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# Editorial

## Quality: A Hallmark of Self-Instructional Materials of CODL

St Mary's University College recognizes that there is always a room for improvement in any endeavor, to which education is no exception. In light of this, the UC has been constantly attempting to better all its services, be it academic or support. Like wise, the College of Open and Distance Learning firmly believes that the quality of self-learning materials is not something for negotiation. Accordingly, the College makes sure that the self-learning materials are developed on the basis of fundamental principles of open and distance education widely accepted in the world. All the required efforts are also made to ensure that the course materials are written by renowned professional in the respective disciplines and passed though rigorous process of editing before they are presented to the learners' consumption.

The learning process could highly be enhanced if learners are presented with something to listen and view along with what they are given to read with an inbuilt teacher. In line with this, the College has long been endeavoring to substantiate the print version of self-instructional materials by relevant audio and video productions. Determined to scale up this pioneer effort, the College is currently making intensive preparations to develop audio and video self-learning materials to be presented to learners along with the print modules. It has recently reorganized itself in such a manner that there is a separate section set up to handle the over all coordination of the production of such materials. Placed under the Academic Programs Office, the office- the Educational Technology Section- is presently engaged in coordinating and carrying out some preliminary tasks leading to the realization of this long-anticipated dream of the College.

Up on completion, these audio and video materials will be made widely accessible to all learners along with the print versions. They are believed to be highly beneficial for the learners in that they provide audio and visual clues to concepts that are difficult to grasp only through reading. Further, the regularly scheduled tutorial services will be supplemented through the use of these materials as they lend themselves for viewing and listening at the convenience of the learners.

The College never ceases to do everything in its power to present learners with everything that could advance their learning. It is determined to ensure that learners are provided with the highest quality education possible through continuously improving its services and introducing educational technologies as much as possible.

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## Distance Education: From 'Division' to 'College'

In accordance with the recent restructuring carried out at institutional level, the Distance Education Division has come to be reorganized at a college level, namely College of Open and Distance Learning (CODL), headed by a vice president. According to the new structure, the College has four major offices directly accountable to the Vice President for Open and Distance Learning. These are Office of the Registrar, Office of Center Administration and Student Support Services, Office of Center Development and Supervision and Academic Programs Office. Considering the nature of various functions, the existing units have been strengthened and other new units have been established under these four pillars. It is greatly believed that this newly developed and implemented structure would help the College improve the quality of all the services it renders to its esteemed customers.

## Keeping an Eye on Coordination Centers

Cognizant of the central role of coordination centers in the entire operations, the College has been making conscious efforts to carry out supervisions of activities at coordination centers and agent offices and timely address pertinent issues of concern. Accordingly, the Office for Center Development and Supervision, in collaboration with key offices of the college, has recently conducted supervision of various operations of coordination centers and agent offices in two rounds.

The supervisory exercise was aimed at assessing and pinpointing strengths and possible areas of improvement in core operational aspects like documentation, office organization and human resource capacity. Provision of training to address the immediate needs of the staff was also among the objectives of the supervision. It has been noted that the supervision was such a success in terms of providing everyone concerned with quite vivid picture of what is really happening in the coordination centers and agent offices.

Moreover, the supervision has provided opportunity for coordination centers and agent offices to voice and bring their serious concerns to the attention of the management at different levels and ultimately get them attended to. Following the supervision, all the concerned offices and units of the college have developed action plan and begun executing the same so as to address the issues raised and observed with no time to waste.

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The Open and Distance Learning College of St. Mary's University College graduated a total of 5781 students in degree, diploma and certificate in different disciplines on May 29, 2010. The graduation was marked in a sparkling ceremony held at Addis Ababa Exhibition Center in the presence of graduates and their families, the guest of honor, Prof. Tilahun Teshome, Dean of Law School, Addis Ababa University distinguished guests and the higher officials of the University College and SMUC family and friends.



