



CAPACITY BUILDING PROGRAMME FOR ACADEMIC COUNSELLORS

CEMCA SUPPORTED WORKSHOP

WORKSHOP REPORT

11-13 Feb., 2020

Dr. Jeetendra Pande

Uttarakhand Open University

**Capacity Building Programme for
Academic Counsellors**

Jointly organized by

Uttarakhand Open University (UOU), Haldwani
and

Commonwealth Educational Media Centre for Asia (CEMCA)

Date: 11-13 February 2020

Venue: UOU, Haldwani

Objectives of the workshop:

- Define the concept of ODL and Discuss development of Distance Education (DE) in national level
- Explain the nature, characteristics and importance of Learning Materials (in different format) in Distance Education
- Discuss importance of learner support in distance education and Differentiate between counselling and tutoring
- Organize student support using various modes (face-to-face, online, using audio-visual media, computer etc.)
- Conduct academic counselling sessions in learning centres/study centres
- Write tutor comments on the assignments responses
- Use ICTs for student support, Use OER for teaching and learning and Create and search educational resources on the Web purely voluntary

Workshop Schedule

Date/Time	Activity	Resource Person and material support
Day-1: 11 Feb., 2020		
10.00-10.30 hrs	Registration	
10.30hrs-11.15hrs	Opening Session: <ul style="list-style-type: none"> • Introduction • Welcome Address • Inaugural Address • Presidential Address • Vote of Thanks 	
11.15hrs-11.30 hrs <i>Tea/Coffee Break</i>		
11.30hrs-12.30 hrs	<ul style="list-style-type: none"> • Introduction to the workshop • Participants' Expectations from the Workshop • Open and Distance Education (DE) in 21st Century 	Dr. Abhilash Nayak
12.30hrs-13.30hrs	<ul style="list-style-type: none"> • Nature, Characteristics and Importance of Learning Materials (in different format) in Distance Education 	Dr. Abhilash Nayak
13-30hrs-14:30hrs LUNCH		
14-30hrs-15:30hrs	Roles and Responsibility of the Academic Counsellors in ODL	Dr. Abhilash Nayak
15:30hrs- 15:45hrs <i>Tea/Coffee Break</i>		
15:45hrs-17:15hrs	<ul style="list-style-type: none"> • 21st Century ODL Learners • ODL Counsellors <ul style="list-style-type: none"> ○ Counselling in Distance Education ○ Designing of Counselling Sessions 	Dr. Abhilash Nayak
DAY-2: 12 Feb., 2020		
10:00hrs-11:15 hrs	Introduction to Day-2 and Planning the work for the day. Organize student support using various modes (face-to-face, online, using audio-visual media, computer, LMS, etc.)	Dr. Abhilash Nayak
11:15hrs-11:30hrs <i>Tea/Coffee Break</i>		
11:30hrs-12:30hrs	Technology in Distance Education: SWAYAM, (General and UOU perspectives)	Dr. Jeetendra Pande
12.30hrs-13:30hrs	Technology in Distance Education: Moodle LMS, MOOC, e Content, OER Repository,	Dr. Jeetendra Pande
13.30hrs-14.30hrs <i>Lunch</i>		
14:30hrs-15:30hrs	<ul style="list-style-type: none"> • Introduction to OER- Raising issues for discussion <ul style="list-style-type: none"> • OER Search, find and integration to develop new OER materials • OER Search and reuse to develop new materials 	Dr. Jeetendra Pande

15:30hrs – 15:45hrs	Tea/Coffee Break	
15:45hrs-17:15hrs	Assessment of ODL Learners	Dr. Abhilash Nayak
DAY-3: 13 Feb., 2020		
09.30hrs-11.30 hrs	Introduction to Day-3 and Planning the work for the day <ul style="list-style-type: none"> • Counselling - Presentation and Discussion (Uploading, Digitization & Formatting) 	Presentation
11.30-11.45 hrs	<i>Tea/Coffee Break</i>	
11.45-12.45 hrs	<ul style="list-style-type: none"> • Individual framework to support counselling • Activity: Small Group discussion and reporting 	Presentation
12.45-13.30 hrs	<i>Closing Session</i>	
13.00-14.00 hrs	<i>Lunch</i>	

Session wise Details

Registration

Day I

11 Feb., 2020

10:00 Hrs to 10:30 Hrs

Inaugural Session

Day I

11 Feb., 2020

10:30 Hrs to 11:15 Hrs

The workshop, jointly organised by School of Computer Science & IT and Centre of Internal Quality Assurance(CIQA), UOU was attended by 52 academic counsellors from Study Centres and University. The workshop started with the floral welcome of the guests. Dr. Jeetendra Pande- Organizing Secretary of the three days capacity building workshop for the academic counsellors welcomed the participants and gave the introduction of the workshop.



Figure 1: Dr. Jeetendra Pande delivering welcome address

Prof. R.C. Mishra, Director(CIQA),UOU delivered the inaugural address and highlighted the importance of counselling in the open and distance learning.



Figure 2: Inaugural Address by Prof R.C. Mishra

The external invited expert Dr. Abhilash Nayak, Regional Director- Patna Regional Centre, IGNOU addressed the participants and highlighted the difference between the face-to-face tutoring and counselling for learners in Distance Education.



