reportedly given computer training every year. The computer programmes for school students have also been designed and successfully implemented. The school has taken the initiative to provide education to its learners through Internet and CD ROMs.

Out of around 50 faculty members of YCMOU, 15 participated in the “Authoring tools” workshop.

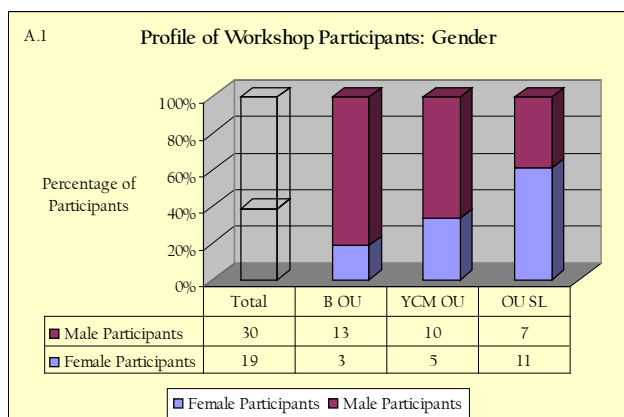
- Bangladesh Open University (BOU): the only public University in the country imparting education through the distance and open mode was established in 1992. with its main campus in Gazipur and 12 Regional Resource Centres, BOU has seven schools –Education, Social Science, Humanities & Languages, Business, Agriculture & Rural Development, Science & Technology; Law & Open School. Together they offer 23 formal and 19 non formal programmes, and have an estimated 2,27,12 students enrolled.

Out of 122 faculty members 20 participated in the “Authoring tools” workshop at BOU but only 16 were regular.

Overall Report of the three Workshops

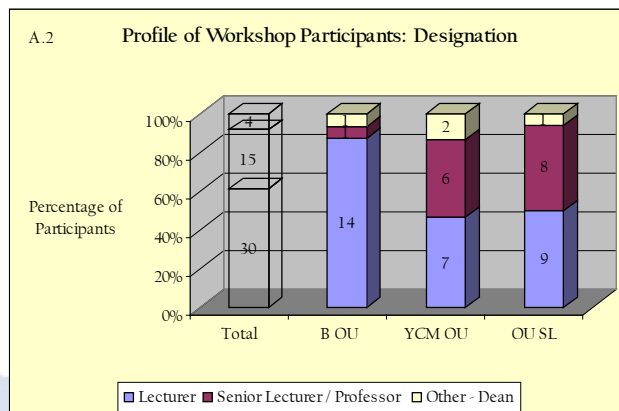
A brief profile of the Participants:

- Gender: Females (39%); Males (61%) There were almost double the number of male participants compared to the females. So there could be a gender bias in the opinions



expressed in favour of males.

- Profession/Designation: Lecturers (including Probationary and Assistant Lecturers) (61%); Senior Lecturers (31%); Others (such as



Deans, Readers and Reserachers-8%)

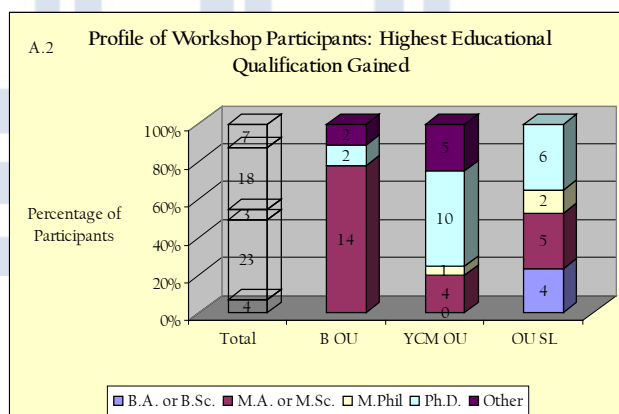
All the participants (100%) were faculty members of their respective institutions and almost all (96%) were active teaching staff. The remainder included a librarian, two deans and researchers, who displayed a notable interest in ODL courseware design despite not actively writing courseware themselves. The ratio of lecturers to senior lecturers was about 2:1.

- Average age: 37

The average age of the participants was 37 which is middle aged by academic / OU standards. The ages ranged from 27 to 61, though, reflecting the wide range of academicians working at different levels.

- Educational qualifications:

Masters (47%); Ph D (37%); Random Diplomas

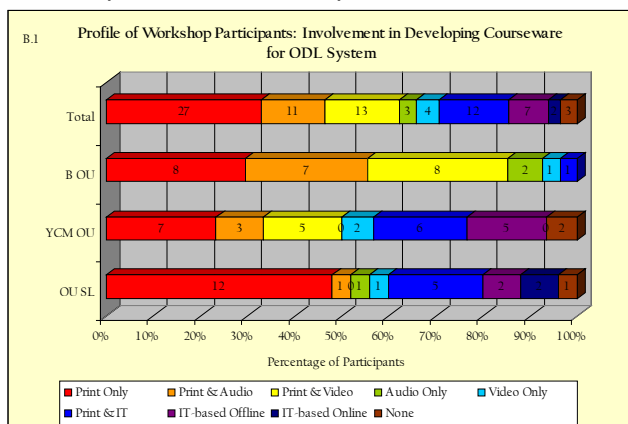


(14%); M. Phil (6%); Bachelors (8%)

The educational level of the participants ranged from the Bachelors (8%), M.Phil (6%), Masters (47%) to Ph.D (37%) indicating a greater level of heterogeneity on the one hand but also a possible aspirational potential among those at lower levels to gain new skills. 14% also held other diplomas or qualifications. Overall, there was a high level of inherent motivation among the participants to

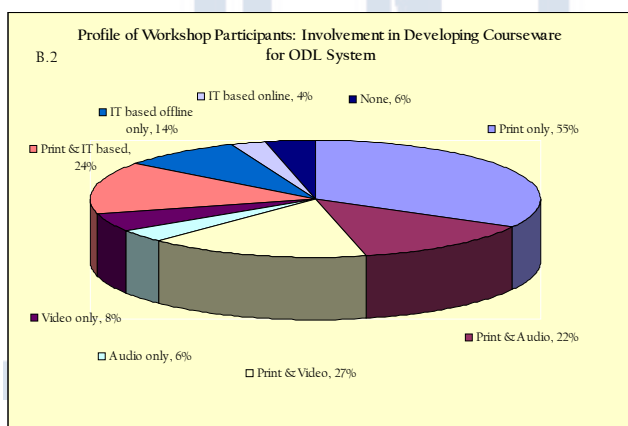
acquire new skills and knowledge.

- **Involvement in developing courseware for the ODI System:** Yes (94%); [only Print (55%); Print & Video (27%); Print & IT(24%); Print & Audio (22%) IT-based Offline (14%); Video only (8%); Audio only (6%); IT-based Online



(4%) – None (6%)

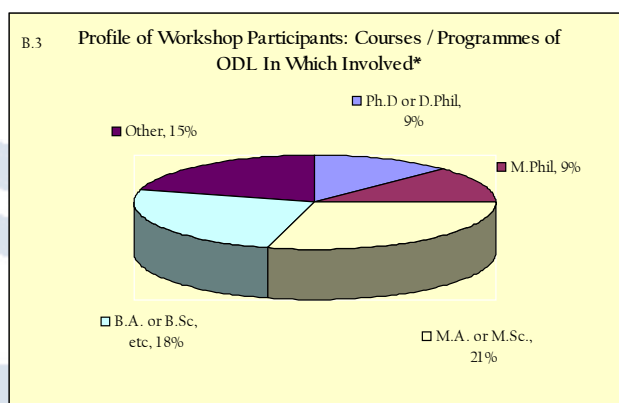
It is important to note that an overwhelming majority (94%) have been involved in developing courseware for the ODL system even though almost half of them (55%) have been dealing with print only. It is also significant to note that almost all the participants have been involved with IT based or audio video based ODL courseware development with varying degrees of involvement. Overall, it is also important to note that most participants have been involved in developing multiple media already.