On his congratulatory message, Prof. Tilahun underscored, the graduates and their families have to be proud of themselves for withstanding the test of multiple challenges, such as physical distance, work-related responsibilities and family commitments, to reach this happy day. Using his own life journey as a show case, the guest of honor also emphasized that, since education is a life-long enterprise, the graduates should maintain a mindset that urges them to keep on learning, both formally and informally, no matter how difficult things would appear. They should, he further emphasized, reach out for more. Finally, he wished them many more happy endings in every step of their way ahead.

The graduates were also applauded for their well-deserved achievement by Ato Tedla Haile, Executive Vice President of the University College and Dr. Eylachew Zewdie, Vice President, College of Open and Distance Learning. As has long been customary for the university college to recognize and encourage outstanding performance, the college has offered full scholarship for Ali Yimer Ayele, the gold medalist from the Diploma program of Language Department with CGPA of 4.00. The graduate could apply for degree program once he has fulfilled all the requirements set by the Ministry of Education.



## SMUC-IGNOU Graduate Students with Master's Degree



Students of the postgraduate programs jointly run by St. Mary's University College (SMUC) and Indira Gandhi National Open University (IGNOU) celebrated their graduation on 18 July, 2010. This second batch of graduates of SMUC-IGNOU partnership comprised 190 stu

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dents from seven fields of study: Master of Arts in Rural Development (53), Master of Business Administration (11), Master of Commerce (10), Master of Arts in Economics (28), Master of Library and Information Science (3), Master of Arts in Public Administration (26) and Master of Arts in Sociology (59). The graduation was marked in a colorful event held at Hilton Hotel.



SMUC and the graduates were honored to have the company of a number of dignitaries during the graduation ceremony. Notably, the guest of honor Indian Ambassador to Ethiopia, Mr. Bhagwant S Bishoni, the President of SMUC, Asst. Prof. Wondwosen Tamrat, Registrar of IGNOU, Prof. Pushplata Tripathi (representing the Vice Chancellor of IGNOU), SMUC Senate Members and invited guests were among those who attended the ceremony.

On his welcoming and congratulatory message, Asst. Prof. Wondwosen Tamrat remarked that the graduates, their families and sponsors have to be proud of their achievements. The graduates should particularly rejoice over the moment for their long-held commitment amidst huge social and work responsibilities finally paid off. Besides, having handed over diplomas to the graduates, the guest of honor addressed the graduates in which he emphasized that they should always keep themselves up-to-date so as to overcome the challenges brought about by the rule of dynamism. He also applauded SMUC for its untiring concern for quality enhancement and for registering such a remarkable accomplishment at such very young age- in just 12 years.

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Finally, the ambassador broke the good news that left everyone with a sense of astonishment and joy. That is, as part of its continuous effort made to further solidify the long-standing Ethio-Indian relation in the sphere of education, the Indian government has decided to award full scholarship to one graduate of St. Mary's University College, news welcomed by a huge applause from all the attendees. The joint venture has so far added 282 graduates to the work force of the nation.

## For Continuous Human Resource Development

One hardly fails to understand the fact that any institution could stay competitive, maintain and expand its market share and offer high quality service to its customers if and only if it invests in the development of its human resource, irreplaceable capital. In view of this, and as clearly stipulated in the five-year strategic plan of the UC, St. Mary's University College in general and College of Open and Distance Learning in particular have had no effort to spare when it comes to building its human resource capacity to live up to the ever increasing demands of its students.

Accordingly, the College has developed a thee-year comprehensive human resource development plan to be executed in an integrated manner in order to attain the goals set in the strategic plan. At the core of the plan is the provision of multi-faceted need-based training for its academic, administrative and support staff at the coordination centers, agent offices and headquarters. With its key activities like training needs assessment, acquisition of training inputs and resources, and organization of scheduled training, the plan, when properly implemented, is highly hoped to take the College a step forward in identifying and addressing knowledge and skill gaps of the staff and thereby ensuring a more improved service to its esteemed customers.

