

# **Capacity Building in Distance Education For Primary Teacher Training**

**(Report on Workshop held at Delhi, India  
From 4-16 August, 1997)**

**By**

**M. Mahmood Hussain Awan\***

## **Background**

The Asian Development Bank provided regional technical assistance grant to support the distance education initiative for the nine densely populated countries (DE 9). The programme was coordinated by the UNESCO as a follow up activity of the world conference on *Education For All*. Later on, the Bank agreed to finance certain DE9 activities for the five DE9 countries located in Asia i.e., Bangladesh, India, Indonesia, Pakistan and the Peoples Republic of China.

Among those activities was the preparation of national plans of action for distance education for Primary Teachers Training. These plans were presented, together with the series of technical working papers, on various aspects of distance education, at a regional seminar held in collaboration with UNESCO in Bangkok in October 1996. The technical working papers and the *National Action Plans* are in the process of being published.

The Bank also agreed to provide fund for series of three workshops on specific areas of distance education. The three topics were:

- a) Instructional Design for Open and Distance Learning
- b) Planning and Management of Open and Distance Learning
- c) Use and Integration of Media in Distance Education

The duration of each workshop was of two weeks. It was designed for active practitioners in respective areas of distance education.

The training workshops were planned and conducted by the common wealth of learning (COL), a globally renowned distance education agency. The training materials was developed and distributed by the COL at the workshops for revision before final printing so that it can be used as appropriate as possible for further training in these countries.

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\* The writer is working as Incharge, Department of Special Education, AIOU.

The COL is an international organization established by commonwealth heads of government in 1988. It has a mandate to create and widen access to opportunities for learning and to improve the quality of education, utilizing distance education techniques and associated communication technologies to meet the particular human resource requirements of members countries. The headquarter of the common wealth of learning is in Vancouver, British Columbia, Canada. In response to needs of the Asian region, COL has established a Commonwealth Education Media Centre for Asia (CEMCA), located in the premises of its host institution - Indira Gandhi National Open University (IGNOU) New Delhi, India.

## **Brief Informations on the Training Workshop**

### *a) Title of the Workshop*

Capacity Building in Distance Education for Primary Teachers Training: Use and Integration of Media in Distance Education.

### *b) Venue*

Electronic Media Production centre Indira Gandhi National Open University Delhi, India.

### *c) Accommodation for participants*

Scholar's House Jamia Hamdard South Delhi.

### *d) Programme/Schedule*

- i. August 04-16, 1997
- ii. From 09:00 to 17:00
- iii. Division of Sessions:

Session-I	09:00 to 10:30 Tea Break
Session-II	10:45 to 13:00 Working Lunch
Session-III	14:00 to 17:00

#### iv. Lecture/topics:

Day One	Inauguration and Introduction
Day Two	Distance Education; Over View of system

Day Three	Media and Distance Education: Founda- tion concepts
Day Four	Instructional Design
Day Five	Media Characteristics
Day Six	Media Planning/Learning Support Issues
Day Seven	Teacher Training Issues/project
Day Eight	Final Exercise/project work
Day Nine	Presentation of project work and closing of workshops

*e) Material*

Training toolkit/Lecture Notes.

*f) Trainers*

- i) Dr. Abdul Khan Principal Communication  
Specialist Commonwealth of Learning, India
- ii) Mr. Jim Bizzoochi, Media Specialist of COL  
from Vancouver, British Columbia Canada

*g) Participants*

Bangladesh: Dr. AKM Khair-ul-Alam  
Deputy Director Primary Education

Dr. M. Abdul Muttalib  
Deputy Director Training Research and  
Documentation Non-Formal Education

Mr. Mostain Billa,  
Specialist National Academy for  
Primary Education

China: Ms. Zhang Xuemei  
Officer, Technology and Equipment Division

Mr. Qian Dongming  
Lecturer Lab of Multimedia Shanghai  
Television University.

Mr. Hou Jiafeng  
Teacher Education Management Information  
Centre in Distance Education Institute

India: Dr. N.K. Dash  
Senior Lecturer IGNOU

Shri S.K. Chauhan  
Programme Officer NCTE

Shri Mahesh Arora  
Secretary Department of Education

Mr. Sunil Das  
Producer Electronic Production Media Centre  
IGNOU

Dr. Kiron Bansal  
Lecturer EPMC IGNOU

Indonesia: Ms. Dewi Padmo | Centre for Communica-  
Mr. Yusuf Mihaballo | tion Technology for  
Bambang Susanto | Education & Culture  
| (Pustekkom) Jakarta

Pakistan: M. Mahmood Hussain Awan  
Incharge, Department of Special Education  
Allama Iqbal Open University, Islamabad

#### *h) Visits*

- i) Central Institute of Educational Technology  
National Council of Educational Research Training
- ii) Electronic Media Production Centre IGNOU
- iii) City Visit (One day)  
Agra and Fatehpur Sikri (one day)

*i) Arrangements of Visit*

For both (iii) and (iv) an A/C coach and tourist guide were arranged. Daily Pick & Drop, and Visit to (i) and (iii) above, a University coach was arranged.

