



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA



# DETA



distance education and teachers' training in africa

## CONFERENCE 2019

**Educating the African learner in an  
era of crises:**

**Imperatives for teacher education**

## PROGRAMME

**Faculty of Education and Distance  
Learning Institute  
University of Lagos  
Lagos, Nigeria**

**Ensuring the highest possible quality of education in a changing Africa**

# DETA CONFERENCE 2019

## Background

DETA 2019 will be the eighth conference of its kind. Like the previous conferences, it will create a unique platform to share knowledge and deliberate on educational issues. DETA 2005 was held at the University of Pretoria in South Africa. DETA 2007 was held at Makerere University in Uganda. DETA 2009 was held at the University of Cape Coast in Ghana. DETA 2011 was held at the Universidade Eduardo Mondlane in Mozambique. DETA 2013 was held at the University of Nairobi in Kenya. DETA 2015 was held at the Mauritius Institute of Education and DETA 2017 was held at the College of Education of the University of Rwanda. These conferences attracted more than 170 educationists from more than 20 African countries. DETA 2019 will take place in Lagos, Nigeria, and promises to be an even bigger event.

## Theme and subthemes

The African continent has made major strides forward towards attaining Education for All at the schooling level and has expanded opportunities at the tertiary level. However, political, religious and economic crises continue to threaten our future development and, in some parts of the continent, have even eroded the gains that have been made. At the same time, the education system must prepare learners for a world of employment that is increasingly global and knowledge-based, and a social and workplace environment that is increasingly connected. How do we best prepare teachers for such an increasingly complex and sometimes even chaotic environment?

The DETA Conference 2019 will create a platform for African educationists to deliberate on how education has impacted on the African learner in an era of crises, and consider imperatives for teacher education. These deliberations will be guided by the theme, together with the following subthemes of the conference:

### 1. **Economic/social/political crises and teacher education**

This subtheme explores the realities of the economic, social and political crises faced by teachers and teacher education.

### 2. **Teacher development and distance education**

Within the ambit of teachers' professional development, the conference is keen to explore ways in which teacher education can be funded. This is especially pertinent, considering the tight budget constraints that education faces on the continent and in most parts of the world.

### 3. **E-learning, mobile learning, emerging technologies and distance education**

Since its inception, there has been a strong bond between distance education and technology. However, with the continual shift in the technological landscape, coupled with the challenging context in which practitioners practise, the subtheme explores ways to maximise available and emerging technologies for distance education.

### 4. **21st-century skills for teachers and learners**

This subtheme explores the skills, knowledge and support systems teachers and students need to succeed in work and life to achieve 21st-century learning outcomes.

### 5. **Inclusive classrooms and teacher education**

Effective teaching skills work for all students, irrespective of their special education needs. Therefore, this subtheme investigates how teachers can develop and include effective inclusionary skills in their daily practice.

### 6. **Open schooling for TVET and second-chance learning**

Open schooling has been described as the new future of education due to its ability to expand access and provide quality education. Therefore, this subtheme offers to explore how open schooling can enhance the knowledge, skills and capacity development of youths not in education, training and employment, thus providing a second chance for learning.

## Pre-conference workshops

### 1. Teaching practice at a distance

**Description:**

The purpose of the workshop is to consider how “teaching practice” – the practicum in which student teachers are based in schools and practise their teaching – works in a distance education context.

**Notes:**

Participants should bring their own laptops/tablets.

**Facilitators:**

**Dr Tony Lelliott**



**Maryla Bialobrzewski**

---

### 2. Interactive video for instructional delivery in open and distance learning

**Description:**

Open and distance learning affords qualitative and quantitative education to learners who are separated from the instructor in time and space. In recent times, learning management systems have evolved as a viable means of deploying teaching and learning through the internet. With the integration of technologies, it is now possible to provide levels of engagement and interaction on instructional videos.

The purpose of the workshop is to help participants to maximise available information and communication technology tools in their context.

**Notes:**

Participants should bring their own laptops/tablets.

**Facilitator:**

**Dr Olawale Koledafe**

---

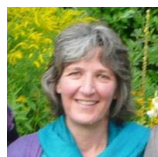
### 3. Supporting the teaching of early reading

**Description:**

Teacher Education in Sub-Saharan Africa (TESSA) and the South African Institute for Distance Education (Saide) have developed a free, online course for teachers of early reading. It is relevant to teachers, but also to teacher educators and non-governmental organisations who are supporting the work of teachers of early reading. This workshop will provide an introduction to the course. Participants will be taken through the technical aspects and have a preview of the content. We will share and provide hard and soft copies of the facilitator guide, and there will be an opportunity to work with others to plan how the course might be integrated into your plans for continuing professional development.

**Notes:**

Participants are asked to bring an internet-enabled device – a laptop, tablet computer or a smart phone.