## Moving Ever Closer to Learners

Owing to its ever renewed commitment to taking quality education where learners are, the College of Open and Distance Learning has been doing what it takes to expand the much-needed and long-awaited educational opportunity for learners irrespective of physical distance and infrastructure. A show case in this regard is the fact that the College has set up an office, Center Development and

Supervision Office, for the task. The office is exclusively dedicated to assess the needs in various parts of the country on the basis of which to launch study centers. It also examines the capacity of the established study centers and presents them for upgrading to the status of full-grown coordination centers.

The effort of the office has long come to fruition in that it, in collaboration with major coordination centers, has managed to establish plenty of study centers in all corners of the country. Quite recently, there have been 12 study centers set up in Gidame, Huruta, Bekoji, Genji, Sigmo, Fofa, Geregera, Wegeltena, Liben, Enticho, Rama and Muja. From the promising enrollment rate in these newly established study centers so far, one may see that there is a high demand for higher education yet to be addressed. In a related development, having successfully met all the required criteria, six study centers, namely Feres Bet, Merto Lemariam, Amaro Kele, Bensa Daye, Asasa, and Kelela, have just been upgraded to the status of full-fledged study centers.

# In Consideration of Social Responsibilities

## Remembering the Disadvantaged

The University College has never refrained from working relentlessly towards the accomplishment of its social responsibilities. It has been making all the necessary efforts targeting the well-being and benefit of the community at large. With this valuable institutional tradition in mind, the College of Open and Distance Learning has been availing itself for any good cause. Along this line, on the occasion of Ethiopian Easter, the College community joined hands to organize luncheon for 30 orphans at Lideta Sub-city, Kebele 15. According to Ato Seifu Hailu, the coordinator of such noble venture, the college community is determined to make this deed not a one-time deal. That is, they will further extend their effort to support these children in a

sustainable fashion. More specifically, it is within the plan of the community to provide the children with shoe shining materials so that they could be self-supportive in the foreseeable future.

In a related development, the College community came together, on a similar occasion, to collect clothing and household utensils to donate to underprivileged people in the neighborhood.



The coordinators of this exemplary and noteworthy act of generosity, Ato Samson Terefe, reported that it was managed to collect quite a variety of children and adult clothes and household equipment just in three days. The collected materials were distributed to those who needed them most. The College community is to be commended for such prompt response to such a critical call. Above all, the staff members of the College need to acknowledge the fact that sharing is something to be done routinely not just on some special occasions.

It is a miracle that curiosity survives formal education.

*Albert Einstein*

The things taught in schools and colleges are not an education, but the means to an education.

*Ralph Waldo Emerson*

# Customer-Centered Services

The College has been exerting maximum efforts to provide learners with quality academic and other support services. To keep up such endeavor, following the recent restructuring, it has put in place a separate unit, Information and Customer Services Unit, as of April, 2010, for all-round customer-oriented service. The unit is charged with a lot of crucial tasks, related to well-integrated in and out-flow of information, retouching various activities of offices of the College with customers in focus, facilitating smooth-flow of information between coordination centers and headquarters and handling complaints of customers in collaboration with other offices concerned. Working with other offices and units, it is also the primary task of the unit to improve the way customers are served in the College through customer satisfaction surveys and subsequent corrective measures. The College strives to make sure that there is service delivery at the heart of which is every individual customer.

# Audio-Video Materials on the Way

With the view to maintain the long-established tradition of quality of its self-instructional materials, the College has been making preparations to produce audio and video materials that could supplement the print materials. The recently reorganized Practicals, Cooperative Learning and Educational Technology Unit has been working hand-in-hand with Material Development and Tutorial Unit to realize this long-anticipated venture. For a start, the audio and video materials are planned to be produced in selected courses and delivered to learners so as to inject more life to the already interactive print self-learning materials. Eventually all the courses are envisaged to have audio and video materials accompanying their printed versions. It is hoped that the academic departments will have no effort to spare until this is fully realized.