*j) Workshop Organizers/Hosts*

COL-ADB, Assisted by: EMPC (IGNOU)

Personnel: (i) Ms. Patricia  
Senior Training Specialist COL

(ii) Mr. K. Narayanan & Mr. K. Ravi Kanth from  
Commonwealth Educational Media Centre,  
for Asia (CEMCA) Delhi

Sponsor: Asian Development Bank

*k) Objectives of the Workshop*

- ☆ Explain Open/Distance Learning Concepts
- ☆ Identify Learner's needs and attributes
- ☆ Describe contexts of technology enhanced learning
- ☆ Describe elements of Instructional Design
- ☆ Apply Instructional Design Concepts
- ☆ Define Media Attributes
- ☆ List criteria for media selection
- ☆ Apply elements of production process
- ☆ Describe roles of team members
- ☆ Develop plan for media production and delivery

## **Brief of plenary sessions**

### *Day-1*

The workshop was inaugurated by Professor Moegiadi, Director and UNESCO Representative to India, on August 4, at 10.30 A.M. The Director CEMCA and Ms. Patricia Senior Training Specialist COL welcomed the chief guest and mentioned objectives of the workshop. Professor Moegiadi emphasized on need of cooperation in the area of Distance Education.

After inauguration, the remaining day was allocated for country presentation. According to the schedule, first presentation was to be made by Bangladesh. It was postponed as the participants did not reach due to change in their flight. Therefore, the country report from China was presented. Ms. Zhang Xuemei presented the country report. She apprised participants about the Central radio and T.V. University (CRTVU) and China Education Television (CETV) the only nation wide education television. She informed that the Satellite television transmission officially began on October 1st, 1986. The training guidelines formulated by State Education Commission advocated training of primary and secondary teachers via satellite TV, Radio broadcast and correspondence in an integrated manner. The training programmes were designed with specialization based on single subject courses as the major component. On finishing a programme the trainees sit for the examination and those who pass be awarded with a certificate for the respective training. In 1987, SEDC of China approved to establish China TV Teacher College and offer Education TV (ETV) programmes presented through the integration of printed instructional materials and television broadcasting programmes which were compiled and developed according to the state-approved teaching plan for secondary teacher training schools. Teaching administration tutorial sessions were organized in local education institutions forming a nationwide in-service teacher training network throughout the provinces and cities under the jurisdiction of the Central Government and the autonomous regions.

Teacher training via satellite TV broadcasts in China is managed at 4 levels of governmental authorities, namely the central, provincial, country and township. Amidst them the country level is the major executive. The Educational Technology Commission of State Education Commission is the planning and coordinating agency of satellite TV education in China. The provincial educational departments either set up their own administrative organs to take charge of TV education or entrust provincial TV education centres with such executive roles. TV education stations are established at country level to administer and keep up ETV stations/relay stations.

The Chinese satellite TV normal education started on October 1<sup>st</sup>, 1986 and China TV Teachers College (CTVTC) in July, 1987.

The CTVTC is responsible for: (a) providing the in-service training for the school teachers and upgrading their education level, (b) providing the continuing education, and keeping the school teachers the good political character and update knowledge of specific subjects training and © providing the in-service training for school masters and upgrading their managerial levels. The CTVTC provides courses in a wide range of subjects at both degree and secondary levels. Moreover, the CTVTC develops the syllabus, writes, compiles and edits the printed materials and audio-visual materials for the national network of satellite TV normal education.

The Chinese satellite TV normal education is an open education serving the local education departments. It makes use of the system of teaching training and cadres training. All these have been proved practical and efficient. It plays an active role for implementation of Nine-Year Compulsory Education. It compared with 1986, the proportion of academically qualified primary schools teachers has increased from 62.8% to 90.91%. As she told, there are many playback centres in China. Now the TV programmes attract more than 200 million viewers, making it the world's largest educational television network.