**Facilitator:**

**Dr Kris Stutchbury**

## PROGRAMME

MONDAY 22 JULY 2019		
Arrival of conference participants in Nigeria/Pre-conference tours		
DAY 1: TUESDAY 23 JULY 2019		
08:00 – 18:00: Conference registration throughout the day Registration and Information Desk: Foyer of the Tayo Aderinokun Auditorium of the University of Lagos Follow the DETA Conference signs from the main road.		
TIME	PROGRAMME ITEM	FACILITATORS
PRE-CONFERENCE WORKSHOPS		
<b>08:00 – 12:30</b> <b>10:30: Refreshments</b> Venue: Foyer of the Tayo Aderinokun Auditorium  <b>12:30: Lunch</b> Venue: Foyer of the Tayo Aderinokun Auditorium	1. Teaching practice at a distance Room 1	Tony Lelliott, Saide, South Africa Maryla Bialobrzski, Saide, South Africa
	2. Interactive video for instructional delivery in open and distance learning Room 2	Olawale Koledafe, University of Ilorin, Nigeria
	3. Supporting the teaching of early reading Room 3	Dr Kris Stutchbury, Open University, United Kingdom/TESSA
TIME	PROGRAMME ITEM	
<b>14:00 – 15:00</b>	<b>Official opening of the conference:</b> Anthem of the African Union National Anthem of the Republic of Nigeria <b>Welcoming:</b> Prof Monday Bassey Ubangha and Dr Mary Ooko, co-chairs: DETA 2019 <b>Official opening:</b> The Permanent Secretary, Federal Ministry of Education The Permanent Secretary, Lagos State Ministry of Education Executive Secretary, National Teachers Institute (NTI) Executive Secretary, National Universities Commission (NUC) The Registrar, Teachers Registration Council of Nigeria (TRCN) The Vice-Chancellor, National Open University of Nigeria <b>Goodwill messages from partners:</b> University of Lagos – Prof Oluwatoyin Ogundipe, Vice-Chancellor University of Pretoria, Faculty of Education – Prof Chika Sehoole, Dean South African Institute for Distance Education – Dr Tony Lelliott	
<b>15:00 – 16:00</b>	<b>Welcoming tea:</b> Foyer of the Tayo Aderinokun Auditorium (hosted by Faculty of Education/Distance Learning Institute, University of Lagos)	

**DAY 2: WEDNESDAY 24 JULY 2019**

TIME	PROGRAMME ITEM	SPEAKER
Venue: Tayo Aderinokun Auditorium		
08:30	<b>Announcements</b>	Organising Committee
08:45 – 10:30	<b>Session Chair: Prof MR Mampane (South Africa)</b> <b>Keynote 1: Educating the African learner in an era of crises: Imperatives for teacher education</b> (35 minutes) Breakaway sessions to discuss keynote (45 minutes) (breakaway rooms to be announced) <b>Breakaway session facilitators:</b> 1. Dr TV Bakare 2. Dr E Eberlein 3. Prof CA Okonkwo 4. Dr K Stutchbury 5. Dr NS Thuketana 6. Prof CT Sehoole <b>Feedback to the speaker</b> Tayo Aderinokun Auditorium (15 minutes) <b>Speaker's response</b> Tayo Aderinokun Auditorium (10 minutes)	Prof Asha Kanwar, President and CEO, Commonwealth of Learning
10:30 – 11:00	<b>Refreshments</b> Venue: Foyer of the Tayo Aderinokun Auditorium	
11:00 – 12:30	<b>Session Chair: Prof MB Ubangha (Nigeria)</b> <b>Keynote 2: E-learning, mobile learning, emerging technologies and distance education (international perspective)</b> (30 minutes) <b>Keynote 3: E-learning, mobile learning, emerging technologies and distance education (African perspective)</b> (30 minutes) <b>Comments and questions from the floor</b> Foyer of the Tayo Aderinokun Auditorium (20 minutes) <b>Speakers' responses</b> Foyer of the Tayo Aderinokun Auditorium (10 minutes)	Dr Tony Bates, Distinguished Visiting Professor, The G. Raymond Chang School of Continuing Education, Ryerson University, Vancouver, Canada  Prof Mudasiru Olalere Yusuf, Professor in Educational Technology, Faculty of Education, University of Ilorin, Nigeria
12:30 – 14:00	<b>Lunch</b> Venue: Foyer of the Tayo Aderinokun Auditorium	
<b>14:00 – 15:35: PARALLEL SESSIONS 1A</b>		
<b>Stream: Economic crises and teacher education</b>		
<b>Room I</b>	<b>Chair: TT Apena (Nigeria)</b> 1. From a distance – providing meaningful work-integrated learning (WIL) preparation and opportunities for economically challenged distance education student teachers in rural South Africa <i>E Eberlein and K van Zyl (SANTS Private Higher Education Institution, South Africa)</i> 2. Resilience processes employed in child-headed households in Chinhoyi, Zimbabwe: Silent cries of adolescent secondary school learners <i>P Goronga (University of Zimbabwe) and MR Mampane (University of Pretoria, South Africa)</i> 3. Enhancing pedagogy of distance learning through intensive facilitator development in Nigeria <i>TT Apena (National Open University, Nigeria)</i> 4. Professional counselling services and a safe school environment for students and teachers in Nigeria <i>B Ahimie (University of Lagos, Nigeria)</i>	