# Preparing Graduates for the Real World

The College, in collaboration with Testing Center, SMUC, has been relentlessly working towards realizing the administration of a test resembling regionally administered Certificate of Competence Test (CoC-Style Test) to its former and prospective TVET graduates. The CoC-Style Test aims at identifying gaps, if any, between the graduates' current and expected level of skills and knowledge and thereby arranging remedial training and counseling programs to fill the gap. The test will hopefully assess the practical skills and knowledge of former and prospective graduates in level III and IV. On the basis of the result of the test, the graduates will receive gap-filling training/counseling. Registration of examinees is currently underway in all coordination centers and agent offices. As preparations are on the verge of completion, the test is planned to be administered in selected coordination centers pretty soon.

# Training/Workshops...
## Helping New Staff Catch Up

It has remained a well-established tradition of the College to familiarize newly recruited staff, be it academic, administrative or support, with procedures and expected standards of work before they take up an independent responsibility. In line with this, six editor-tutor-assessors who joined the College in May this year were provided with induction and training on relevant aspects regarding their upcoming tasks, duties and responsibilities. The induction session revolved around such vital functions as

self-instructional material development and editing, preparation of assessment tools and evaluation of student works. During the occasion, in-house styles with respect to these functions were presented and thoroughly deliberated on by senior staffs of the College.

## Keeping Cluster Centers Up-to-Date

A two-day training session was organized for coordinators of cluster centers on a range of prominent work-related issues on July 10 and 11, 2010. During the occasion, the participants, who were drawn from 15 cluster centers, were presented with work procedures and guidelines useful for executing their call of duties as heads of their respective centers.



The training focused, among other things, on pertinent areas like essence and management of open and distance learning, customer-focused service delivery, academic counseling, team work and grievance handling, promotional endeavors and strategies and supervisory activities. The Testing Center of the University College also took advantage of the platform to brief the coordinators on implementation procedures of CoC-Style Test which the College is planning to administer in the near future.

The training, which was found to be very participatory in nature, was highly welcomed by the attendees for its significance in not only equipping them with newly introduced work procedures but also in refreshing and sensitizing them with respect to existing operations. A great deal of discussion was held with different offices of the headquarters on matters of great interest. It is hoped that the cluster center coordinators would pass on all relevant ideas and skills to their respective coordination centers and agent offices.

Having been organized by the Office for Center Development and Supervision, in collaboration with other concerned offices and units, the training was facilitated by senior staffs from relevant offices of the university college.

## For Better Assessment Tool Preparation

A half–day training on test item analysis was organized for the academic staff of the Testing Center, SMUC on June 25, 2010. The training, which was conducted by experts of the center, Dr. Wubishet Shiferaw and Ato Alemayehu Berhanu, was found to be

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immensely beneficial to the participants in improving the assessment tools designed for distance learners of the college. A total of 20 academic staff members of the Center took part in the training. It is believed that the knowledge and skills the participants acquired will help them in their work of test item analysis, according to Ato Fekadu Begna, the Director of Testing Center.

## Short-term Sessions

A number of short-term trainings were conducted in a wide range of areas of interest for various concerned staff of the College in the month of May, 2010. International Trade and Finance, Developmental Economics, Agricultural Journalism and Media, Monitory Economics, Food Systems and Management and Gender and Law are but to mention some of the focus areas of the training delivered in the stated time. Different professionals in related disciplines served as resource persons of the trainings which were reported to be of enormous use to the participants in their day-to-day activities.

> The direction in which education starts, a man will determine his future life.
>
> *Plato*

# Open and Distance Learning: Distinctive Features and Merits

By Dereje Mengist
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## Features and Merits

One may find it very hard to come across an all-inclusive definition for the term open and distance education. But it is possible to pinpoint its distinctive features. To begin with, open and distance learning could primarily be characterized by provision of a wide range of choices to learners. These choices are usually in terms of media (print, on-line, television or video), place of study (at home, in the workplace or on-campus) and pace of study, (closely paced or unstructured). Such choices could also be extended to support mechanisms, on-demand tutorials, audio conferences or computer-assisted learning. Further, it has got flexible entry and exit requirements. Briefly speaking, it is concerned with open admissions, freedom of selection of what, when and where to learn.