While the OUSL participants had been quite well versed with IT tools including the MOODLE platform, the YCMOU participants were not that adept. Yet they had been using IT based technologies and video technologies in good measure. The BOU had a full fledged media division and the programmes were broadcast on a regular slot on the national radio and television channels. And most of the BOU participants were familiar with making educational programmes using audio and video technologies. And strangely, barring one participant of BOU, who had recently attended a workshop on using Wiki Educator as a tool for collaborative course

development tool, all of them had never used any IT based technology for courseware development. This reflects the uneven development of ICTs within the region.

Although often having to provide courseware for disparate courses, the ODL programmes in which participants were involved tended to be Masters courses (21%). Bachelors: 18%, M.Phil or Ph.D. each 9%, Others: 15% (the remainder did not specify)



It is a known fact that every technology/ medium has certain unique features and/ or elicits certain characteristics from its users. Hence, it was also thought desirable to understand the authoring tools software and its potential ODL users from such a viewpoint. Since, the 'authoring tools' software facilitates the developing of courseware by ODL academics on their own without much external support and since it is also a proven fact that the quality of the ODL courseware is derived from the team approach, which were both inherently contradictory in nature, the researcher sought to find out from the ODL academics on their preference for working alone or in groups. The response, as expected, was quite varied and mixed and is given below:

To a question, **whether the participants like to work alone or in a group while developing a courseware (on the hunch that the 'authoring tools' provided an opportunity to work alone)**, the following were the responses:

- 37% liked to work in a group ('to share what has been learnt'; 'to gather others ideas'; 'to share views'; 'opportunity for discussion', 'allows another person to see and comment'); ('if all members are keen'); ('to improve synergy' and teamwork).
- 16% liked to work alone
- 10% were flexible about working in groups / alone

Overall, 30% participants sought for more 'hands-on' practice sessions – this seems to be the way

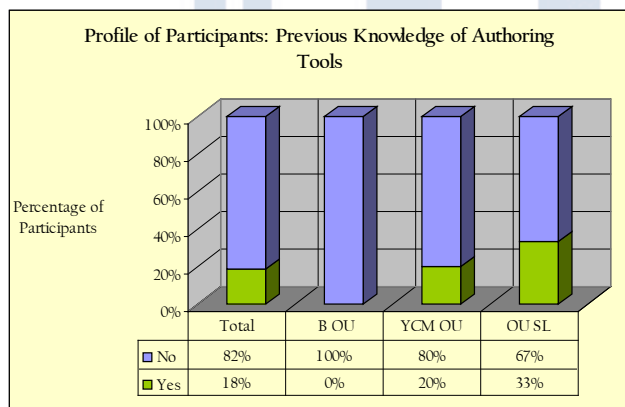
that participants learnt most efficiently / effectively. 42% sought more individual time on individual computers to play around with the software – reflecting a tendency to work alone on developing courseware

Workshop Feed forward

As part of the pre-workshop assessment, participants were asked about their prior awareness about authoring tools and their expectations and suggestions.

- Awareness about ‘authoring tools’: No (82%); Yes (18%)

It is also pertinent to note that a very large percentage of the participants (82%) had not heard of authoring tools before while under one fifth (18%) had heard of it. Those that had heard of ‘authoring tools’ were familiar predominantly with Macromedia and with Flash. This knowledge was obtained through previous workshops and trainings attended by the participants, including a basic introduction to Flash held in 2007 and a workshop on Macromedia courseware held in 2002. This meant that while most participants had very little experience with authoring tools, others had quite a lot of experience due to the recent training. This disparate experience of participants could have impacted the workshop.



- Expectations from the Workshop :
On being asked their expectations of the workshop: the participants displayed a variety of expectations,.

At OUSL: the participants expressed a variety of expectations, with nearly one third (30%) expecting to learn how to write and develop courseware and course materials, and the same amount (30%) expecting to learn techniques to make their course materials more interesting and dynamic for students. The expectations of the participants also included learning about e-learning and authoring tools in general, learning about a faster and more efficient authoring tool (6%), learning practical tips to improve courseware development skills (24%)

and the expectation of developing their personal professional qualifications (12%), indicating a variety of expectations and assumptions about the workshop.

At YCMOU: the participants expressed a range of expectations: 60% hoped to be able to develop new IT based online courses, be able to convert print into online media, develop e-book for learners by learning the necessary skills; 26% hoped to understand the concept of e-book and authoring tools; while 27% hoped to learn to convert existing study materials into e-learning format and enhance its value; 7% hoped to develop course materials in local languages. Overall, it can be said that the workshop has raised a lot of expectations.

At BOU: the participants articulated a variety of expectations, with nearly one third (31%) expecting to learn how to develop e-learning or on-line course material. Other expectations included “getting practical or hands-on” exposure to developing course materials using new technologies and developing multimedia courseware, gaining new “knowledge” and expertise, learning “efficient” and “effective” methods of developing courseware, indicating a variety of expectations and assumptions about the workshop. Being one of the first opportunities that they have got, participants in expressed a desire for more intensive and follow-up workshops of similar nature .

“Authoring Tools” Workshop Feedback:

- On being asked whether the workshop was upto their expectations: 78% said YES (which includes 2% said it far exceeded their expectations), while 18% said NO,. This indicates that going by the participants’ expectations, the workshop could be considered a great success. It also could be the spontaneous immediate response of the participants on being introduced to a new user-friendly IT based tool.
- On being asked to comment on the most liked session in the workshop: 37% chose the sessions on authoring tools in general; 31% chose the Radio & Audio Script sessions; 18% chose the sessions on ‘metamorphosis’ software especially the ‘hands-on’ part; 6% chose the video script session; 4% chose the introductory session itself; while 2% each mentioned the EasyNow, Introduction to Video, E-Learning, Web Authoring Session, Introductory Session on Content Delivery. So while an overwhelming majority chose the sessions related to the core theme and the ‘hands-on’ session (thereby indicating the success thereof) of the workshop, it is pertinent to note that the day long predominantly lecture based session on video scripting by an

eminent local television Producer still evoked good response.

- c. On being asked to comment on the least liked session in the workshop: interestingly enough, 35% chose the 'authoring tools' session; 10% chose the radio & audio scripting session; 8% EasyNow; while 4% mentioned the first session. 27% said that there was no session they didn't like.

Though the verdict is confusing, it is clear that a majority liked all the sessions while the two sessions on 'authoring tools' and 'easy now' did not seem to find favour with around one fourth to one fifth of the participants. The authoring tools clearly elicited a strong response, whether positive or negative. It is notable that the two sessions identified as the two most liked and the two least liked are the same: authoring tools and Radio/audio scripting. The matter needs to be understood in the context of the overall feedback: those who said that they did not like the authoring tools session tended either to be inexperienced with IT-based courseware delivery (especially those participants from B. OU) or were frustrated by the perceived limitations.

- d. On being asked what they learnt: the majority (58%) of participants expressed what they had learnt in terms of practical skills and knowledge to use authoring tools to design, produce and publish courseware. Over a third (34%) felt they'd gained a good introduction to e-learning, courseware design and authoring tools, and the remaining number (8%) felt they had learnt how to make courseware more effective, and to make modules more easily and more attractive .
- e. On being asked to comment on the follow up planned by the participants after the workshop: 100% positive enthusiastic response followed. 41% planned to actively use the authoring tools system introduced to them; 6% planned to integrate it with the existing software / courseware; while 29% planned to develop new multi media courseware. 24%, however, said that their follow-up was dependent upon them accessing the software. This is quite an encouraging indicator of the success of the workshop

The success is also indicated by the response to the question of what formats participants would use: 91%, a very positive response, would intend to use authoring tools software in their ODL system. A high number (76%) intended to use the video formats, whilst fewer (55%) intended to use the audio formats. On being further probed on the actual number of lesson scripts/ courses they attempted to work on in the immediate future (in the next

three months), the response received averaged at 4.4 courses (varying between 9 and 2 individual lesson scripts) using authoring tools, and an average of 2 courses each for audio and video formats. Those that didn't intend to use the software (9%) did so largely because they didn't have access to the software, or because they wouldn't have enough time.