## 14:00 – 15:35: PARALLEL SESSIONS 1B

**Stream: Teacher development and distance education**

### Room 2

#### **Chair: SCM Greyling (South Africa)**

1. Lifting the professional bar for South Africa's under- and unqualified Grade R practitioners through work-integrated learning (WIL)  
*SCM Greyling (North-West University, South Africa)*
2. Influence of e-books on the study habit of undergraduates in selected universities in Ilorin, Nigeria  
*FO Olafare (University of Lagos, Nigeria)*

#### **Symposium:**

**Chair and discussant:** Prof MR Mampane (University of Pretoria, South Africa)

#### **Speakers:**

Moving from proceedings to an online journal: The challenges and prospects of documenting research in Africa

FR Aluko and MF Omidire (University of Pretoria, South Africa) and F Wolfenden (Open University, UK)

## 14:00 – 15:35: PARALLEL SESSIONS 1C

**Stream: E-learning, mobile learning, emerging technologies and distance education**

### Room 3

#### **Chair: NN Makaluza (South Africa)**

1. Funda Wande: A multimedia Foundation Phase teacher development course  
*NN Makaluza and N Mtsatse (Funda Wande, South Africa)*
2. Career and marital influence on academic performance of science distance learners: A study of Distance Learning Institute, University of Lagos  
*CO Adeniyi (University of Lagos, Nigeria)*
3. The TESSA MOOC: Making teacher education relevant for 21st century Africa  
*K Stutchbury (The Open University, UK)*
4. Challenges and prospects of e-learning in the University of Abuja, Federal Capital Territory, Abuja  
*EC Okafor and VO Adikwu (University of Abuja, Nigeria)*

## 14:00 – 15:30: PARALLEL SESSIONS 1D

**Stream: 21st-century skills for teachers and learners**

### Room 4

#### **Chair: S Awuyo (Uganda)**

1. An investigation of the skills that can be developed in learners through role-play as a method of teaching and learning  
*E Nyamupangedengu (University of the Witwatersrand, South Africa)*
2. Active teaching and learning of Mathematics in secondary schools using technology  
*S Awuyo (Kyambogo University, Uganda)*
3. Training Geography teachers in 21st-century Nigerian public universities with the use of information communication technology tools.  
*AG Emiola (University of Lagos, Nigeria)*
4. Augmenting basic communicative and critical thinking skills through collaborative learning in the second-language classroom.  
*BM Shanu (University of Lagos, Nigeria)*

16:00 – 16:45: PLENARY		
16:00 – 16:45	<b>Session Chair: Prof CT Schoole (South Africa)</b> <b>Keynote 4: Assessment in teacher professional learning: new forms and modes for distance education (35 minutes)</b> <b>Comments and questions from the floor</b> Tayo Aderinokun Auditorium (10 minutes)	Prof Freda Wolfenden, Open University, UK
16:45 – 17:35: PARALLEL SESSIONS 2B		
<b>Stream: Teacher development and distance education</b>		
Room 1	<b>Chair: NT Nsengimana (Rwanda)</b> 1. In-service distance education student-teachers experiences of mentoring relation for their professional development TA Ogina ( <i>University of Pretoria, South Africa</i> ) 2. Rwandan secondary schools science teachers' knowledge, understanding and perceptions of competence-based curriculum NT Nsengimana ( <i>College of Education, University of Rwanda</i> )	
16:45 – 17:35: PARALLEL SESSIONS 2C		
<b>Stream: E-learning, mobile learning, emerging technologies and distance education</b>		
Room 2	<b>Chair: EO Oladele (Nigeria)</b> 1. A digital approach to school-based professional development K Stutchbury ( <i>Open University, UK</i> ) 2. Challenges of studying at open and distance learning institute: A study of Distance Learning Institute, University of Lagos EO Oladele and AY Fashina ( <i>University of Lagos, Nigeria</i> )	
16:45 – 17:35: PARALLEL SESSIONS 2D		
<b>Stream: 21st-century skills for teachers and learners</b>		
Room 3	<b>Chair: T Bakare (Nigeria)</b> 1. A survey of the level of incorporation of environmental awareness into skill acquisition programmes in Lagos State, Nigeria T Bakare ( <i>University of Lagos, Nigeria</i> ) 2. Investigating the experiences of teachers with teaching and learning in resource-constrained multilingual classrooms MF Omidire ( <i>University of Pretoria, South Africa</i> )	
16:45 – 17:35: PARALLEL SESSIONS 2E		
<b>Stream: Inclusive classrooms and teacher education</b>		
Room 4	<b>Chair: NS Thuketana (South Africa)</b> 1. Improved scholarship of teaching and learning in distance education: A participatory action learning and action research (PALAR) approach M Neethling ( <i>North-West University, South Africa</i> ) 2. Creating effective learning environments for inclusive education success in South African rural contexts: Infrastructural concerns and opportunities NS Thuketana ( <i>University of Pretoria, South Africa</i> )	
<b>Free evening and networking</b>		