The term open and distance learning basically refers to the fact that all or most of the teaching is conducted by someone removed in time and space from the learner. It could be described as "a way of providing learning opportunities that is characterized by the separation of teacher and

learner in time or place by using a variety of media" (Keegan, 1996). Accordingly, it involves both print and electronic self-instructional materials and two-way communications with occasional face-to-face teaching enabling learners to interact with counselors. It also makes use of industry-like operations involving the production of self-learning materials on a large-scale with chain of tasks carried out with the involvement of numerous personnel.

## Merits

Open and distance learning provides a range of benefits for learners as well as for institutions. It is an effective means of addressing the barriers of distance and time which are common conventional learning problems. To mention some of its benefits, open and distance learning can:

➡ Overcome physical distance:  It addresses problems of physical distance for learners in remote locations who are unable or unwilling to physically attend a campus; and learners and teachers geographically separated in that teachers in urban settings instruct learners in rural settings.

➡ Solve time or scheduling problems: It solves time or scheduling inconveniences for learners, who are unwilling or unable to assemble together frequently, engaged in full-time or part-time work, both waged and volunteer or with multiple social and work-related commitments.

➡ Expand the limited number of places available: It enhances effective utilization of the limited number of places available for campus-based institutions and inflexible entrance requirements

➡ Accommodate low or dispersed enrolments: It helps overcome low enrolments over a long period of time and balance enrolment rate at various geographical locations.

➡ Enhance effective use of the limited number of teachers available: It helps overcome lack of trained teachers and addresses unavailability/concentration of teachers in a given subject and geographical area.

➡ Deal with cultural, religious and political differences: It deals with differences and ultimately leads, for example, to increase learning opportunities for women and to meet the needs of people affected by natural and man-made calamities.

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# The Face-to-face Teaching vs. Distance Education Controversy

By Belachew W/Gebriel

Editor- Tutor, CODL, SMUC

Following the prevalence of private educational institutions and distance education in our country, there has always been a categorical thinking about them with regard to ensuring quality of education. Most of the time, there is tendency to cherish the face-to-face at the expense of the distance mode of instruction. Quality, nevertheless, has no strong link with the mode of instruction.

There are a number of problems in face-to-face __ distance education categorical thinking. For one thing, taking the quality of one mode for granted and doubting that of the other, is doing injustice to the education systems. As the new mode faces problem of evolving as a viable educational strategy under such a situation, the development of new modes of instruction will be at stake. This eventually leads to losing the benefits of new forms of instruction and sticking to the traditional mode of instruction, with its own vices and virtues. Besides leading the attention of evaluators away from the right parameters of quality, this tendency blinds them to quality difference with in the same mode and similar institutions. Hence, it is a fatal mistake to assume all face-to-face teaching is better than the distance mode of education. Similarly, it is seriously erroneous to consider all face-to-face teaching or distance education institutions to be at the same level regarding quality assurance. Practically, while some are best and standard setters, others are mediocre and marginal.

There are reasons to think that the better mode of imparting education is a face-to-face teaching programme. As Koul (2008:38) points out, "personal contact with teachers, availability of books, journals, tutorials, undisturbed studies in intense academic atmosphere and the possibility of getting immediate solutions to academic problems are some of the factors that contribute towards the strengthening of this notion.." This writer further argues distance learners do not give high regard to themselves; and academics in the conventional category do not either. Academics might tilt towards valuing the face-to-face mode and disregard the distance mode due to a 'culturally induced bias'. As it is a system of education they have gone through, they might unconsciously tend to consider it as a better mode of delivery. Such sheer favoring of the system one has gone through can not be taken as a valid argument.

Distance students again might unconsciously think they are not as capable as their regular counterparts as they have not gone to college or university in the conventional sense of the term. This erroneous assumption arises from equating learning with going to face-to-face teaching institution. People, however, could actually learn without joining any face-to-face teaching institution and attain equivalent qualification and competence.