The different universities demonstrated differing opinions on the suitability of the software for creating ODL courseware. Those from Sri Lanka OU wondered about the 'relevance' of the software tended to come from a scientific / mathematical / engineering / statistical subject where problems with formatting, editing, inserting mathematical symbols & chemical equations, and the inability to add specifically relevant pictures etc proved frustrating. Those from Bangladesh OU were constrained by the lack of computer facilities and their previous experience in online course development, while at YCM OU there was a generally positive response and constraints involved limitations to the software functions eg. pictures

- f. On being asked to tick their overall opinion on the workshop from list of choices: 4% of the participants rated it 'conventional'; 27% rated it as 'informative'; 76% rated it as 'useful' while 2% rated it as 'not so useful'. So we can infer that the workshop was perceived as an innovative, informative and a useful attempt in capacity building by a majority of the participants.
- g. On being asked to comment on the opportunity provided to understand & use the 'authoring tools' software to enhance the scope of their role in ODL courseware development activity: 55% said 'very much'; 43% said 'somewhat' while 2% said 'not really'.
- h. On being asked their opinion on the ability of the 'authoring tools' software to enable them to develop & present courses in ODL format: 51% mentioned 'more easily'; 53% mentioned 'more quickly'; 45% mentioned 'more effectively'; 20% mentioned 'all of the above' * (nb: * 'all of the above' category is not exclusive from the top three categories) while 2% mentioned 'none of the above'. There was 'nil' response in the open option category 'any other'.

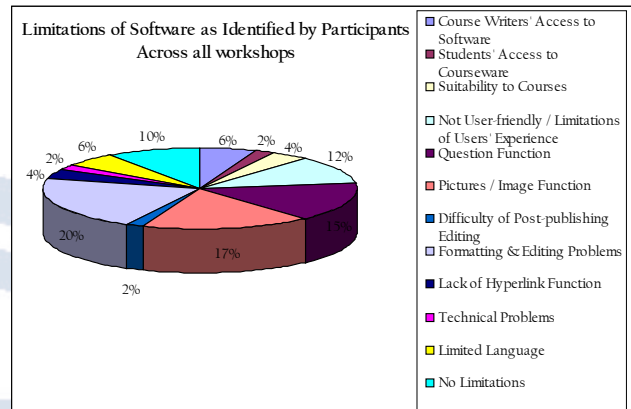
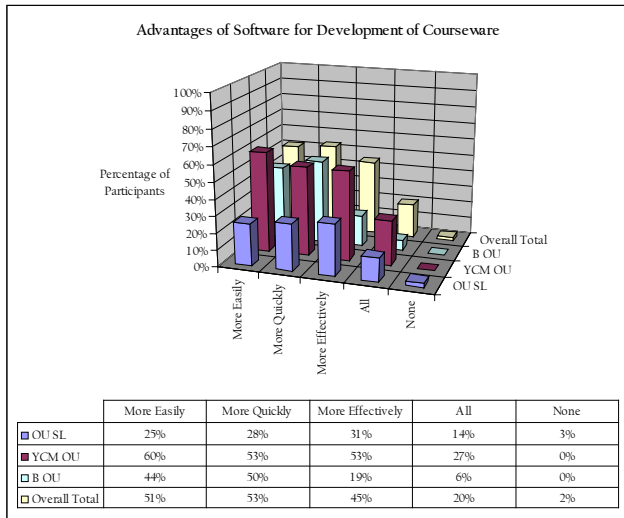
There seems to be a near unanimous agreement among the participants that the workshop had indeed provided them an opportunity to enhance their role in ODL courseware development activity.

The 'authoring tools' software does seem to have had an initial good and positive impact on the participants going by the above response. It was generally seen as a way to ensure that

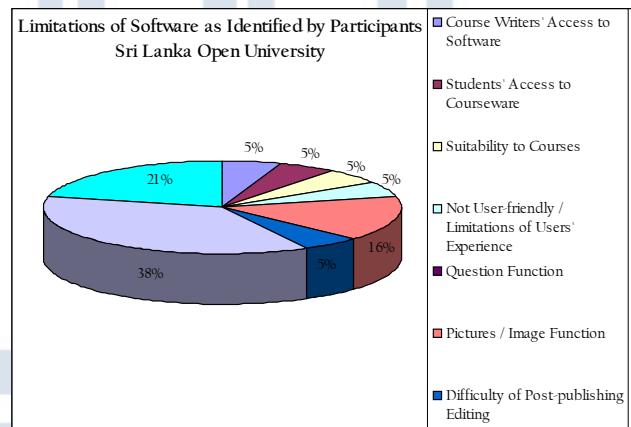
courseware could be developed more quickly. However overall ambivalent response: whilst some lauded the software as being very user-friendly, others felt that it was not at all user friendly

and particularly the inability to add chemical and physical symbols and equations were very frustrating for some of the participants.

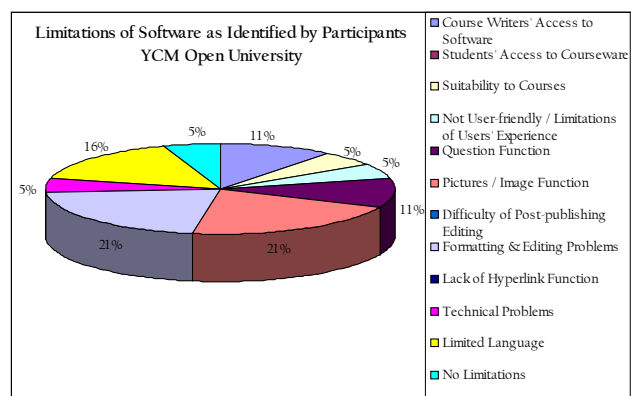
- j. On being asked their opinion on the ability of the 'authoring tools' software to offer them opportunity to use graphics, audio, video inserts: 51% said 'very much'; 49% said 'somewhat'; 0% said 'not really'.

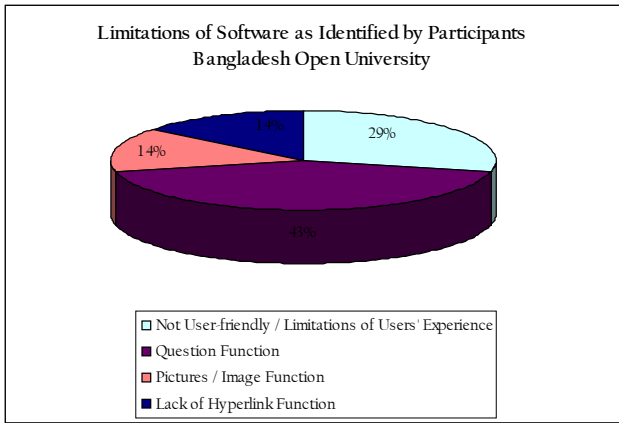


- i. On being asked their opinion on their perceived limitations of the software: the greatest complaint was the editing and formatting functions of the software (22% - including 'unable to edit and add maths/chemical symbols'), the picture function was the second most identified limitation (with 18%) especially the 'constraint in addition of specific or relevant pictures'. 16% mentioned difficulties with the question function; 12% felt it was not user friendly; 6% identified the language limitations; 6% that it was bounded by the course-writer's own limitations; 4% each mentioned that it did not suit the courses or that there was a lack of hyperlinking facility. 2% mentioned the students' 'access to software'; 2% the inability to edit or undo after publication; and 2% the technical glitches that occurred during the workshops. 10% saw no limitations.