DAY 3: THURSDAY 25 JULY 2019		
TIME	PROGRAMME ITEM	SPEAKER/FACILITATOR
Venue:Tayo Aderinokun Auditorium		
08:20	Announcements	Organising Committee
08:30 – 09:15	Session Chair: Dr AD Lelliott (South Africa) Keynote 5: Economic/social/political crises and teacher education (35 minutes) Comments and questions from the floor Tayo Aderinokun Auditorium (10 minutes)	Prof Ashom Musa Maisamari, Dean, Faculty of Education, University of Abuja, Abuja, Nigeria
09:15 – 10:00	Session Chair: Prof MF Omidire (South Africa) Keynote 6: 21st-century skills for teachers and learners (35 minutes) Comments and questions from the floor Tayo Aderinokun Auditorium (10 minutes)	Prof Laban Peter Ayiro,Vice Chancellor, Daystar University, Kenya
10:00 – 10:30	Refreshments Venue: Foyer of the Tayo Aderinokun Auditorium	
10:30 – 13:00: PARALLEL SESSIONS 3B		
Stream:Teacher development and distance education		
Room 1	Chair:AJ Oladipo (Nigeria) 1. Exploration of new teachers’ empowerment approaches via induction programme:A case of Rwanda JF Maniraho (University of Rwanda, Rwanda) 2. Scaling up access through open distance learning:A study of Distance Learning Institute, University of Lagos, Nigeria AJ Oladipo and A Opara (Distance Learning Institute, University of Lagos, Nigeria) 3. Bring Your Own Device (BYOD) and teacher education CA Okonkwo (National Open University of Nigeria, Nigeria)	
10:30 – 13:00: PARALLEL SESSIONS 3C		
Stream: E-learning, mobile learning, emerging technologies and distance education		
Room 2	Chair: PA Oluwafisoye (Nigeria) 1. Students’ perception of open and distance learning science programmes in Distance Learning Institute, University of Lagos EO Oladele, OJ Modebelu and CO Adeniyi (University of Lagos, Nigeria) 2. Learners’ satisfaction with learning environments in open and distance education AM Ebabhi (Distance Learning Institute, University of Lagos, Nigeria) 3. The influence of e-learning on the academic performance of Physics students in fundamental concepts of solid-state electronics devices:The case in Osun State University PA Oluwafisoye (Osun State University, Nigeria), IO Salawu (National Open University of Nigeria, Nigeria) and JO Adeyanju (Obafemi Awolowo University, Nigeria)	



### 10:30 – 13:00: PARALLEL SESSIONS 3D

#### Stream: 21st-century skills for teachers and learners

<b>Room 3</b>	<b>Chair: E Niyibizi, (Rwanda)</b> <ol style="list-style-type: none"> <li>1. A two-prong approach for enhancing teaching and learning for 21st-century skills development in Nigeria <i>SO Babalola (University of Ibadan, Nigeria)</i></li> <li>2. Learners' perception of life science: Meeting the demands of the 21st century <i>YD Ali and L de Jager (University of Pretoria, South Africa)</i></li> <li>3. Eclectic traditional Value Hub Model: An innovative booster of community literacy and accelerator of adult digital literacy in Rwandan rural communities <i>E Niyibizi, C Niyomugabo, V Mutarutinya, V Ngarukiye, A Uwizeyemariya, B Yanzigiye, H Mukamana and C Tabaro (University of Rwanda, College of Education, Rwanda)</i></li> <li>4. Emerging technologies and knowledge acquisition for the 21st-century skills in higher education <i>Dr AA Aseey (University of Nairobi, Kenya)</i></li> </ol>
---------------	---

**13:00 – 14:00**

#### Lunch

Venue: Foyer of the Tayo Aderinokun Auditorium

TIME	PROGRAMME ITEM	SPEAKER/FACILITATOR
------	----------------	---------------------

Venue: Tayo Aderinokun Auditorium

<b>14:00 – 14:45</b>	<b>Session Chair: Dr K Stutchbury (United Kingdom)</b> <b>Keynote 7: Open schooling for TVET and second-chance learning (35 minutes)</b> <b>Comments and questions from the floor Auditorium (10 minutes)</b>	Mrs Sangster Jere, Principal, Technical and Vocational Teachers College (TVTC), Zambia
----------------------	---	--

**14:45 – 15:35**

#### Refreshments

Venue: Foyer of the Tayo Aderinokun Auditorium

### 15:45 – 16:45: PARALLEL SESSIONS 4A

#### Stream: Economic crises and teacher education

<b>Room 1</b>	<b>Chair: O Aitokhuehi (Nigeria)</b> <ol style="list-style-type: none"> <li>1. Comparative analysis and the implementation of nutritional policy in Basic 1 public and private basic schools in Lagos State, Nigeria <i>AT Lano-Maduagu (University of Lagos, Nigeria)</i></li> <li>2. Influence of the implementation of the Child Right Act on school discipline in Lagos State, Nigeria <i>O Aitokhuehi and O Jegede (University of Lagos, Nigeria)</i></li> <li>3. Effect of online education on the productivity of self-employed artisans in Lagos State, Nigeria <i>TO Ojeomogha (University of Lagos, Nigeria)</i></li> </ol>
---------------	---