Next speaker was Ms. Dewi Padmo from Indonesia. According to her, the distance education system prevailing in Indonesia is meant for quality improvement of primary teachers. She apprised about requirements of teachers in Indonesia. She mentioned the procedure and system operating through distance education for training of teachers at centre for communication technology. For implementation of these programme, it is teamed by the Open University and the Directorate for Teacher and Technical Training or Dikgudentis. To expedite the provision of teacher's training, a programme called "Equalized D-II" has been launched in collaboration with the Directorate General for Basic and Secondary Education in 1990. The Equalized D-II programme requires weekly tutorial and can only be attended by teachers living in towns or in the outskirts. The majority of elementary school teachers working in remote places, however, remain unattended. They have less access to professional improvement and qualitative equity and suffer from the ever widening disparities.

She also pointed out the problems of scheduling the broadcasting time between Eastern and Western regions of the country because of six hours difference between Eastern and Western region; The weather conditions and the scat-

tered population, dwelling in 17600 islands disturb the delivery system and even disturb the final examination schedule.

Presentation by India was made by Mr. Shiri Mahesh Arora. He apprised that Education Television is more than 35 years old in India. Educational Radio is still older. Indian Television is in all likelihood going to have a 24 hours dedicated channel for education. Through this media, education is going to be on broad based and the choices are many. Indira Gandhi National Open University (IGNOU), with media production facilities, and expertise in teacher education has been making attempts to provide teacher education/training packages for teachers in the institutions through distance education. India's National Action Plan (NAP) for in-service education of primary teachers through distance education has been prepared with the aim to; (A) Integrate on going efforts. (B) Capacity building: Through training of teacher educators and supervisors, upgradation and networking of training institutions and linkages and collaboration among various national and state institutions and other departments like Telecommunication, Space Information and Broadcasting, Electronics, Information, etc. (C) Decentralisation (D) Mass training technology; Use of distance education and modern communication technology.

He said that with the collaboration from UNESCO and the International Telecommunication Union (ITU), Government of India has taken up a programme on Inservice Primary Teacher Training (IPTT) through application of interactive television (ITV), in Distance Education.

Government of India has been funding a cascade "Special Orientation Programme of Primary Teachers (SOPT)". Another programme, Viz; "Programme on Mass Orientation of School Teachers (PMOST)" was organized even before SOPT. Now, through IPTT, ITV project, it is planned to try and experiment a mixed model of Interactive Television, self-study and locally facilitated face to face interactive methodology.

The target of training is about 2.5 million trainees per year, 2.23 million primary teachers and 0.24 million non-formal education instructors every year, 24000 (of the 48000) teachers educators and 30000 (out of 60000) supervisors every second year.

### *Day-2*

The day was started with presentation from Pakistan. The country paper was presented by M. Mahmood Hussain Awan participant from Allama Iqbal



Open University (AIOU). He told that the AIOU was established in 1974 as a first distance education institution in Asia. The presentation was supported by showing transparencies on student enrolment, media support, coverage percentage by Radio, TV and non-broadcast material. The problems of broad/telecasting and production was also discussed. He gave an overall introduction of programmes of the university with particular emphasis on teacher's training programmes through distance education and the problems faced by AIOU at various levels; i.e. post-graduate (M.A., M.Ed. B.Ed), Certificate of Teaching (CT), the Primary Teacher's Certificate Course (PTC), the Primary Teacher's Orientation Course (PTOC) and the Arabic Teacher's Orientation Course (ATOC). He pointed out the need of manpower development in the areas of literacy, in-service teacher training (specially in vocational education and professional education), agriculture, law, health and training of distance education personnel. He also mentioned the need for strengthen electronic media component in AIOU courses. He mentioned that media can be effectively involved in both curricular and enrichment areas, but the cost factors must be kept in view.

Mr. Jim Bizzocchi took the session. He introduced the working schedule and lectured on importance of media in distance learning. He explained the principles of learning, creating and sustaining an open, sharing, and collaborative work environment, the responsibilities of distance education personnel for developing innovative activity oriented study material and appropriate ways to serve distant learner. He discussed the bottlenecks hindering the achievements and also suggested measures to minimize them.

He discussed in detail significance of distance education in the light of changing perspective. He said that distance education has a capacity to meet the challenges of 21 century. It has proved its effectiveness in teacher education in most of the countries. The successes of certain aspects of non-formal education programme has been recognized throughout the world, because it supports student independence. These programmes are operational in most developing countries alongwith the conventional system of education. The growing interest in distance education has been preliminary stimulated by evidence and belief, that the distance education is a cost effective mean to meet the increasing need of trained manpower.