The conventional mode is known and probably appreciated most for the teacher – student and student – student interaction opportunity it offers. In face-to-face mode, students have to regularly go to class and interact with their teachers and fellow learners. This is most of the time conventionally considered as a teaching – learning function. The absence of such observable teaching – learning function in distance education seems affecting its status.  Such an assertion actually comes from people who relate teaching and learning only to the traditional form of delivery. Distance education actually is different from this kind of education. In distance education, there is little face-to-face teaching or interpersonal communication. But as all learning does not depend on this kind of teaching these days, it could not be a reasonable argument. Distance education, with its distinct techniques and procedures, accomplishes an instructional function. The difference is the medium of communication chosen for the purpose.

Distance education is most of the time underrated for two reasons. First, some people do not differentiate it from its traditional correspondence form. Second, they try to find the same facility in both modes. As Koul (2008: 38) states,

> The lack of status for correspondence education perhaps stems from: lack of library facilities, long gaps in time between the questions raised and the answers received no immediate personal contact with teachers, heavy social commitments, disturbed study hours and no interaction with in across section of student population.

Lack of library facilities is not something to worry distance learners or reduce the status of the mode of delivery. The 'self-contained' property of self-learning materials entails that the material is 'self sufficient' so that a learner does not need to "hunt for additional sources, or even a teacher"(Murthy, 2004:15). As the course designers of distance education gather most of the necessary information from various sources and include in the material, distance learners do not need to undermine their mode of learning. But, as any educated person needs to do some additional reading, the resources that distance teaching institutions deploy in study centers can support this function.

The issue of delayed response and lack of immediate personal contact with teachers might be a problem of the traditional correspondence form of education. As the postal system has been the most vital means of communication then, students had to patiently wait till the responses for their questions came back.  These days, telephone, e-mail, internet, etc have stepped into the area of educational communication to ascertain the immediacy of such communication. Distance learners can, hence, get immediate response for their questions. The need for contact with teachers to clarify doubts or get feedback can also be realized through these media. The self-evaluating nature of self-learning materials i.e. 'making immediate feedback provisions also demands that students should rely more on self-evaluation (Murthy, 2004: 16).

One could rightly argue that the effectiveness of an educational programme would depend on creating possibilities for teacher-student and peer group interaction. This could be achieved through the use of the right combination of various media in distance education (Murthy, 2004). Through e-mail and internet facilities, collaborative learning has become a reality. Given access to these facilities, distance learners would feel less lonely and alienated as they can share views with each other. The occasional face-to-face tutorial programs can also reduce the loneliness further.

Possibilities for teacher – student dialogue and peer group interaction could also be created in distance mode of instruction. Though it may not be compulsory and the student is free to work entirely on his/her own, study groups may be formed under distance education learning programs. Students can, hence, enjoy the privilege of face-to-face interaction among themselves. The teacher – student interaction facility can be achieved via tutorial sessions in which students can ask questions and clear doubts they face during individual study and peer group interaction.

As IGNOU course team verified ". . . students can learn a great deal from any of the media. Under most of the conditions tested, they could learn as much as from face-to-face teaching about many subjects" (Koul et al: 2008, 9). Given this argument, whether teaching at face-to-face or distance, a system of education which relies heavily on a single channel of communication, can hardly ensure a meaningful learning.

It is, therefore, advisable to shift the focus of the argument from distance __ face-to-face dichotomy to under what conditions the two modes could continue to function effectively. Internationally or at local level, both of them have actually ascertained their legitimacy as a system of education. As it is what most people consider as 'education' in practical terms the conventional mode has nevertheless gained better reputation than the distance mode. We should nevertheless safeguard ourselves from equating this reputation with quality. It is, thus, possible to conclude that the likelihood for success or failure of a particular type of teaching learning endeavor is based on the excellence of the professionals involved and resources employed (print, audio, video, etc). The standard and overall achievement of both of these can be deliberately manipulated to enhance the successful of the two modes. There is no point to argue in favour of one or the other.