It is pertinent to note that only a tenth of the respondents did not perceive any limitations. A majority of the participants seem to be still grappling with various aspects / issues which needed to be resolved with the help of the software. Notable limitations pointed out were inability to add chemical and physical symbols and equations (essential for science lessons). While these could be treated as minor 'glitches' which can be overcome with usage and 'hands-on' practice, they need to be addressed. These editing features were of particular concern to the participants, although there was a difference of opinion: on the one hand, participants liked the idea of editing their own pages, but on the other hand difficulties in editing and alignment, the addition of pictures



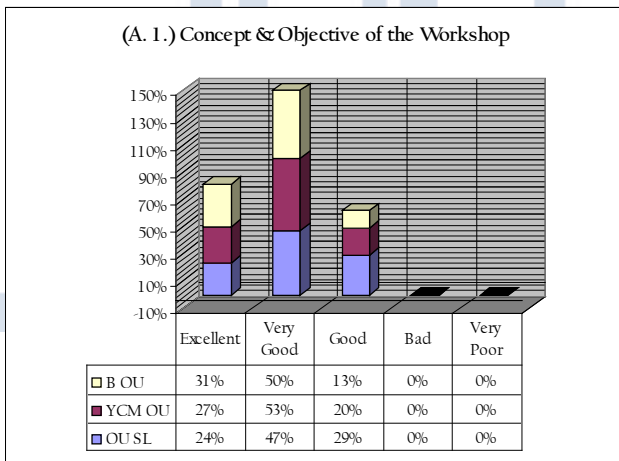


This probing question does indicate that a vast majority of the participants had some apprehensions on the potential to use graphics, audio and video inserts of their choice even though none of them expressed this in the negative. It is suggested that the issue be sorted out with the vendors to the satisfaction of the participants. Part of the problem occurred as the time constraints of the workshops / session over-running prevented the participants from exploring this function themselves.

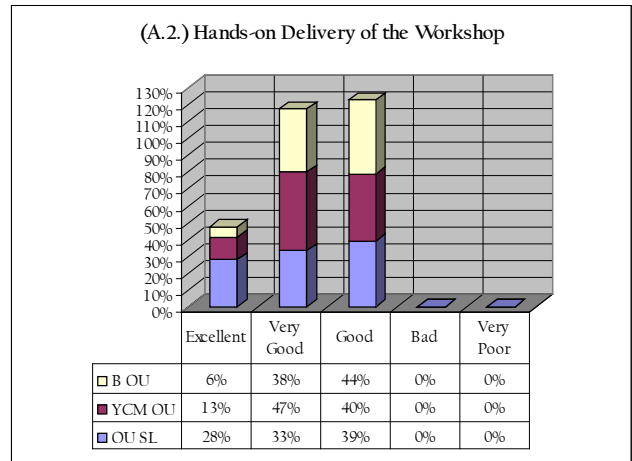
- k. The participants were asked to rate both a) the different workshop components and b) the technical features of the software for which the response were as follows:

Pertaining to training workshop:

- i. concept & objectives: 27% excellent; 49% very good; 20% good

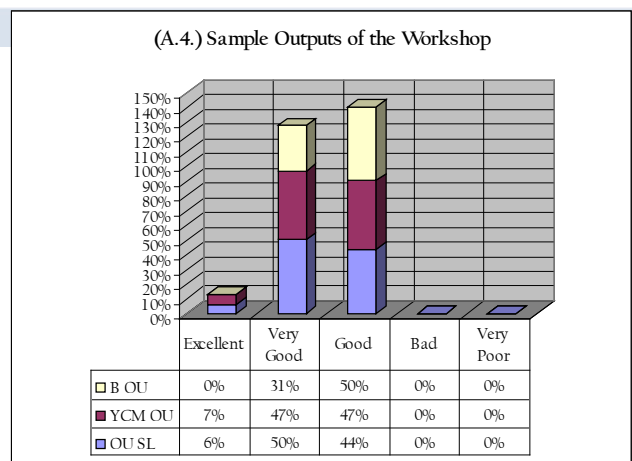
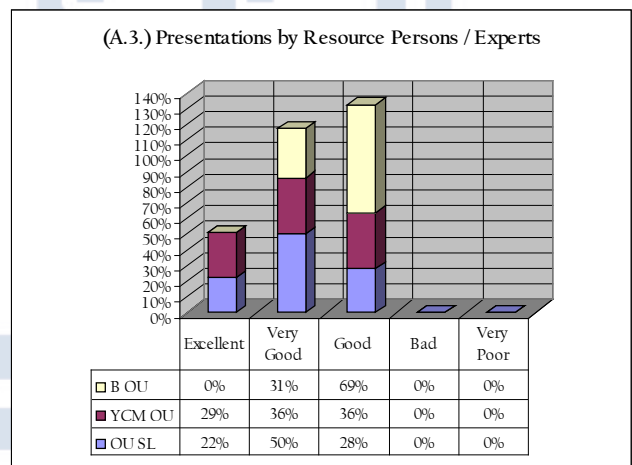


- ii. 'hands-on' delivery of training: 16% excellent; 39% very good; 41% good



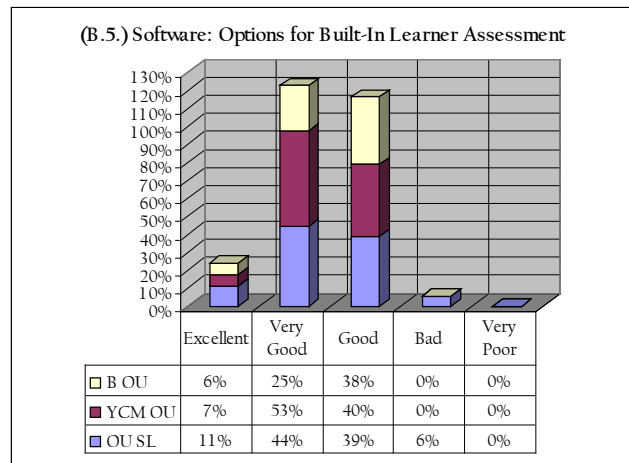
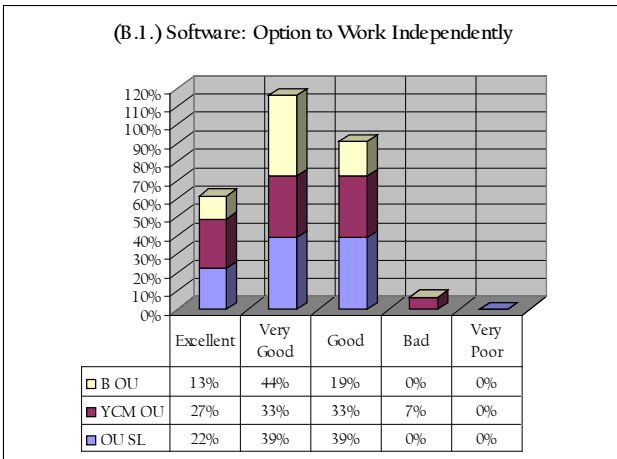
- iii. presentation by Resource Persons/Experts: 16% excellent; 39% very good; 43% good
- iv. sample outputs: 4% excellent 41% very good 45% good

Overall, there seems to be positive feedback on all components from almost all the participants attending the workshop: the concept has been lauded; the 'hands-on' training delivery mode has been appreciated; the presentation by the Resource Persons/Experts has been well received and appreciated; and the sample outputs attempted have been showcased well.



