

**Practice and Experiences in Development of
Distance Learning in Kenya:**

**A
Case of the Centre for Open and Distance
Learning- University of Nairobi, Kenya**

Presented
By
Dr. Charles Wafula (Co-ordinator, CODL)
&
J. O. Odumbe (Director, CODL)

Introduction

- The Centre for Open and Distance Learning(CODL) was established as unit of University of Nairobi in 2004
- Prior to its establishment, the University had no unit to co-ordinate Open Distance and e-Learning(ODL) programs

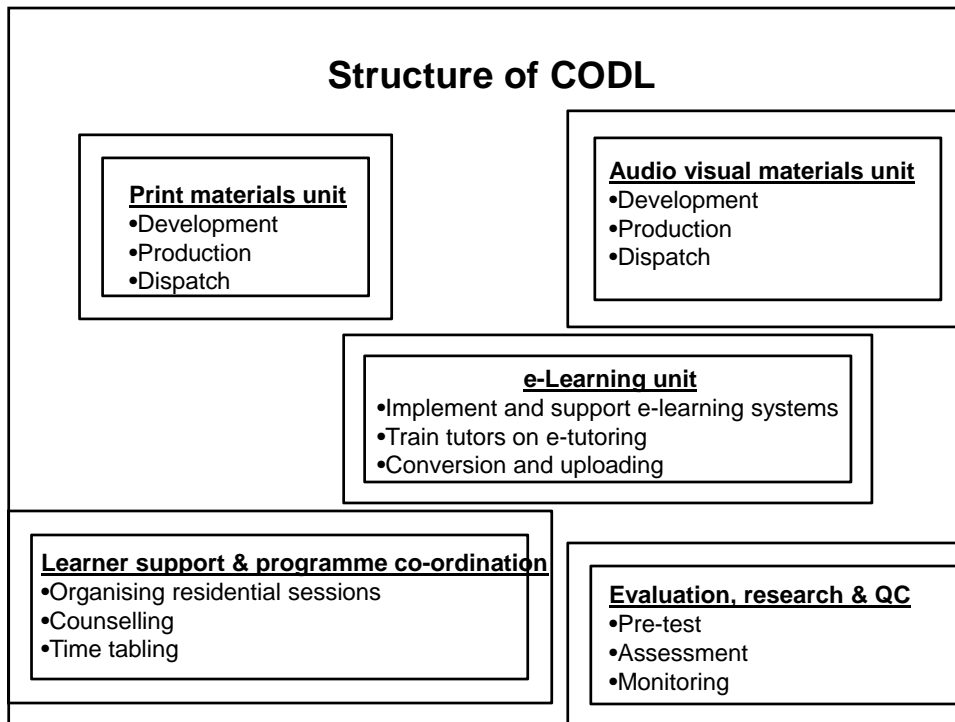
Methodology

Data collected through:

- participatory approach,
- documentary analysis,
- observation,
- interviews with stakeholders in ODL
- reviews of the literature
- reports prepared by the CODL and UoN.
- Data analyzed and reported in this paper.

Mandate of CODL

- To enhance teaching and Learning using ODEL
- To contribute to scientific and technological innovation in ODEL
- To develop ODEL academic programmes
- To enhance competitiveness of the Centre
- To monitor, evaluate and provide consultancy in ODEL



Media in Use

- Well designed self instructional materials
- Audio-video instructional materials
- E-learning using computer and satellite mediated technologies
- Limited face to face interaction with the students for introducing modules, addressing specific areas and providing revision during residential sessions

Operations

How CODL collaborates with colleges of the university of Nairobi

Material development process

- Sensitization
- Training
- Writing and review

Material production

- Requisition
- Mass production Distribution

Diversification of teaching/learning process

- Launching ODeL programmes
- Orientation of learners & tutors
- Co-ordination of programmes

Challenges

- Policy issues at institutes, schools, and faculties
- Infrastructural and human resource capacity
- Technical capability of lecturers to cope with new technologies
- Lack of awareness by staff on ODEL
- Low use/ access to e-Learning services

Outcomes

- Mounted 71 programmes in ODEL Cutting across all the six colleges of the University
- Developed 1000 modules cutting across all the six colleges
- Trained 1000 academic staff members on module writing and tutoring on-line
- Better co-ordination of ODEL in the University

Recommendations

- ODEL should be embraced further by the University through:
- Changes in policy to accommodate ODEL
- Sensitization and awareness creation of ODEL
- Capacity building both infrastructural and human resource