Figure 3: Dr. Abhilash Nayak addressing the participants

Prof. OPS Negi, Vice- Chancellor in his presidential address stress on the use of ICT mediated tools for conducting effective learner support in distance education.



Figure 4: Presidential address by Prof. OPS Negi

Vote of Thanks for the inaugural session of the workshop was delivered by Shri Bharat Singh, Registrar.



Figure 5: Shri Bharat Singh, Registrar delivering the vote of thanks

Comparing of the inaugural session was done by Dr. Rajendra Kera, Department of Hindi.



Figure 6: Dr. Rajendra Kera comparing the inaugural session

11:15 Hrs to 11:30 Hrs
TEA BREAK

Open and Distance Education
(DE) in 21st Century

Day I

11 Feb., 2020

11:30 Hrs to 12:30 Hrs

The first technical session started with the introduction of the participants. It was followed by the Introduction to the workshop by Dr. Abhilash Nayak. He interacted with the participants and learned about their expectations from the workshop.



Figure 7: Participants of the workshop

The interaction was followed by a session on Open and Distance Education (DE) in 21st Century by Dr. Abhilash Nayak where he explained about the Changing Profile of Learners in the 21st century. He also elaborated on the traits on new learners and areas which need attention for successfully channelizing the energy of the youth in the right direction. Further he presented dominant models of learner types and explained What the learners expect from Open and Distance Learning System?



Figure 8: Dr. Abhilash Nayak explaining dominant models of learner types

Nature, Characteristics and
Importance of Learning Materials
in Distance Education

Day I

11 Feb., 2020

12:30 Hrs to 13:30 Hrs

In the second session Dr. Abhilash discussed the nature and characteristics of Self-Learning Materials, where he highlighted Nature and Characteristics of Online Materials and Importance of learning materials in Open and Distance Education. He also made a comparison of the Characteristics of Traditional Text Books, Self-Learning Materials and Online Study Materials.



Figure 9: Group activity

At the end of the session, group activities were conducted. Participants were divided into groups and they discussed the characteristics of the Self-Learning Materials and the differences between the text-books of the conventional systems and the Self-Learning Materials. They also discussed how to identify that a set of Self-Learning Materials is self-active. The participants were advised to pick up any block of Self-Learning material of a course of their respective choice and then discuss in what ways it satisfies the characteristics of the self-learning materials as described in the lecture. They were also directed to suggest ways of improving the materials if it was found to be defective.

13:30 Hrs to 14:30 Hrs

LUNCH BREAK

Roles and Responsibility of the
Academic Counsellors in ODL
Day I

11 Feb., 2020

14:30 Hrs to 15:30 Hrs

In the post lunch session, Dr. Abhilash Nayak discussed why learners need counselling? He also discussed some of the common concerns like confronting learners include anxiety/stress, low self confidence, relationship difficulties, self-defeating behaviours, academic problems, sexual identity concerns, and decision-making dilemmas. Issues addressed might also include semester withdrawal requests, alternative readmission evaluations, poor grades, test anxiety, learning disabilities, dissertation support, study skills, and others. Thus, counselling services can provide assistance in many ways which need to be studied thoroughly.



Figure 10: Dr. Nayak explain role and responsibilities of a counsellor

He explained the characteristics of distance learner, distance education institutions and the role of the counsellor. He also explained the qualities and skills of an academic counsellor that are needed for providing better services, as counselling is a non-directive venture, a counsellor should have certain qualities like warmth, acceptance, genuineness, empathy and some skills like selecting, listening and structuring.

15:30 Hrs to 15:45 Hrs

TEA BREAK

21st Century ODL Learners

Day I

11 Feb., 2020

15:45 Hrs to 17:15 Hrs

Historically, open universities provided second chance opportunities to those who missed access to higher education due to a variety of reasons. These individuals were often adult and mature learners with jobs and social responsibilities in the 25-40 age group. However, this scenario has been changing towards enrolments of younger students. A recent report indicated that there has been a spike in the number of 17 to 25-year-olds registering for degrees at The Open University in UK. As the profile of learners in open universities is moving largely towards millennials, there is a need to focus on the characteristics typically identified with this age demographic. Keeping these facts in mind, Dr. Abhilash Nayak explained characteristics of the 21st century learners and dominant models of learners types.



Figure 11: Participants of the workshop

He emphasised on the fact that a 21st century learner lives in a digital world and is alive to the multi-media environment. Little wonder, therefore, they expect a learning environment populated with multi-media content. However, in a majority of the cases, classrooms remain divorced from this environment and the teacher continues to be a dispenser of facts and theories that may be often considered dated, resulting in academic fatigue among learners and teachers alike. ODL contexts are no better. The operations of a traditional ODL institution are seen as an extension of those of the classroom educational set and therefore the teaching/learning contexts as such replicate them at a distance. To be alive to the emerging situation, ODL must evolve and learn to communicate in the language and style of the 21st century learners.