### 15:45 – 16:45: PARALLEL SESSIONS 4B, C AND E

#### Stream: Hybrid stream

<b>Room 2</b>	<b>Chair: JC Iyiegbuniwe (Nigeria)</b> <ol style="list-style-type: none"> <li>1. Towards effective practices for open educational resources (OER) through innovative professional development activities <i>AD Lelliott (Saide, South Africa) and N Butcher (Neil Butcher and Associates, South Africa)</i></li> <li>2. Comparing students' performance in distance and online education in Nigeria: A study of Distance Learning Institute, University of Lagos <i>JC Iyiegbuniwe, GC Alaneme and CO Reju (University of Lagos, Nigeria)</i></li> <li>3. Supportive supervision and education service delivery at national teachers' colleges (NTCs) in Uganda <i>CA Yikii (Enabel, Uganda)</i></li> </ol>
---------------	---

## 15:45 – 16:45: PARALLEL SESSIONS 4D

### Stream: 21st-century skills for teachers and learners

<b>Room 3</b>	<b>Chair: FK Kisirkoi (Kenya)</b> <ol style="list-style-type: none"> <li>1. Assessment of university teacher trainees lesson delivery skills reflection of the 21st-century classroom learning demands: A case study <i>FK Kisirkoi (Maasai Mara University, Kenya)</i></li> <li>2. Implementation of competence-based science curriculum in three schools, in Rwanda <i>NT Nsengimana (College of Education, University of Rwanda)</i></li> <li>3. Open licence digital publishing for equity, inclusiveness and quality literacy: The African Storybook <i>D Wepukhulu (South African Institute for Distance Learning, South Africa)</i></li> </ol>
---------------	---

## 15:45 – 16:45: PARALLEL SESSIONS 4E

### Stream: Inclusive classrooms and teacher education

<b>Room 4</b>	<b>Chair: MJP Masanyu (Uganda)</b> <ol style="list-style-type: none"> <li>1. Teacher education for inclusion? Perceptions of teacher educators towards the teaching of sign language in pre-service teacher education colleges in Uganda. <i>S Okwaput (Kyambogo University, Uganda)</i></li> <li>2. Women positioning in African higher education: Comparing women education trends between Rwandan and South African universities <i>E Niyibizi (University of Rwanda, College of Education, Rwanda), J Perumal (University of Johannesburg, South Africa), J Bayisenge (University of Rwanda, College of Arts, Rwanda) and V Mutarutinya (University of Rwanda, College of Education, Rwanda)</i></li> <li>3. Learning science in large classes of universal secondary education schools, Eastern Uganda <i>MJP Masanyu (Makerere University, Uganda)</i></li> </ol>
---------------	---

**17:30 – 19:30**

### Gala dinner

Sponsored by University of Lagos and the University of Pretoria  
Venue: Jelili Omotola Multi-purpose Hall C

## DAY 4: FRIDAY 26 JULY 2019

## 08:30 – 10:00: PARALLEL SESSIONS 5B

### Stream: Teacher development and distance education

<b>Room 1</b>	<b>Chair: MAC Onwuama (Nigeria)</b> <ol style="list-style-type: none"> <li>1. Improvisation skills trend and innovation in teacher preparedness for safety education and injury prevention in human kinetics and health education in Nigeria <i>MAC Onwuama (University of Lagos, Nigeria)</i></li> <li>2. Instructional aspects to enhance the teaching and learning of Mathematics in primary schools in Rwanda <i>A Uworwabayeho, T Nsengimana, V Mutarutinya (University of Rwanda, College of Education, Rwanda) and CU Gafiligi and S Vande Walle (Flemish Association for Development Cooperation and Technical Assistance, VVOB)</i></li> <li>3. ODL: An alternative strategy for rural teachers' professional development in Nigeria <i>Dr PI Ememe (University of Lagos)</i></li> </ol>
---------------	---

### 08:30 – 10:00: PARALLEL SESSIONS 5C

**Stream: E-learning, mobile learning, emerging technologies and distance education**

<b>Room 2</b>	<p><b>Chair: HJJ Kruger (South Africa)</b></p> <ol style="list-style-type: none"> <li>1. A digital approach to school-based professional development <i>K Stutchbury and O Biard (The Open University, UK)</i></li> <li>2. The state of online learning in South African higher distance education institutions <i>HJJ Kruger (University of Pretoria, South Africa)</i></li> <li>3. The effect of a mobile learning app on undergraduates' performance in GNS through a blended learning approach <i>OS Koledafe and MO Yusuf (University of Ilorin, Nigeria)</i></li> <li>4. The role that e-learning fulfills in the Unit for Open Distance Learning at North-West University <i>SCM Greyling (North-West University, South Africa)</i></li> </ol>
---------------	---