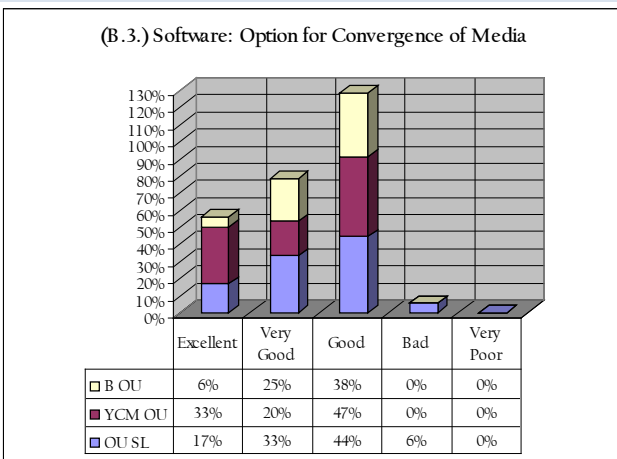
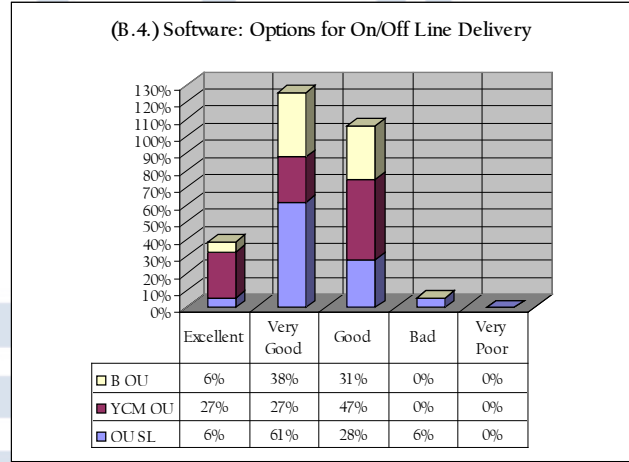
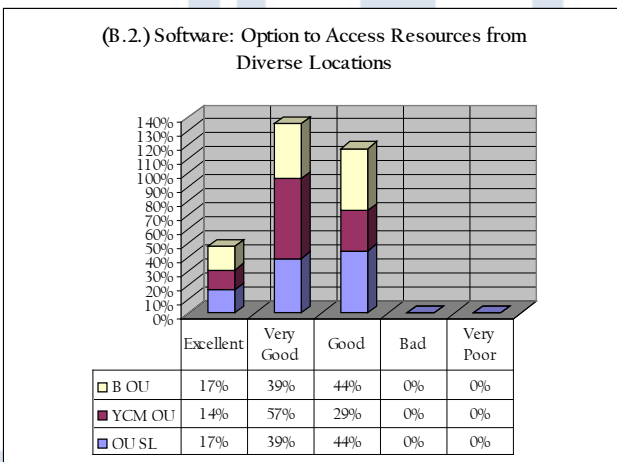
Pertaining to technical features of the software:

- i. option to work independently: 20% excellent; 39% very good; 31% good; 2% bad



On the technical features of the software, the option to work independently has been well received; similarly, the option to access resources from diverse sources for incorporation in the courseware has been appreciated. On the issue of convergence of print, audio and video in new digital formats, one participant expressed concern. On the potential for on-line and off-line delivery modes there was a high level of positive response but apprehension expressed by one participant. There was similar sentiment on the effectiveness of built-in learner assessment option, with some participants seeing the potential for their courses but others expressing some doubt. Only the editing problems mentioned above caused some concern.

- ii. option to access resources from diverse sources to incorporate in the courseware: 14% excellent; 41% very good; 31% good
- iii. convergence of print, audio & video in new digital formats: 18% excellent; 27% very good; 43% good; 2% bad
- iv. on-line & off-line delivery modes: 6% excellent; 43% very good; 35% good; 2% bad
- v. built-in learner assessment option: 8% excellent; 41% very good; 39% good; 2% bad



Concept & Follow-up to the Workshop

- a. On whether such workshops should be organized again: There was an overriding feeling that the workshop / similar workshops should be held again, 100% responded 'YES' to the question.

Participants felt that it was 'essential' to continue these training workshops, and important for continuing professional development. There was a particular emphasis on the fact the workshops need to be held regularly and frequently to be of maximum effect. Some participants recommended

holding a workshop every 6 months, some said yearly and a number (12%) said continuously. The success of the workshop was also reflected in the fact that participants felt that all their academic colleagues should be trained in these kinds of authorware: one participant mentioned holding another workshop for the other members of their department.

Participants Suggestions on Improvement to future workshops

- 14% - more hands on; 10% more individual workspaces; 12% more pre-workshop preparation (e.g. in terms of what participants should prepare/try to learn before the workshop); 6% each for more relevant, available to more, and the solving/prevention of technical problems like viruses or glitches; 4% each for better timing, more trainers/resource people, and better focused/more intensive sessions; 2% each for local language and the provision of support materials / cds / reading matter
- Suggestion to set up a website with forums, chat rooms in order to continue the improvements and learning begun at the workshop.
- Incorporate software such as Math type to solve problems with equations & mathematical symbols
- Issue print or CD material / handouts to support workshop

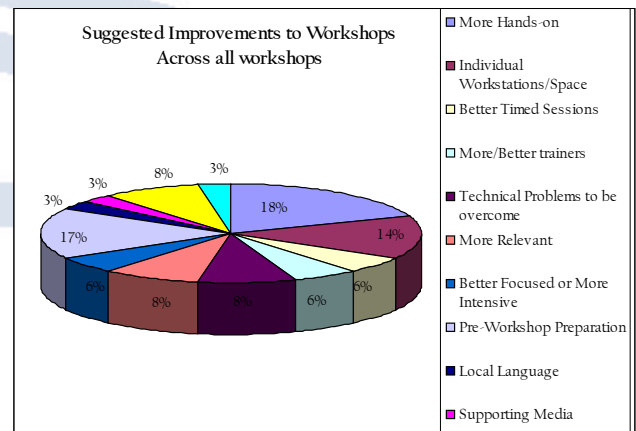
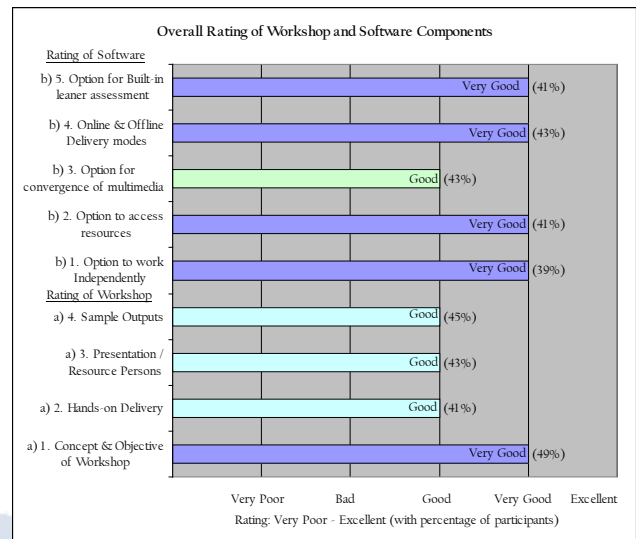
For detailed feedback from each Workshop refer Annexures (enclosed along with graphic representations)

Summary of observations:

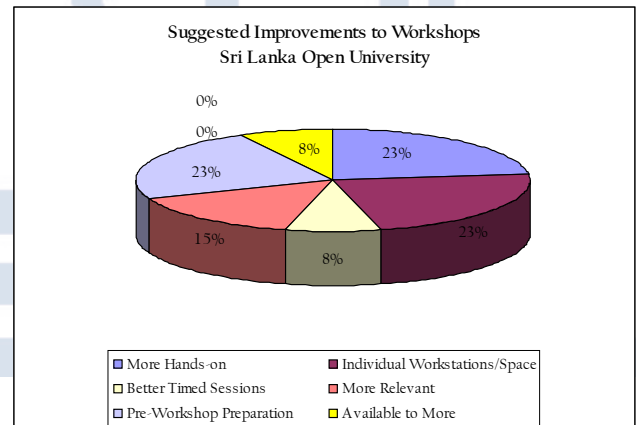
On the software:

While there seems to be no doubt about the instant acceptance and growing popularity of the 'authoring tools' software in general among the ODL fraternity, as expressed by the representatives of participants at the valedictory sessions in the 'verbal feedback', it does appear that they perceived the 'metamorphosis' software as a startup product. Teething problems in the use of the software 'metamorphosis', especially in editing and formatting that affected the use of the software for subjects such as maths / engineering / science does suggest further improvements in the software.