He also discussed some of the expectation of a learner from Open and Distance Learning System like:

- Online courses with integrated use of all forms of technology:
- Skill Development Courses which can provide real employment
- Technology will have a significant impact on the future of the job market
- Learning platforms which give them opportunity for lifelong learning without formal certification

Organizing student support using
various modes

Day II

12 Feb., 2020

10:00 Hrs to 11:15 Hrs

Success of learners cannot be counted in terms of their success in reproducing content knowledge but by enabling them to apply that knowledge to novel situations. Education today is much more about ways of thinking which involve creative and critical approaches to problem-solving and decision-making. It is about the capacity to live in a multi-faceted world as an active and engaged citizen. These citizens influence what they want to learn and how they want to learn it, and it is this that shapes the role of educators. Rather than just learning to read, 21st century literacy is about reading to learn and developing the capacity and motivation to identify, understand, interpret, create and communicate knowledge. The more interdependent the world becomes, the more collaborators and orchestrators must step in. Innovation in particular is the outcome of how we mobilize, share and link knowledge.

Pedagogy 2.0 approaches such as participation, collaborative learning, personalized learning, teaching for transfer, project-based learning and real-world contexts will be the key to stimulating such growth. Through applying learner-centered pedagogy such as problem, inquiry and project-based learning, individuals will gain insights, understanding, increased capacity and confidence by grappling with real-world questions and problems. Dr. Abhilash Nayak explained the concept of designing of the counselling session and following points should be kept in mind while designing the counselling sessions:

Points we need to consider while designing counselling sessions:

- Audience or Target Group: It is important to know the background information of the learners before a counselling session for them is designed. Studying the background information or profile of the learners helps us design activities and assignments,
- Methods and Modes of Instruction and Assessment: Before we decide upon a counselling session, the mode/modes of instruction and assessment should be finalised. Unless it is a complete online platform, blended mode of instruction and assessment is the most recommended.
- Appropriate Instructional Design: Before designing and delivering the online courses, academic counsellors should decide upon the instructional design model so that they are able to make optimum utilisation of the resources and make appropriate learning opportunities available to the learners.
- Technological Interventions for Learner Support: The design for counselling sessions should clearly indicate the technological interventions at various stages to provide accurate, timely and transparent support services.

11:15 Hrs to 11:30 Hrs

TEA BREAK

Technology in Distance
Education: SWAYAM

Day II

12 Feb., 2020

11:30 Hrs to 12:30 Hrs

In order to improve Gross Enrollment Ratio (GER), from 20% at present to 30% by 2020; Government of India has felt that conventional mode of education shall alone not be sufficient to achieve this goal and has decided to utilise ICT in a big way, in education. In India where there is shortage of qualified faculty and resource crunch in setting up physical infrastructure to reach out the learners at mass scale, MOOCs seems to be a viable solution. Nowadays, MOOC is the most popular way used to offer online courses, globally. MOOC are the massive course designed to support unlimited (logically) participation and are offered through a platform. It has gained lot of popularity since the time of its development in 2008. As of December 2016, approximately 58 million students are registered for the MOOC courses, offered by more than 700 universities and approximately 6850 courses [1], offered by various providers such as, Coursera, edX, Udacity. India after US, is dominating the global growth in enrollment, accounting for 8,83,400 (27 %) users on edX, 1.5 million on Coursera, and 112,000 (13%) on Udacity , from India as in 2016. The massive enrollment is ensuring that the vast majority of the growth in enrollment of learners is occurring from India, and will surely increase in coming years. In India, the institutes with the organizational capabilities along with the governing authorities are trying to serve the grown educational need of the learners, by offering MOOCs in the country.



Figure 12: SWAYAM

Dr. Jeetendra Pande introduced some of projects serving currently for providing online education like NPTEL, mooKIT offered by IIT Kanpur, and IITBX of IIT Bombay. He explained in details about themost recent initiative started by the government is “SWAYAM”, started with a goal to serve at a very large scale and to cope with the increased needs of the learners. He elaborated on how a learner can register himself with SWAYAM and how credit mobility is facilitated in this platform.

Technology in Distance
Education:

Moodle LMS, MOOC, e Content,
OER Repository

Day II

12 Feb., 2020

12:30 Hrs to 13:30 Hrs

In this session, Dr. Jeetendra Pande introduced the participants about the various initiatives taken by Uttarakhand Open University to promote online learning among the learners.