### 08:30 – 10:00: PARALLEL SESSIONS 5D

**Stream: 21st-century skills for teachers and learners**

<b>Room 3</b>	<p><b>Chair: ED Ezeudegbunam (Nigeria)</b></p> <ol style="list-style-type: none"> <li>1. The study aimed at improving performance of teaching and learning of bridge rectification in Physics for DES II students using ICT at NTC, Kabale <i>GN Gumisirizah (NTC, Kabale, Uganda)</i></li> <li>2. Components of communication and efficient service delivery in open distance programmes of distance learning institutions in South West, Nigeria <i>AF Afonja (University of Lagos, Nigeria)</i></li> <li>3. Strategies and framework for integrating domains of critical thinking in English as a second language writing context in high schools in Nigeria <i>ED Ezeudegbunam and NR Ikonta (University of Lagos, Nigeria)</i></li> <li>4. Competency-based education in Africa: Exploring teachers' perceptions, understanding and practices <i>FY Tijani, AO Ogegbo, AG Adewusi, (University of Pretoria, South Africa), OT Adegoke (Mount Kenya University, Rwanda) and AA Emmanuel (Michael Otedola College of Primary Education, Nigeria)</i></li> </ol>
---------------	--

<b>10:00 – 10:30</b>	<p><b>Refreshments</b> Venue: Foyer of the Tayo Aderinokun Auditorium</p>
----------------------	---

Venue: Tayo Aderinokun Auditorium

<b>10:30 – 11:30</b>	<p><b>Session Chair: Prof U Udeani (Nigeria)</b> <b>Keynote 8: Inclusive classrooms and teacher education (35 minutes)</b> Open discussion (25 minutes)</p>	Prof Dikeledi Mahlo, Department of Inclusive Education, University of South Africa
<b>11:30 – 12:00</b>	<b>Some reflections and conclusion of the conference</b>	Prof Chika Sehoole
<b>12:00 – 12:15</b>	<b>Closing remarks</b>	Prof Monday Bassey Ubangha Prof Uchena Udeani Dr Mary Ooko
<b>12:15</b>	<b>Light takeaway lunch available in the foyer of the Tayo Aderinokun Auditorium</b>	
<b>12:30</b>	<b>Delegates depart</b>	

## Keynote speakers



### **Prof Asha Singh Kanwar**

*President and Chief Executive Officer  
Commonwealth of Learning (COL), Vancouver, Canada*

**Prof Asha Singh Kanwar**, one of the world's leading advocates of learning for development, has been the President and Chief Executive Officer of the Commonwealth of Learning (COL) since 2012. Before joining COL, Prof Kanwar was a consultant in open and distance learning at UNESCO's Regional Office for Education in Africa. Prior to that, Prof Kanwar was at the Indira Gandhi National Open University (IGNOU), India, where she served first as Director, School of Humanities, and then as Pro-Vice Chancellor. Her career of over 35 years covers teaching, research and administration. She has written and edited a dozen books, published over 50 papers and articles and delivered numerous keynote addresses at prestigious international conferences. Her areas of expertise include open and distance learning, technology-enabled learning, open educational resources, quality assurance, gender and organisational development. A recipient of several awards and fellowships, Prof Kanwar received her undergraduate, master's and MPhil degrees from the Panjab University in India and a DPhil from the University of Sussex. She was a Fulbright Fellow for postdoctoral research at Iowa State University, where she was later invited to teach. She received the International Council for Open and Distance Education (ICDE) Prize of Excellence and the Meritorious Service Award for outstanding contributions in open and distance education from the Asian Association of Open Universities. Prof Kanwar has also been conferred six honorary doctorates from universities in Asia, Africa and Europe.



### **Dr Tony Bates**

*Distinguished Visiting Professor, The G Raymond Chang School of Continuing Education,  
Ryerson University, Vancouver, Canada*

**Dr Tony Bates** is a distinguished visiting professor at the Chang School of Continuing Education at Ryerson University in Canada and a distinguished visiting scholar at the De Groote School of Business at Canada's McMaster University. He is also a research associate at Contact North. He has almost 50 years' experience using technology for teaching. He started teaching at the British Open University in 1969, where he became a full professor in educational media research. In 1989, he emigrated to Canada to assume the position of Executive Director: Strategic Planning and Information Technology at the Open Learning Agency in Vancouver. In 1995, he became Director of Distance Education and Technology at the University of British Columbia. Upon his retirement in 2003, he started his own consulting company that specialises in the planning and management of learning technologies in tertiary education. He has consulted in over 40 countries and has received honorary degrees from six universities for his research in distance education.