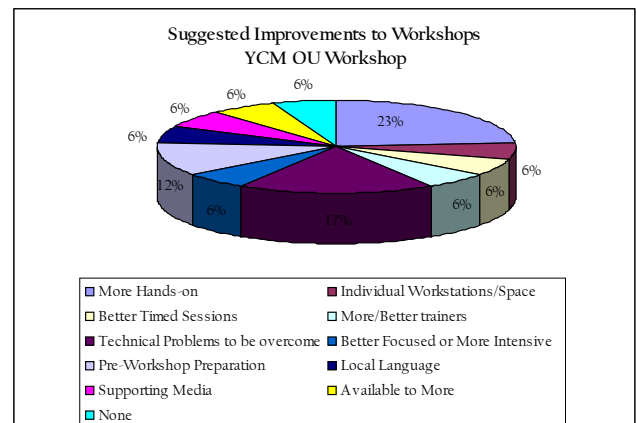
In the present form the software seemed more suited to arts subjects, especially text-heavy courses. It needs to be further fine tuned and customized to suit the diverse needs of the courseware developers in the ODL system. There is a need for the authorware to be tailored- or customized - to specific needs of ODL course developers/ courses (science, arts, engineering, etc.) at various levels (i.e. diploma/

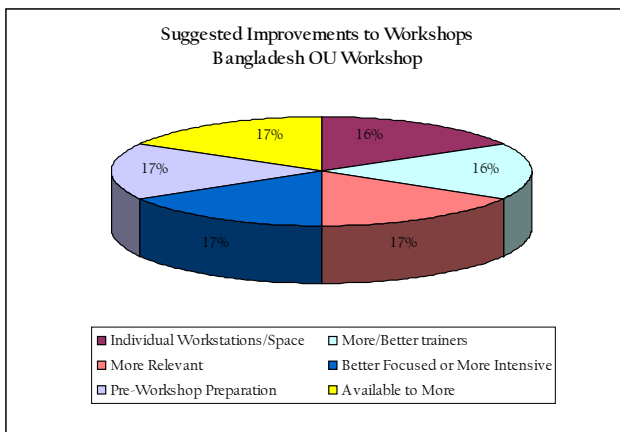


degree/ masters etc.) in order to ensure that it is effective. There is even more greater need for



integration of language fonts-like Sinhala, Bangla,





Marathi and many more along with some simple value added features like getting a pdf output in order to really reach out to the masses through these ICT 'tools'.

Considering the potential of such tools in stimulating the growth and development of e-learning resources, it may be advisable to also promote the non proprietary Open Source along side.

On the training:

Immediate follow- up workshops need to be conducted in all the places with the same set of participants to cash in on the mood created and to ensure that what is taught in the workshops is used and retained. For this, there is a need to follow up with the present set of participants by conducting more intense 'hands-on' sessions to familiarize, to dispel apprehensions, to encourage the finalization of productions. This is also necessary to motivate and encourage the participants to go ahead with their plans to adapt their courseware in the coming weeks and months in the new multi media format.

Also, having generated sufficient interest and enthusiasm among a section of the ODL faculty in the region, it is only fair to pass on the skills others who are or are likely to be involved in such kinds of authoring software but were not fortunate enough to have been chosen for the training. The higher degree of exposure and interest exhibited by the OUSL participants to install the software in their offices, share the knowledge and skills with their colleagues and act upon the learning from the workshop needs to be specially encouraged. It needs to be capitalized upon, through intensive training follow ups to these select participants for developing them as future Resource Persons. It will also help fulfill the aim of the workshop to develop a set of Master Trainers for the region.

Time constraints do pose a problem for those who must both run courses and learn to develop new courseware in these sorts of modes. Overall, the Resource Persons had succeeded in creating a conducive, interesting, friendly, and active learning environment.

The demand for individual work stations equipped with the software needs to be carefully considered as it could equally well apply to office and department work more generally. It could always be argued both ways- that providing individual equipment may not necessarily always result in usage.

The workshop may have had scope for being better tailored towards participants interests and experience. Overall, the workshop did succeed in providing in the words of one participant '... thanking all resource persons, CEMCA & UNESCO for giving.....such an opportunity'.

Conclusion

A snapshot glimpse of the present scenario in India, Sri Lanka, Bangladesh and may be the whole of South Asia region indicates that these highly State patronized OU's are still at the infant stages of adapting modern ICTs already having been very poor at fully adapting older types of ICTs such as TV & Radio. There is, however, rapid permeation of ICTs into the education sector which is being fuelled by the private sector which sees a great commercial opportunity in the education supply starved domestic market. And going by the exploding demand which the government funded sector shall be unable to meet, the private sector lobbies may well succeed in taking over the ICT based delivery systems such as e-learning either on their own or in collaboration with the international partners which are already lobbying hard for entry into the region emerging as one of the largest market.

And within the state supported OUs (which have the onus to cater to the unreached and disadvantaged masses), while infrastructural facilities and financial resources are being planned, not much thought seems to have been given to training and upgradation of human skills. The rigid non incentivised atmosphere within these OUs along with isolation from the student community are far from conducive. This calls for interventions periodically from agencies like the CEMCA to address the issue in collaboration with other partners such as the UNESCO, OUs, etc. The present initiative, even though laudable, appropriate and timely, must not be allowed to remain an isolated one off event.

CEMCA/UNESCO WORKSHOP (SRI LANKA)

“METAMORPHOSIS”

LIST OF PARTICIPANTS

Education	Early Childhood Education Secondary and Tertiary Education Special Needs	Mr. P Seneviratne (Lecturer) Ms. K A D N Dilhani (Lecturer) Ms. S Sakirthamalar (Lecturer)
Engineering Technology	Civil Engineering Electrical and Computer Engineering Mathematics and Philosophy Mechanical Engineering Textile and Apparel Technology	Dr (Ms) B C Liyanage Athapattu (Senior Lecturer) Dr (Ms) K G H U W Ratnayake (Senior Lecturer) Mr K A R D Gunaratne (Lecturer) Ms N D de Silva (Lecturer) Mr D C Wijewardena (Senior Lecturer) Ms T P G N T Alwis (Lecturer)
Humanities and Social Sciences	Language Studies Legal Studies Management Studies Social Studies	Ms. M Kodithuwakku (Lecturer) Dr K B A Silva (Senior Lecturer) Mr N Abeysekera (Lecturer) Ms J A P S Perera (Lecturer)
Natural Sciences	Botany Chemistry Health Sciences Mathematics and Computer Science Physics Zoology	Mr B K L Wickremasinghe (Senior Lecturer) Ms R U Tantrigoda (Senior Lecturer) Ms S L H Vithanarachchi (Senior Lecturer) Dr (Ms) W C W Navaratne (Senior Lecturer) Dr G W A R Fernando (Senior Lecturer) Dr K H Jayawardena (Senior Lecturer)

YCMOU - NASHIK

LIST OF PARTICIPANTS


Div/School/Centre of YCMOU, Nashik	Name of Participant
School of Agricultural Sciences	Dr. Madhuri Sonawane
School of Humanities and Social Sciences	Shri Nagarjun Wanjarwadkar
School of Commerce and Management	Shri Surendra Patole
School of Science and Technology	Ms. Sunanda More
School of Education	Shri Vijaykumar Paikrao
School of Education	Dr. Kavita Salunke
School of Education	Ms.Vijaya Patil
School of Computer Science	Shri Pramod Khandare
School of Continuing Education	Ms.Rucha Gujar
School of Health Science	Dr. Gopal Sawkar
Special Projects Research Centre	Dr. S. S. Chaugule
Academic Services Division	Dr. Hemant Rajguru
Student Services Division	Dr.Prakash Deshmukh
Evaluation Division	Dr. Suresh Patil
Library and Resource Centre	Shri Prakash Barve
Evaluation Division	Shri Sajjan Thool