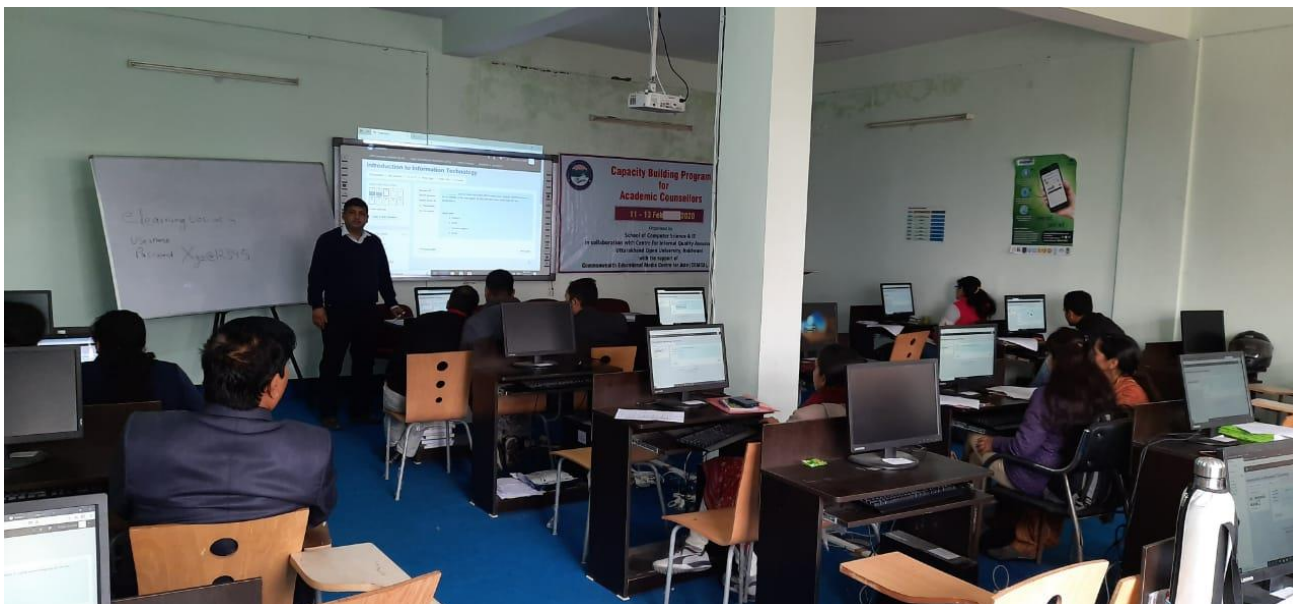


Figure 13: Dr. Jeetendra Pande introducing LMS platform of the University

He briefed the participants about the courses that are available in the online platform. He also demonstrated how the Self Learning Material could be downloaded from the repository.

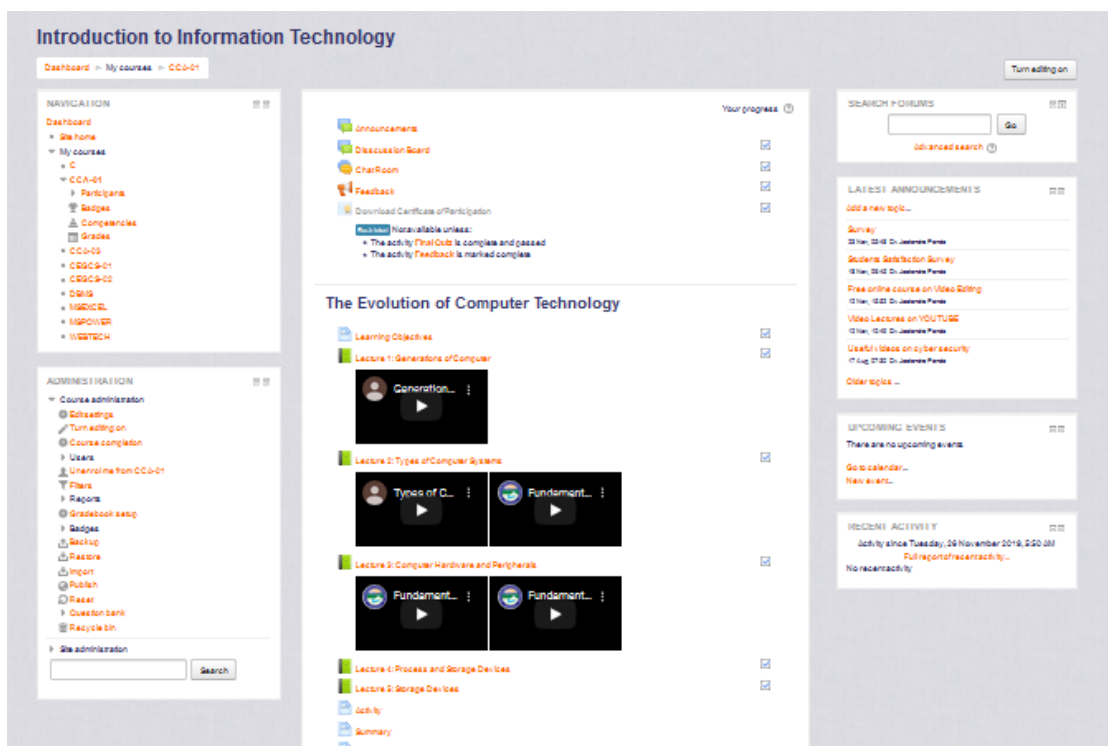


Figure 14: MOODLE based platform of the University

13:30 Hrs to 14:30 Hrs
LUNCH BREAK

Introduction to OER

Day II

12 Feb., 2020

14:30 Hrs to 15:30 Hrs

Dr. Jeetendra Pande informed the participants that as per AISHE 2018-19 data, the country had 903 universities, 39,050 colleges, and 10,011 other stand-alone training institutions. These institutions cater to over 34 million learners. Learners in general education use about 17–27% of their personal expenditures for textbooks, while learners in professional education spend about 9-11% of their spending. Rural learners spend more on textbooks than urban learners. 54.6% of male learners and 64.2% of female learners discontinue their studies due to financial constraints. On an average, learners in general education spend over two billion rupees annually to purchase textbooks, which is a large sum of money.

With the increase in the access of internet, the availability of educational resources also increased. With the emergence of Open Courseware Movement, UNESCO coined the term “Open Educational Resources” in 2002 at a forum on the impact of open courseware for higher education in developing countries. OER was originally conceived to support education but now they are also seen as an alternative to traditional textbooks in some countries.

OPEN EDUCATIONAL RESOURCES are any type of educational materials that are in the public domain or are introduced with an open license. Anyone can legally and freely copy, use, adapt and re-share them.

