Outline

1. Institutional Background
   1.1 KeMU
   1.2 Modes of study
   1.3 Student distribution by study mode

2. The Open Distance Learning (ODL)
   2.1 Historical perspectives
   2.2 Technology adoption
3. Challenges
4. Achievements
5. Recommendations
1. Institutional Background

1.1 KeMU

- Kenya Methodist University (KeMU) is a Christian sponsored institution of higher learning, chartered in 2006
- It has over 50 approved programmes including Medicine, Pharmacy, Nursing, Computing, Economics, Agriculture, Education, Business etc.
- Set to start Law and Engineering
1.2 Modes of Study

- Most of its programmes are implemented in the following modes of study
  - Full time
  - Part time (evening, Weekend Intensive, Holiday Based)
  - ODeL - Distance Learning/ Digital Campus
1.3 Student Distribution

Registration Summaries
1st Trimester 2016
Meru

- Full Time: 29.99%
- Dlm: 33.29%
- Part Time: 23.98%
- School Based: 12.17%
- Weekend Intensive: 0.56%
2. Open & Distance Learning

2.1 Historical

- Initial (2005 - 2010)
  - Hard Copy (printed) Notes
  - Tutorials (during the first week)
  - Hard Copy Assignments

*Limited Student-Lecturer and Student-Student but intensive Student-Material interactions*
Later (2011 – 2015)
  o Hard copy materials
  o Soft copy notes and assignments (sent by email or yahoo groups)
  o Yahoo groups for limited interaction
  o KeMU eLearn, a customised version of an open-source Learning Management System (LMS) called Moodle but very limited success
2.2 Technological Adoption

- KeMU adopted **Canvas** LMS in May 2016
- **Canvas** software is designed to help people create educational programs online and includes features that help control:
  - student administration,
  - progress,
  - delivery of educational materials and
  - reporting
Is a modern, simplified, open-source LMS developed and maintained by Instructure Inc,
- well-matured application
- very feature-rich
- a low overhead investment that does not incur the university huge costs other than staff salaries and the ICT infrastructure to support the content.

Virtual learning era at KeMU
3. Challenges

- **Structural**
  - Restructure of ODeL directorate, processes and procedures

- **Institutional**
  - Training of ODeL core staff (Turnover rate)
  - Training of students
  - Training of other service providers
- **Materials**
  - Conversion of printed materials (most of which were out of date) to soft format
  - Availability of reviewed materials for some courses

- **Infrastructure**
  - Inadequate internet bandwidth
  - Connectivity outage
  - Inadequate server capacity
    - Speed & Memory
- **Operational**
  - Lecturer loading/compensation
  - Inadequate training (for all)
  - Slow uptake
  - Staggered registration of units
  - Late upload of materials and assignments
  - Uncoordinated interaction (student-staff)
4. Achievements

- Almost **one-third** of 9,600 student population in KeMU on digital platform
- KeMU customized **Canvas** to suit students & staff user and institutional needs
- The student diversity across world … 34 African countries….11 Non-African countries *(Helped in University Ranking)*
- Adopted blended learning *(A week before & a week after Exams)*
- Has been able to lower our teaching costs and through lecturer loading *(half loading and closing down campuses)*
- KeMU doesn’t turn away students due to class size numbers…. they go on Digital platform
- ODeL Policy addressed the structure, processes and procedure issues
- Focused ODeL support by management
- Sorted out the School based mess
- e-Supervision for master and PhD
- Integration with ERP (25m investment)
5. Recommendations

- Structure the ODeL directorate must be right (Governance)
- Address availability of material content to be available on time (Incentives)
- Provide adequate and structured training for all service providers
- Enhance network availability (Budget)
- A phased approach would work better (Planning)
Pilot a new software with a few programmes to understand its needs in terms of infrastructure, including bandwidth requirements.

Other processes (like examination administration) are yet to be aligned with the distance learning proposition, where a student is not required to be physically present.
Sub-accounts created (both Schools and Departments) in the LMS

<table>
<thead>
<tr>
<th>Sub-Accounts</th>
<th>Courses</th>
<th>Sub-Accounts</th>
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<td>KeMU Digital Campus</td>
<td>68 Courses</td>
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<td>School of Business and Economics</td>
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<td>School of Science and Technology</td>
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<td>Manually-Created Courses</td>
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## Faculty enrolled in the LMS and user activity

### KeMU Digital Campus > Faculty Journal

Last Faculty Journal entries for students currently enrolled in a course.

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<tr>
<th>Student</th>
<th>Last Faculty Journal Entry</th>
<th>Current Courses</th>
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<tr>
<td>Clement, Kambo Gichuki</td>
<td>Jun 8, 2016 at 8:30am</td>
<td>COUN 101, THEO 208, THEO 113, THEO 391, THEO 126, THEO 114, THEO 393, COUN 355, THEO 112, REST 110, THEO 309, THEO 314, THEO 210, COUN 200</td>
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<td>Obango, Oyugi James</td>
<td>Jun 8, 2016 at 8:30am</td>
<td>THEO 391, THEO406.3.2017, THEO 393, SOST 136, COUN 200, MATH 130, THEO 428, THEO 308</td>
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<td>Lucy, Kambo Wangechi</td>
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<td>THEO 391, THEO 393</td>
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<td>Lichoro, Niarangwi</td>
<td>Jun 8, 2016 at 8:40am</td>
<td>THEO 417, THEO406.3.2017, THEO 391, THEO 307, THEO 321, THEO 422, THEO 428, THEO 316, THEO 308</td>
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<td>Rugongo, John Mwiti</td>
<td>Jun 8, 2016 at 8:41am</td>
<td>THEO 383, MATH 130, THEO 314, COUN 355, COUN 200, ENVI 201, COUN 355, COMP100/COMP 016</td>
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<td>Muthitu, Dannerison Njeru</td>
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<td>Mercy, Nkrote</td>
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<td>THEO 303, THEO 307, THEO 308, THEO 314, THEO 116</td>
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<td>THEO 005, THEO 201, SOST 134, COUN 355, THEO 124, THEO 112, THEO 123, THEO 305, THEO 116</td>
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## Courses the student is registered for the semester

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Grade allocated by the course instructor

Grades for Faith Ntinyari Gitonga

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<tr>
<th>Name</th>
<th>Due</th>
<th>Score</th>
<th>Out of</th>
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<tr>
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Assignments

Total

N/A%
Thank You