### **Prof Freda Wolfenden**

*Professor of Education and International Development,  
The Open University, United Kingdom*

**Prof Freda Wolfenden** is a professor of Education and International Development at the Open University in the UK, where she has held a number of management positions, including Associate Dean for the Faculty of Education and Language Studies. Since joining The Open University in 2004, she has directed various teacher education programmes, including teachandlearn.net, an innovative online professional development initiative, and the Master's in Education degree programme. From 2008 to 2012, Prof Wolfenden was the Director of the Teacher Education in Sub-Saharan Africa (TESSA) programme. More recently, she was the Academic Director for TESS-India, a large-scale open educational resource (OER) teacher education initiative working across seven Indian states to reach up to a million teachers. She also led The Open University component of the Girls' Education Challenge Project in Sierra Leone. Prof Wolfenden leads many research activities in Sub-Saharan Africa and India that focus on teacher education and how digital technologies can influence pedagogic practices and support sustainable transformation at institutional and system level. Most recently, she contributed to work on reconceptualising the education workforce for the Education Commission and explored the characteristics of teachers working with marginalised students for the Varkey Foundation.



**Prof Ashom Musa Maisamari**

*Dean at the Faculty of Education, University of Abuja, Nigeria*

**Prof Ashom Musa Maisamari** started his career as a teacher with the Bauchi State Government. After obtaining his doctoral degree in English Education from the University of Jos, he quickly rose to the rank of Education Officer II before joining the University of Abuja. He has held several positions, including state coordinator on the Joint Consultative Committee on Education and National Council on Education, and social mobilisation officer at Mass Mobilisation for Social Justice and Economic Recovery. He was also Chairperson of the Governing Council Tatar Ali Polytechnic Bauchi, Director of the General Bauchi State Agency for Youth and Women Empowerment, Rehabilitation and Development, Executive Chairperson of the Bauchi State Commission for Youth and Women Empowerment, Rehabilitation and Development, and Chairperson of the Bauchi State Committee for the Disarticulation of Junior Secondary Schools from Senior Secondary Schools. He was on the board of Nigerian Inland Waterways and a member of the Visitation Panels to Federal Polytechnic Nwanna, Afigbo and Federal Polytechnic Bida. He has also held a number of high-ranking positions at various academic institutions and currently serves as Dean of the Faculty of Education at the University of Abuja.



**Prof Laban Peter Ayiro**

*Vice-Chancellor, Daystar University, Kenya*

**Prof Laban Peter Ayiro** was a high school teacher and principal of several schools during his career, as well as Provincial Director of Education, and Deputy Director and Senior Deputy Director of Education in the mainstream Kenyan Government. He has also served as Director of Quality Assurance, Deputy Vice-Chancellor of Administration and Planning and Ag. Vice-Chancellor at Moi University. He is a professor of research methods and has a wide research and publication track record with over 30 publications. Prof Ayiro is also a senior Fulbright Scholar. In addition to a doctoral degree, he holds BEd, MA, MEd and MSc degrees. Prof Ayiro is the national external evaluator of the competency-based curriculum and is a consultant with the World Bank on higher education reforms in Kenya. He is currently the Vice-Chancellor of Daystar University in Nairobi, Kenya.



**Prof Mudasiru Olalere Yusuf**

*Professor in Educational Technology, Faculty of Education, University of Ilorin, Nigeria*

**Prof Mudasiru Olalere Yusuf** obtained a BA(Ed) degree from the University of Ife (now the Obafemi Awolowo University) in 1987, an MA(Ed) degree in Educational Technology from Obafemi Awolowo University in 1991 and a PhD in Educational Technology from the University of Ilorin in 1997. He started his career as an auxiliary teacher at Apoti Community Grammar School in 1982, after which he was appointed as an assistant lecturer in the Department of Curriculum Studies and Educational Technology of the University of Ilorin in 1992. He was appointed as a lecturer in the Department in 1994 and as a senior lecturer in 1998. He was appointed as a reader in the Department of Science Education at the University of Ilorin. He is currently a professor in the Department and has fulfilled 34 administrative roles during his career at the University. He is a member of eight professional bodies. He has published many journal articles, book chapters, conference papers and workshop presentations, and has supervised 15 master's degree students and 19 doctoral degree candidates.



**Prof Dikeledi Mahlo**

*Associate Professor, Department of Inclusive Education, University of South Africa*

**Prof Dikeledi Mahlo** holds a PhD degree in Inclusive Education. She is an associate professor in the Department of Inclusive Education at the University of South Africa (Unisa). Prior to joining academia, she was a Foundation Phase teacher in the Mpumalanga Department of Education and an inclusive education specialist at the Gauteng Department of Education. She offers modules in inclusive education at undergraduate and postgraduate level and has supervised eight master's degree students and two doctoral degree candidates. In 2015, she was a recipient of Unisa's Developing Researcher Women's Award. She has authored six chapters in scholarly books and is currently co-editing a book on autism from an African perspective. She has published articles in various local and international accredited journals.



## Pre-conference workshop facilitators



**Tony Lelliott**

*South African Institute for Distance Education (Saide), South Africa*

**Dr Tony Lelliott** is a programme specialist at the South African Institute for Distance Education (Saide). He specialises in the area of teacher education. At Saide, he is a co-leader of the OER Africa Professional Development Project and the Department of Higher Education and Training (DHET) National Senior Certificate for Adults (NSCA) Learning Material Project. He also leads the Early Maths Stories Project within African Storybook (ASb) and is currently working on a review of information and communication technology (ICT)-mediated teacher professional developments at scale. Prior to joining Saide, Dr Lelliott worked with pre-service teachers, as well as honours and master's degree students and doctoral degree candidates. Over the years, he has been appointed to several leadership positions at the University of the Witwatersrand, including as director and dean. Dr Lelliott is the author of 21 publications in refereed journals and books, as well as 47 local and international conference papers. He has also supervised 20 doctoral and master's degree graduates.