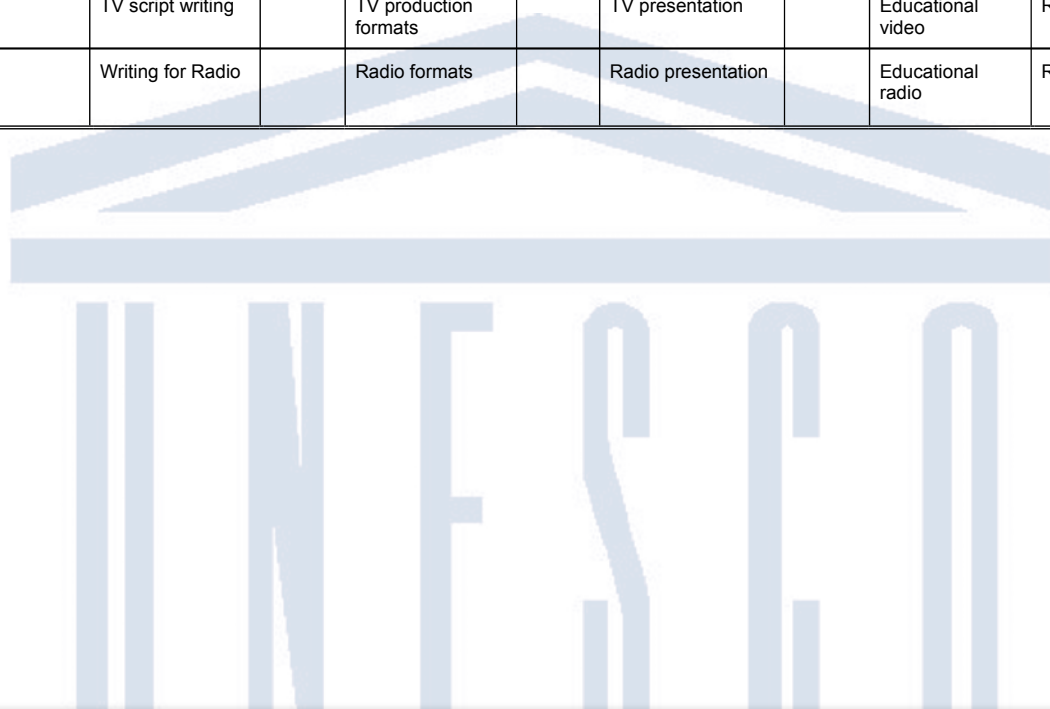
BANGLADESH OPEN UNIVERSITY

Workshop on “Production of Quality Mixed Media Courseware for ODL”

LIST OF PARTICIPANTS

Open School	Dr. Md. Arshed Ali Matubber, Associate Professor
School of Law	Mr. Shaheed Ahmed Chowdhury, Associate Professor
Open School	Dr. Md. Abdul Karim, Associate Professor (Botany)
School of Business	Mr. Nilanjan Kumar Saha, Assistant Professor
School of Business	Mr. Shaikh Rafiqul Islam, Assistant Professor
School of Business	Mr. Shaheen Ahmed, Assistant Professor
School of Education	Mrs. Lovely Akhter Dolly, Assistant Professor
School of Science & Technology	Mr. Anwar Sadat, Assistant Professor
School of Science & Technology	Dr. Sharker Md. Numan, Assistant Professor
School of Science & Technology	Mr. Md. Mamunur Rashid, Assistant Professor
School of Agriculture & Rural Development	Mr. Md. Rokibur Rahman, Assistant Professor
School of Agriculture & Rural Development	Dr. Md. Rezaul Bari, Lecturer
School of Agriculture & Rural Development	Mr. Md. Serazul Islam, Lecturer
School of Law	Mr. Md. Rajab Ali, Lecturer
School of Education	Mrs. Sakiba Ferdowsi, Lecturer
School of Education	Mr. Md. Zahurul Islam, Lecturer
School of Social Science, Humanities and Language	Mr. Md. Ali Karim, Lecturer
School of Social Science, Humanities and Language	Mr. G.M. Tariqul Islam, Lecturer
School of Social Science, Humanities and Language	Mr. Musfiqa Ashraf, Lecturer
Open School	Mr. Md. Kabir Uddin, Lecturer

AUTHORING TOOLS TRAINING WORKSHOP, OPEN UNIVERSITY OF SRI LANKA, NAWALA, NUGEGODA, SRI LANKA JANUARY 30 TO FEBRUARY 05, 2008 (2,3,4 FEB HOLIDAYS)								AUTHORING AND VIDEO PUBLISHING ON THE WEB IN MINUTES 	
Time and Date	0930-1000 hrs	1000-1100 hrs/Session 1	1100-1130 hrs	1130-1300 hrs Session 2	1300-1400 hrs	1400-1500 Session 3	1500-1530 hrs	1530-1630 hrs Session 4	1630-1730 hrs Session 5
30-1-2008	Registration	Inaugural Address	Tea/Coffee	Introductions and Project Briefing	Lunch	eLearning Course Creation Demonstration	Tea/Coffee	Hands on Session - Basics	Hands on Session - Basics
31-1-2008		Editing Course Content and add questions	Tea/Coffee	Editing Course Content and add Media and Voice narration	Lunch	Editing Course and adding links and subtopics	Tea/Coffee	Formatting template of Word document	Mid Workshop Review
1-2-2008		Participants will create an e learning course from a new word document	Tea/Coffee	Participants will create an e learning course from a new word document	Lunch	Participants will create an e learning course from a new word document	Tea/Coffee	Participants will showcase the course they created	Review / Interaction with the Participants
5-2-08		TV script writing		TV production formats		TV presentation		Educational video	Review
6-2-08		Writing for Radio		Radio formats		Radio presentation		Educational radio	Review





Commonwealth of Learning
Commonwealth Educational
Media Centre for Asia



ज्ञानमंगा धरोघरी



United Nations Educational,
Scientific and Cultural Organization

CEMCA/COL – UNESCO Workshop on Quality Mixed Media Courseware for ODL [Authoring Tool – Metamorphosis]

Tentative Workshop Schedule

Venue: YCMOU, Nasik

[Feb. 19 – Feb 23, 2008]

Date	0900-1000 hrs	1000-1100 hrs Session 1	1100-1130 hrs T E A O R C O F F E E	1130-1300 hrs Session 2	1300-1400 hrs L U N C H	1400-1500 Session 3	1500-1530 hrs T E A O R C O F F E E	1530-1630 hrs Session 4	1630-1730 hrs Session 5		
19-02-2008	Breakfast & Registration	Inaugural Session	T E A O R C O F F E E	Introductions and Project Briefing	L U N C H	eLearning Course Creation Demonstration	T E A O R C O F F E E	Hands on Session - Basics	Hands on Session - Basics		
20-02-2008	Breakfast	Editing Course Content and add questions		Editing Course Content and add Media and Voice narration		Editing Course and adding links and subtopics		Participants of the easy now workshop will be swapped with the participants of the Authoring tool workshop.	Participants of the easy now workshop will be swapped with the participants of the Authoring tool workshop.	Formatting template of Word document	Mid Workshop Review
21-02-2008	Breakfast	Participants will create an e learning course from a new word document		Participants of the easy now workshop will be swapped with the participants of the Authoring tool workshop.		Participants of the easy now workshop will be swapped with the participants of the Authoring tool workshop.		Participants of the easy now workshop will be swapped with the participants of the Authoring tool workshop.	Participants of the easy now workshop will be swapped with the participants of the Authoring tool workshop.	Participants will showcase the course they created	Review / Interaction with the Participants
22-02-2008	Breakfast	Radio Script Writing (Mr. Jayant Erande)		Radio Script Writing (Mr. Jayant Erande)		Radio Script Writing (Mr. Jayant Erande)		Radio Script Writing (Mr. Jayant Erande)	Radio Script Writing (Mr. Jayant Erande)	Radio Script Writing (Mr. Jayant Erande)	Discussion with Participants (Dr. Usha Chandar)
23-02-2008	Breakfast ((900-0930 hrs)	Discussion with Participants (Dr. Usha Chandar)		TV Script Writing (Mr. Rajan Sabharwal)		- TV Script Writing (Mr. Rajan Sabharwal) (1400-1430) - Valedictory Session (1430 – 1500 hrs)		- TV Script Writing (Mr. Rajan Sabharwal) (1400-1430) - Valedictory Session (1430 – 1500 hrs)	- TV Script Writing (Mr. Rajan Sabharwal) (1400-1430) - Valedictory Session (1430 – 1500 hrs)		