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CODL UPDATE

**Fun in School**

## DO YOU KNOW WHO I AM?

It was the final examination for an introductory Biology course at the local university. Like many such freshman courses, it was designed to weed out new students, having over 500 students in the class! The examination was two hours long, and exam booklets were provided. The professor was very strict and told the class that any exam that was not on his desk in exactly two hours would not be accepted and the student would fail. Half of an hour into the exam, a student came rushing in and asked the professor for an exam booklet.

"You're not going to have time to finish this," the professor stated sarcastically as he handed the student a booklet.

"Yes I will," replied the student. He then took a seat and began writing. After two hours, the professor called for the exams, and the students filed up and handed them in. All except the late student continued writing. An hour later, the last student came up to the professor who was sitting at his desk preparing for his next class. He attempted to put his exam on the stack of exam booklets already there.

"No you don't, I'm not going to accept that. It's late." The student looked incredulous and angry.

"Do you know who I am?"

"No, as a matter of fact I don't," replied the professor with an air of sarcasm in his voice.

"Do you know who I am?" the student asked again in a louder voice.

"No, and I don't care." replied the professor with an air of superiority.

"Good," replied the student, who quickly lifted the stack of completed exams, stuffed his in the middle, and walked out of the room.

## EVILS OF LIQUOR

A chemistry teacher wanted to teach his 5th grade class a lesson about the evils of liquor, so he produced an experiment that involved a glass of water, a glass of whiskey and two worms.

"Now, class, observe the worms closely," said the teacher putting a worm first into the water. The worm in the water struggled, happy as a worm in water could be.

The second worm, he put into the whiskey. It writhed painfully, and quickly sank to the bottom, dead.

"Now, what lesson can we derive from this experiment?" The teacher asked.

Johnny, who naturally sits at the back, raised his hand and wisely, responded, "Drink whiskey and you won't get worms."

**Ten important tips to succeed in open and distance learning:**

- *Read the course introduction materials thoroughly*. Distance education courses are unique in their delivery formats. The introductory material will explain how the course operates and how to proceed through the course in the most efficient manner. Do not skip this material. Understand the course requirements.

- *Read the learning objectives for each unit*. Objectives help you outline the material presented in each unit and present the "roadmap" for your study.

- *Take notes while you go through the course so as to retain important points.* Summarize the main points you have learned and make notes on those items you missed or had difficulty mastering. It is often helpful to go back over the unit and formulate questions based on items you have identified as important.

- *Ask yourself questions during distance education studies; study by active learning*. Turning the unit objectives into questions before you start the unit often helps stimulate active learning.

- *Set time aside on a planned basis for your study*. Distance education in many ways requires more personal discipline than classroom study. Make sure you have certain "times for class" each week. Ensure that your study time is in a quiet environment where you will not be disturbed. It is easy to procrastinate in distance education.

- *Reward yourself with short breaks*. After you have studied for an hour, it is wise to take a break. Suggestions range from taking a coffee or tea break to some physical activity to keep you alert and stimulated.

- *Use the specified telephone number for technical assistance with course operation.* Contacting your instructor will often result in delays in resolving technical problems. Remember, in most distance education courses, there is a separate contact for technical support.

- *Contact your instructor for clarification of any kind.* For any contact you make, you should expect a reply within a reasonable time frame. In cases where an instructor does not reply, you should contact the provider and explain that you have contacted your instructor and have not received a reply.

- *Know how long you have to complete the course*. Keep in mind and act in accordance with the time stated in the course introduction.

- *Do you own work*.

# Welcome Aboard
## Newly Joined Staff

Ato Mesfin Bekele
Personnel

Ato Zelalem Birhanu
Vice Head Practicals, Cooperative Learning
and Educational Technology Unit

Ato Sharew Yeshanew
Senior Accountant

Ato Yenebeb Tamene
Editor-Tutor

W/rt Tenadam Kaleab
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W/rt Siye Kahsay
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Ato Girma Muleta
Editor-Tutor

Ato Wubshet Birhanu
Editor-Tutor

Ato Habtu Akeza
Editor-Tutor

# CODL UPDATE