**Maryla Bialobrzewski**

*South African Institute for Distance Education (Saide), South Africa*

**Maryla Bialobrzewski** has a master's degree in Curriculum Design. She has been employed at Saide since 2003, leading and working on a number of large-scale distance education projects in the schooling and post-schooling subsectors. In 2014 and 2015, she was part of a research team that investigated initial teacher education provision across five South African universities. In 2017 and 2018, she led the programme material development for the distance education offering of the Advanced Diploma: School Leadership and Management, a national programme that will be offered at South African universities. She has worked in a number of sub-Saharan African countries, including Ghana, Lesotho, Namibia and Zambia, as well as with various institutions and international organisations, such as the Commonwealth of Learning (COL) and the Food and Agriculture Organisation of the United Nations (FAO).



**Dr Olawale Koledafe**

*Centre for Open and Distance Learning, University of Ilorin, Nigeria*

**Dr Olawale Koledafe** is an educational technologist. He obtained his bachelor and master's degrees in Educational Technology from the University of Ilorin in Nigeria. Dr Koledafe has a strong connection with technology integration in every aspect of education. He has more than six years' experience in various aspects of educational technology, with a track record of readiness to adopt and adapt new technologies for instructional use. He is highly motivated to use ICT in classroom teaching and learning, proficient at recognising learning needs and can provide solutions that facilitate such needs. He currently serves as an instructional technologist at the Centre for Open and Distance Learning, and as an adjunct lecturer in the Department of Educational Technology at the University of Ilorin. He has been part of several e-learning projects, and has facilitated several training sessions and workshops in diverse concepts of technology integration in education.



**Dr Kris Stutchbury**

*Academic Director of TESSA, The Open University, UK*

Dr Kris Stutchbury was a secondary school teacher for 20 years before joining The Open University as a subject leader for Science in the Secondary Teacher Training programme. She is a former Director of the Open University's Teacher Education in Sub-Saharan Africa (TESSA) programme, and is currently TESSA's Academic Director, Co-Director of the Zambian Education School-based Training (ZEST) programme and a member of the OpenSTEM Labs team, which challenges the traditional science, technology, engineering and mathematics (STEM) pedagogical model. She is also part of a team that is developing a new master's degree in Learning and Teaching at The Open University. She recently completed her PhD in Teacher Education and was the lead author of the successful TESSA massive open online course (MOOC).



## Conference management

### Steering Committee

#### Co-chairpersons



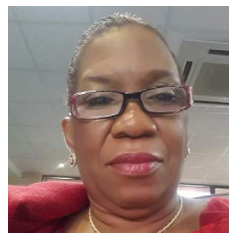
**Prof Chika Trevor Sehoole**  
Dean, Faculty of Education,  
University of Pretoria



**Prof Monday Bassey Ubangha**  
Dean, Faculty of Education. University of Lagos



**Dr Mary Ooko**  
Manager: Unit for Distance Education,  
Faculty of Education. University of Pretoria



**Prof Uchena Udeani**  
Director, Distance Learning Institute,  
University of Lagos

### Communications

#### **Dr Festus Oladimeji Olafare**

Lecturer: Science and Technology Education  
Faculty of Education, University of Lagos

#### **Ms Lerato Mokhadi**

DETA Secretariat, University of Pretoria

### Programme, papers and proceedings

#### Nigeria

#### **Prof Esiobu Gladys**

Head of Department, Science and Technology Education  
Faculty of Education, University of Lagos

#### **Dr Makinde Bola**

Associate Professor, Department of Educational Foundations  
Faculty of Education, University of Lagos

#### **Dr Alaneme Grace**

Lecturer  
Distance Learning Institute, University of Lagos

#### South Africa

#### **Dr Folake Ruth Aluko**

Researcher, Unit for Distance Education  
Faculty of Education, University of Pretoria

#### **Dr Teresa Ogina**

Senior Lecturer, Department of Education Management, Law and Policy  
Faculty of Education, University of Pretoria

#### **Dr Tony Lelliott**

Programme Specialist: Teacher Education  
South African Institute for Distance Education

### Budget and Logistics:

#### **Dr Oyeyemi Aitokhuehi**

Lecturer: Adult Education (Fellow, Institute of Chartered Accountants  
of Nigeria), Department of Adult Education  
Faculty of Education, University of Lagos

#### **Mr Willem Cronjé**

Accountant: Unit for Distance Education  
Faculty of Education, University of Pretoria

### Sponsors:



Know more. Be more.



COMMONWEALTH  
of LEARNING





Contact details:

Email: [detaconference@up.ac.za](mailto:detaconference@up.ac.za)

[www.up.ac.za/deta-2019](http://www.up.ac.za/deta-2019)