AUTHORING TOOLS EXERCISE BANGLADESH OPEN UNIVERSITY, DHAKA, BANGLADESH, 2 ND MARCH TO 6 TH MARCH, 2008								RECEPTIVE LEARNING AUTHORING AND VIDEO PUBLISHING ON THE WEB IN MINUTES	
Time and Date	0930-1000 hrs	1000-1100 hrs/Session 1	1100-1130 hrs	1130-1300 hrs Session 2	1300-1400 hrs	1400-1500 Session 3	1500-1530 hrs	1530-1630 hrs Session 4	1630-1700 hrs Session 5
02-03-2008	Registration	Inaugural Address	Tea/ Coffee	Introductions and Project Briefing	Lunch	eLearning Course Creation Demonstration	Tea/ Coffee	Hands on Session - Basics	Hands on Session - Basics
03-03-2008		Editing Course Content and add questions	Tea/ Coffee	Editing Course Content and add Media and Voice narration	Lunch	Editing Course and adding links and subtopics	Tea/ Coffee	Formatting template of Word document	Mid Workshop Review
04-03-2008		Participants will create an e learning course from a new word document	Tea/ Coffee	Participants will create an e learning course from a new word document	Lunch	Participants will create an e learning course from a new word document	Tea/ Coffee	Participants will showcase the course they created	Review / Interaction with the Participants
05-03-2008		Writing Script for Radio & TV Orientation Lecture	Tea/ Coffee	Script Writing Guideline PowerPoint Presentations for Interaction	Lunch	Group Exercise on Radio & TV Script Writing	Tea/ Coffee	Group Exercise on Radio & TV Script Writing	
06-03-08		Group Exercise & Production	Tea/ Coffee	Group Exercise & Production	Lunch	Evaluation & Feedback	Tea/ Coffee	Closing Ceremony	



EXPERTS

Authoring Tools: Metamorphosis

Mr. Prashant Grover and Mr. Amit Pande from Receptive Learning, New Delhi - for all three locations

RADIO AND TELEVISION

SRI LANKA:

Mr. T. Abeysekhere, Former Chairman, Film Development corporation, Srilanka

Ms. M. Williams, Well known Radio Broadcaster

NASHIK

Mr Jayant Erande, former Deputy Director General All India Radio, Mumbai

Mr Rajan Sabharwal, Director Doordrashan Kendra, Mumbai

BOU:

Dr Amit Chakraborty, former CEO, TARA Television channel and presently consultant World Space Radio

Coordinators

Dr. Gayathri Jayathilake OUSL

Dr. Anuradha Deshmukh YCMOU

Mr AKM Iftekhar Khalid, BOU

Supported by

Ms Rukmini Vemraju, Progammr officer, CEMCA

Adminsitration and Finance

Mr Dalip Kumar Tetri, Head, Administration and Finance, CEMCA

Administration Support

Ms Monica Sharma, Mr. Sunny Joseph, Mr. Sanjeev, CEMCA

Special Thanks

V. Krishnamoorthy, IT consultant, CEMCA

Monitoring and Evaluation

Ms Usha Chandar, IGNOU

Project Director

DR. R. Sreedher, Director, CEMCA

CEMCA-UNESCO Collaborative Workshop

Enhancing the Quality of Mixed Media Courseware for the Open and Distance Learning System in South Asia: Capacity Building Training for Academics on production of quality multimedia courseware for the ODL system (January-March 2008)

FEED FORWARD QUESTIONNAIRE

1. Name:..... 2. Gender: Male/ Female

3. Designation: 4. Age:

5. Subject of Expertise: 6. Media Specialization:

7. Work Category:

- Teaching Staff
- Non Teaching Academic Staff/ Researcher
- Tutoring / Counseling Staff
- Others, pl. specify.....

8. Educational Qualifications with Year: (pl. also specify additional proficiencies acquired, if any)

9. Contact details:

- Mailing Address (Office):.....
- Mailing Address (Residence)
- Telephone (s) with Country/Local Area codes:
- Landline Off.:
- Landline Res.:
- Mobile:
- Fax:
- e-mail:

10. Have you ever been involved in developing courseware for the ODL system, if yes, in what way, kindly elaborate

- Print only
- Print & Audio
- Print & Video
- Audio only
- Video only
- Print & IT based
- IT based only (pl. specify, online or offline or both)

11. Have you heard about "authoring tools" software or courseware? If so, pl. give details of the source and what you know about it.

12. What are your expectations from the present Workshop?

13. Any other comments/suggestions you wish to make

CEMCA-UNESCO Collaborative Workshop
 Enhancing the Quality of Mixed Media Courseware for the Open and Distance Learning System
 in South Asia : Capacity Building Training for Academics on production of
 quality multimedia courseware for the ODL system
 (January-March 2008)

FEED BACK QUESTIONNAIRE

1. Name:
2. Designation/ nature of work:
3. Institution/School/Division/Centre: Address : [with Tel #; Fax ; e-mail]
4. Subject area of specialization: 5. Media Specialization:
6. Programmes of ODL involved in:
7. When you are developing a courseware, do you prefer to work alone or in a group? why?

8. Was the Workshop up to your expectations ? YES/NO give reasons

9. Which session did you like most? Why?

10. Which session did you like the least? Why?

11. What follow-up do you plan after the Workshop?

12. How do you find the present training Workshop ?
 Conventional Useful
 Informative Not So Useful
13. Do you feel that the present workshop provided you with adequate opportunity to understand and use the "authoring tools" software to enhance the scope of your role in ODL courseware development activity?
 Very much Some what Not really
14. After attending the workshop, what is your opinion on the ability of the present software: that it can enable you to develop and present your course in the ODL format
 more easily more quickly more effectively
 all the above none of the above any other comment
15. What do you think are the limitations of the above software

16. Do you believe that the present software provides you with adequate opportunity to use “graphics” “audio” and “video’ inserts to enhance the scope of your role in ODL courseware development activity?

Very much

Some what

Not really

17. How do you rate the following components:

a) <i>pertaining to the training Workshop:</i>						
	Component	Excellent	Very Good	Good	Bad	Very Poor
1	Concept & objective of the training to enhance the capacity of academics in multi media courseware production for ODL in South Asia					
2	Hands-on delivery of training on the “Authoring tools”					
3	The presentation by resource persons/ experts during the training					
4	Sample outputs of the training					
b) <i>The technical features of the software:</i>						
1	The option to work by oneself /independently					
2	The option to access resources from diverse sources to incorporate in the courseware					
3	The options in the software for convergence of print, audio & video in new digital formats					
4	The options in the software for online and offline delivery modes					
5	The options in the software for built-in learner assessments					

18. Any suggestions to improve the utility of such training workshops in the future?

19. Please indicate the number and details of courseware that you intend to develop in the near future (next three months) based on the inputs received in the workshop

- Using the “authoring tools” software in ODL system
- Using the Audio Formats in ODL system
- Using the Video Formats in ODL system

20. When was the last time that you attended a similar training workshop. Pl. give details

21. Do you feel that such workshops should be organized by each University/ School/Division at regular intervals? Yes/ No

22. Any other comments/suggestions you wish to make