Dr. Jeetendra also informed that OER materials can be retained and reused. If the contents of the resource is not longer current, it can be revised by the user. They can combine and remix the part of the OER with their existing material. Whether they do, or do not make changes to the material, they are also able to redistribute or share the contents. Any subsequent users are also able to adapt, combine and share the material and so on. He also explained what benefits does the OER brings for students as well as the educator.

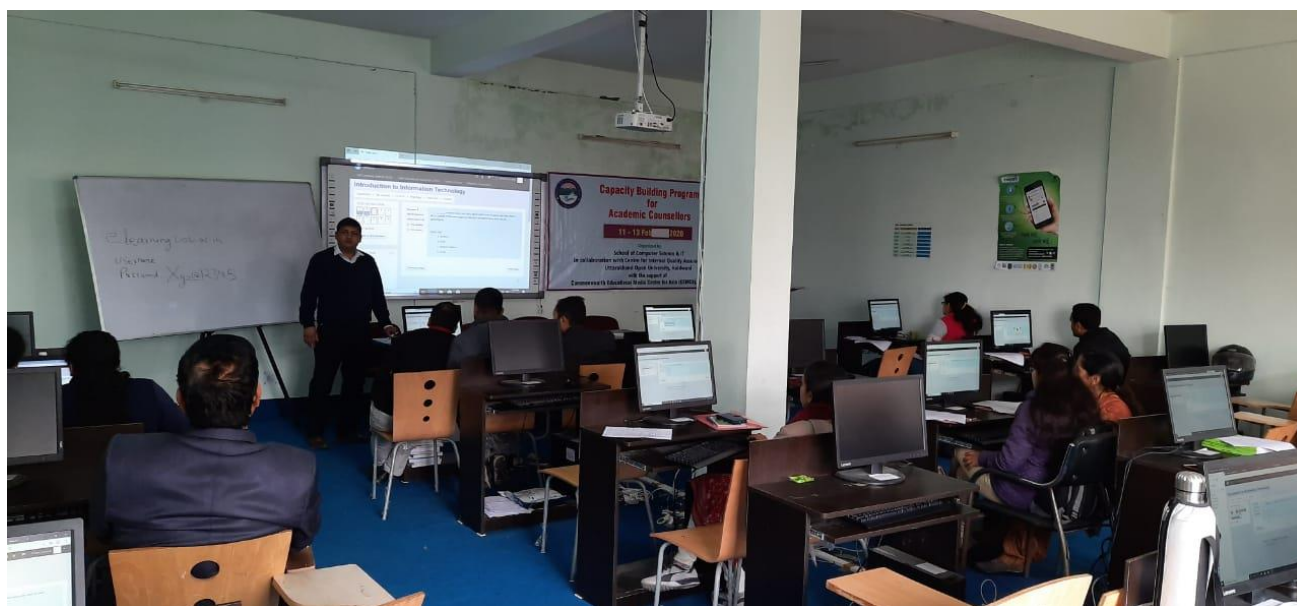


Figure 15: Session on Open Educational Resources

15:30 Hrs to 15:45 Hrs

TEA BREAK

Assessment of ODL Learners

Day II

12 Feb., 2020

15:45 Hrs to 17:15 Hrs

An education system survives on the basis of a sound assessment and evaluation system. Unless the assessment system is full-proof and quality oriented, quality education cannot be ensured. It is applicable to both the conventional mode of face-to-face education and distance mode of education. Dr. Abhilash Nayak started the session by explaining various types of assessment in Open and Distance Learning like formative assessment, Summative assessment and self-assessment.



Figure 16: Session on assessment of ODL learners

Dr. Abhilash informed that evaluation of assignments is influenced by the following factors.

- Assessor's Perception of the Lesson/Unit
- Assessor's Perception of the Assignment
- Tendencies Towards being Lenient or Strict
- Assessor's Attention Span
- Record Keeping
- Number of Assignments
- Turn-around Time

In the technology-enabled learning environment, especially in open universities, a variety of assessment techniques are used. These include the use of assessment tools integrated within LMSs (such as quizzes, discussion forums, assignments, wikis and blogs), and alternative assessments such as ePortfolios, term papers, journaling, group work and project-based assessment. Digital technologies also facilitate peer assessment. A triad approach (self-reflection, peer feedback and internal/external expert evaluation) to assessment is a recommended practice in the digital environment. He also discussed different forms of online assessment.

The session ended with a group activity where the participants were divided into groups and they brainstormed about the ways to integrate RPL in the teaching and learning system, How can we integrate alternative assessments in a digital environment, What are the technological options available for using blockchain and what systemic changes are required to use new technologies for assessment in open universities.

Counselling - Presentation and
Discussion

Day III

13 Feb., 2020

10:00 Hrs to 11:15 Hrs

Dr. Jeetendra Pande demonstrated the process of development of an online course on the Moodle platform (Uploading, Digitalizing and Uploading the contents). He also discussed the process of enrolling the learners, learning analytics and process of tracking the progress of the individual learner.