The next speaker, Dr. Abdul Khan, while discussing the technology planning and application development, mentioned the contribution of knowledge, skills and experience for planning, development and implementation of educational technology. He said quality assurance and quality improvement practices demands support and collaboration of course designers, writers technology ex-

perts, production professionals and servicing staff. Apart from the above, distance education personnel must be aware how to identify the learning needs, how people learn and which tools enhance the learning opportunities, so that they may undertake review and revision of existing programmes and courses on regular basis or introduce entering new courses using emerging technologies and new delivery methodologies.

### *Day-3*

Dr. Abdul Khan took the session. He said that the spiralling population growth is placing increasing pressure on already stretched education resources either physically and human. It is, therefore, essential to search for cheaper and more efficient ways to provide education to masses, therefore it seems reasonable to invest in distance education. This workshop envisaged to strength the capacity of members countries to develop the human resources required for effective operations of distance. The consistency and mutual cooperation to promote the cause of mass education also depends on further close collaboration for finding the cheaper means. He emphasized on regional network for promotion of efficiency and effectiveness of distance education activities. He highlighted a comprehensive infrastructure for technical assistance to determine the most appropriate mechanism for regional cooperation in distance education.

The next session was taken by Mr. Jim Bizzocchi showing a video on radio schools British Colombia. He explained the geographical situaiton of British Columbia, which helped the participants to understand the significance of these programmes. He further explained self instructions, self paste learning, open learning or flexible learning. He said that distance education material must be developed keeping in view channels of learning, so that, it may increase the interest and motivation of the learner. He said the major challenges for education are access, quality cost and equity. The dsitance education has capacity to meet the challenges.

Dicussing objectives of distance education, he said it is multi media for multi-prupose education. Distance education offers an economic use of scattered educational resources to provide large number of students with chances to continue their education, it can reach students where they are, it allows students to continue earning while learning, it builds confidence and update the knowledge of learners.

#### *Day-4*

Dr. Khan took the session and discussed Distance Teaching System. He mentioned the steps involved in it. Identification of educational needs of target group, design of the curriculum, production of multi-media self-learning packages, the delivery system, student support and evaluation components were fully discussed.

Media support was discussed at length. Effectiveness of audio cassettes, radio programmes, TV programmes and computer assisted instruction to support print material were described.

He mentioned the factors like identification of target population, psychological characteristics and socio-economic needs of the audience, the academic and/or examination oriented needs of the target audience, content of the programme, technique of programme presentation, forms in which the programme should be presented, materials to be utilized in the series and materials to supplement the series, the selection of script writer, broadcasters and media experts, and actual recording and pre-testing which may be taken into consideration while planning and production of instructional package. The remaining day was allocated for visit to Central Institute of Educational Technology and National Council of Educational Research Training.

#### *Day-5*

Mr. Jim Bizocchi gave a lecture on media production system. He discussed analyzation of content and units, identification of topics/concepts, statement of behavioural objectives, identification of media and its modes, preparation of learning activities and evaluation procedure in detail.

In connection with instructional design, the course team functions were highlighted. While discussing the plan and procedure for the integration of media in to an instructional design, he described final planning and writing of text, production of graphic and visuals, production of sounds and pictures. He said the events, people, places and equipment must be relevant to the text and interest arousing. The remaining day was allocated for visit to Electronic Media Production Centre IGNOU.

## ***Day 6 & 7***

The participation were divided into four groups assignments. Each group comprises at least one participant from each country, so that they may share their country experiences. Particiaption were allowed to select their own theme for course development and selection of media component. This group work/ experience was split over two days. These two days were the busiest days of the workshop, each group tried its best to perform as well as they could. Each part of the project work was fully discussed and finally the video scripts were prepared.

## ***Day-8***

The day before closing was allocated for presentation of the group work. Each gròup presented their project/script. After every presentation, question answer session to improve the project work was undertaken. However, the two groups could present the project because of queries raised by enthusiastic participants. Each query was well taken and accommodated properly.

## ***Day-9***

On the day presentation by two groups were made before the closing ceremony. The closing of the workshop took place in the room where, the workshop was being conducted. Ms. Patricia was the chief guest, a simple certificate awarding ceremony was arranged. Each participant was given a gift box along with the participation certificate COL.

## **Summary**

The workshop was a good experience or exchange of ideas and experiences with other sister countries using distance education. It was general consensus that in these countries distance education is operating in the same way, and most probably nature of the problems is the same except the typical geographical conditions and technological advancements. Moreover, the collaboration for promoting distance education through the regions was stressed. Some useful material relating distance education and media integration opportunities was also procured. This material may help to study the development of distance education in other countries and to develop future courses or programmes at AIOU.

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