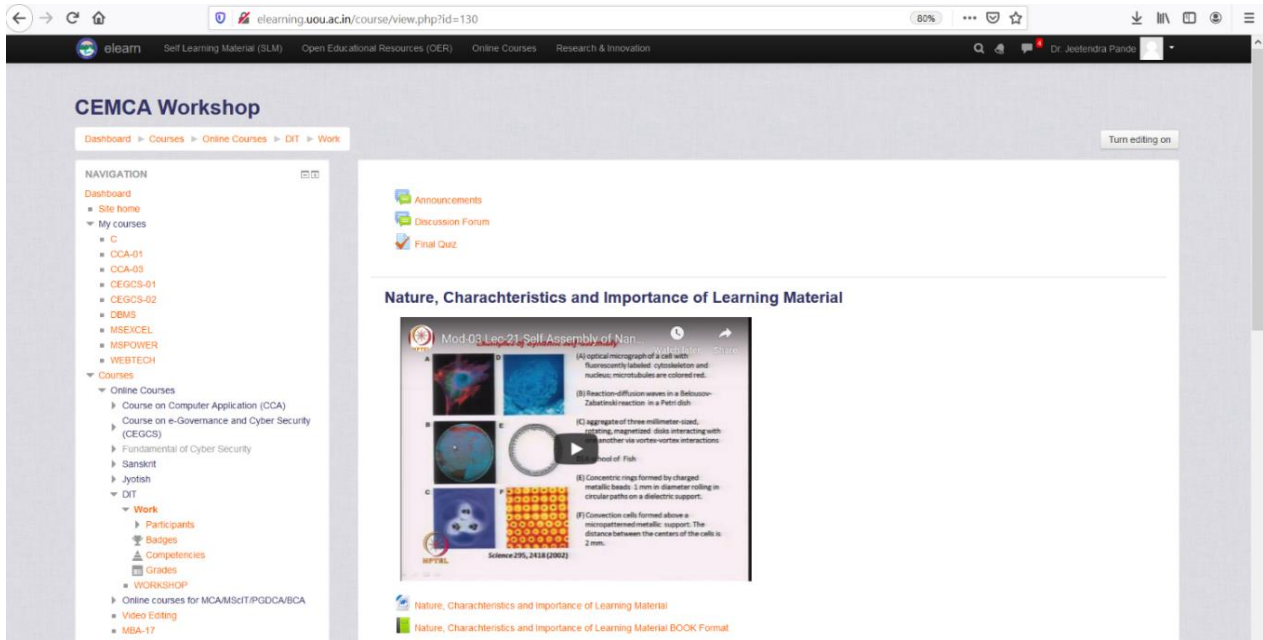


Figure 17: Uploading, Digitizing and Formatting

The participants of the workshop were enrolled in the courses offered by the University through its Moodle based Learning Management System.

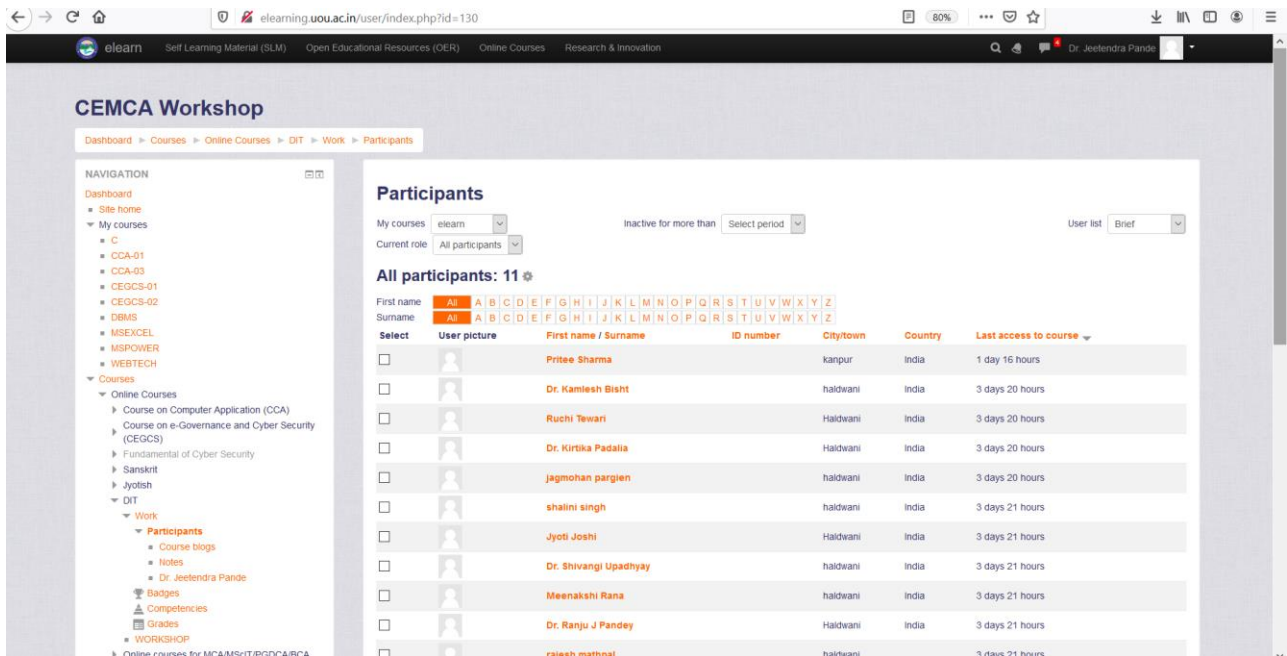


Figure 18: Course participants registered for the online courses offered by the University

11:30 Hrs to 11:45 Hrs

TEA BREAK

Individual framework to support
counselling

Day III

13 Feb., 2020

11:45 Hrs to 12:45 Hrs

In the last technical session, the participants were divided into groups and they were instructed to develop framework to support counselling. It was followed by the presentation of the proposed framework by the group leaders.



Figure 19: Group discussion

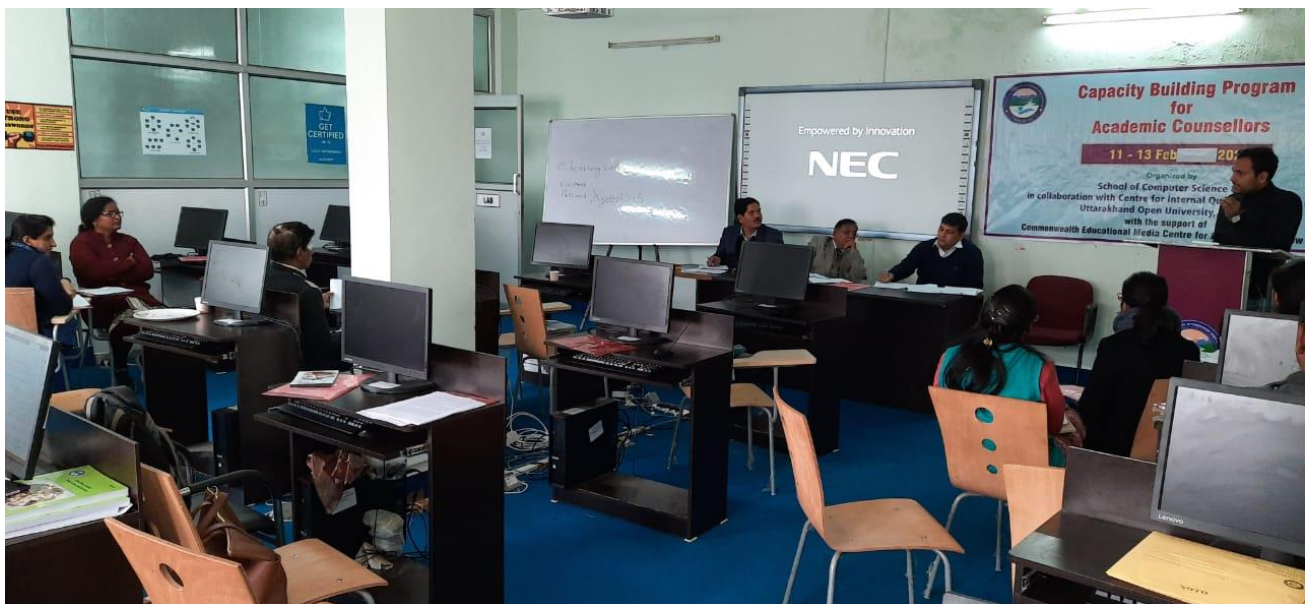


Figure 20: Participants presenting framework for learners counselling

The session was attended by Prof. OPS Negi, Vice Chancellor, Uttarakhand Open University. Dr. Abhilash Nayak and Dr. Jeetendra Pande were present as the experts.

Closing Session

Day III

13 Feb., 2020

12:45 Hrs to 13:30 Hrs

The closing session was chaired by Prof. OPS Negi, Vice Chancellor, UOU. He took the individual feedback from the participants about their learning from the workshop. Thereafter, he addressed the gathering and advised the participants to adopt the ICT based practices for academic counselling.



Figure 21: Prof. OPS Negi addressing the closing session

It was followed by the distribution of the certificates to the participants.



Figure 22: Certificate distribution to the participants

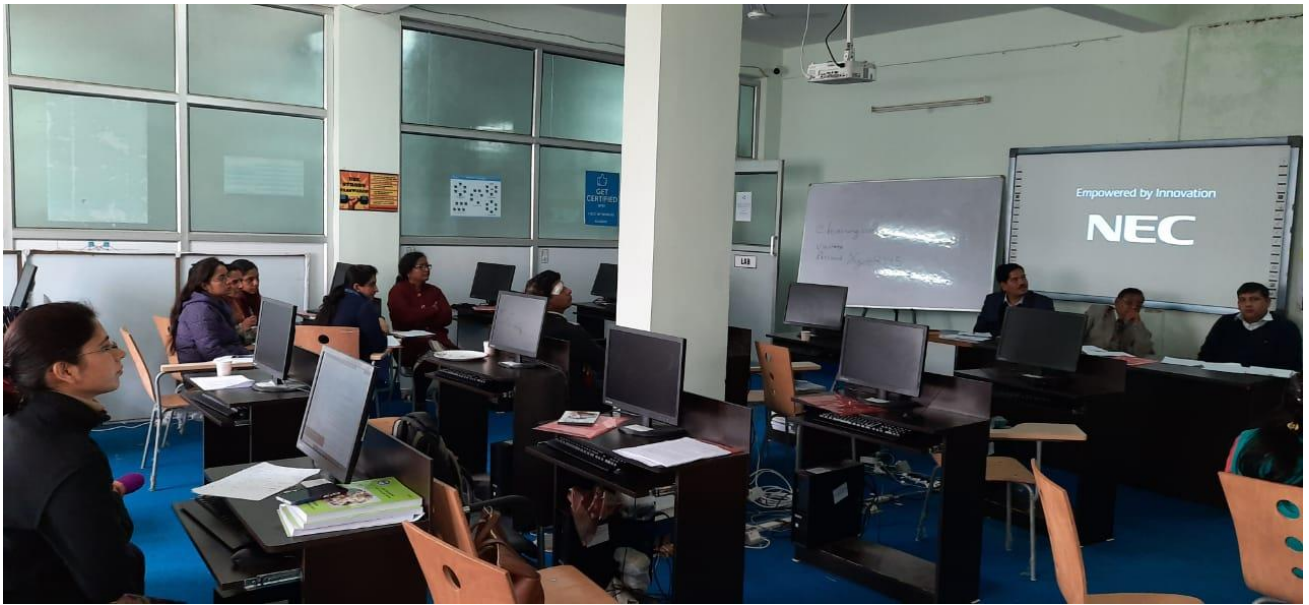
Vote of thanks for the closing session was delivered by Dr. Jeetendra Pande.

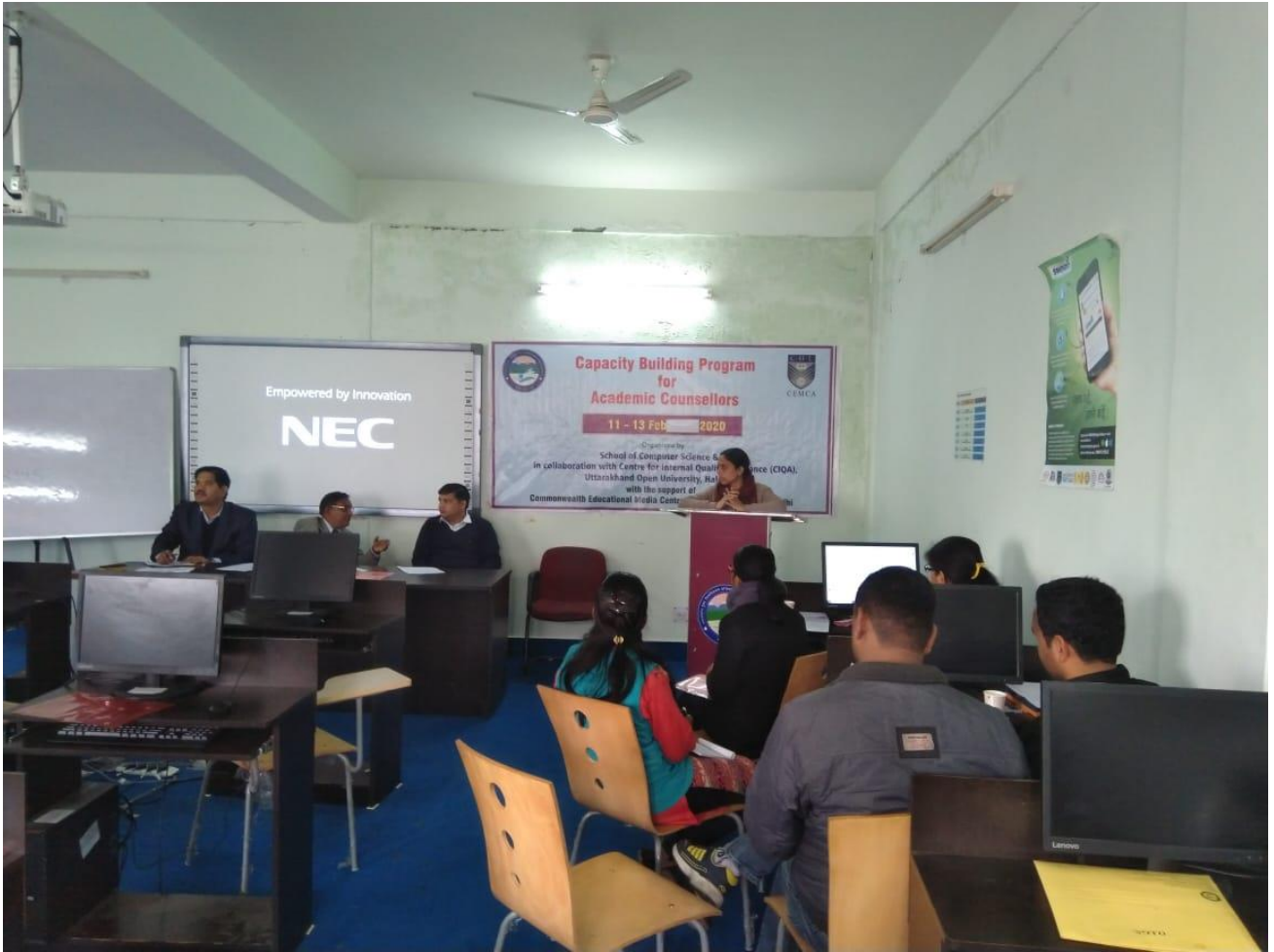
13:30 Hrs to 14:30 Hrs
LUNCH BREAK

Misc. Photographs











Capacity Building Programme for Academic Councillors

11-13 Feb., 2020

LIST OF PARTICIPENTS

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Male=29

Female= 23