



# **TASK TEAM 4:**

## **Student support**

**Enabling discussion classes at Unisa  
through satellite broadcasting and  
video conferencing only**

***STLSC 10 May 2010***

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# 1. INTRODUCTION

The purpose of this report is to address the challenge *“to develop guidelines on offering group discussion classes and moving towards only using satellite and video conferencing facilities in future”*.

This task presents a number of sub questions that need to be clarified for the will inform the final recommendations:

- (i) Is it reasonable to suggest that in future group discussion classes should be offered via satellite broadcasting and video conferencing?
- (ii) What are the benefits of recreating remote face-to-face discussion groups and what problems does it present?
- (iii) What benefits and problems do satellite broadcasting present at the moment?
- (iv) What are the benefits and problems of video conferencing at the moment?
- (v) What is the nature of discussion classes and how does it relate to the benefits and problems of the two types of delivery technologies in question?

The report attempts to discuss the above questions in detail before presenting a number of recommendations that can inform decision-making.

## 1.1 THE NATURE OF DISCUSSION CLASSES AT UNISA

The information Unisa students receive about discussion classes is as follows:

*Some departments, especially those with large numbers of students, arrange discussion classes once or twice a year. During these classes, problems are discussed, and you also have the opportunity to meet your lecturers and fellow students. (How to study at Unisa...*

[http://www.unisa.ac.za/default.asp?Cmd=ViewContent&ContentID=523&P\\_ForPrint=1](http://www.unisa.ac.za/default.asp?Cmd=ViewContent&ContentID=523&P_ForPrint=1) (Accessed 24 April 2010)

This implies the following:

- (i) Discussion classes are scheduled once or twice a semester.
- (ii) For two reasons discussion classes are more likely in modules with large numbers of students: firstly, the large number of students

- ensures attendance and value added to the learning experience, and secondly, discussion classes are financially viable.
- (iii) Students meet lecturers and fellow students in person.
  - (iv) Learning problems encountered in these modules are discussed.
  - (v) Students address their questions directly to the lecturer, and their fellow students can benefit from the feedback.

From this scenario it is clear that discussion classes presented in the regions by visiting lecturers and/or tutors are not necessarily a series of contact sessions addressing all phases of teaching and learning. These sessions are limited and mostly aimed at addressing problems that have arisen in students' learning up to a specific point. Lecturers/tutors may also discuss problems related to the experience of students who have already completed the particular module.

If this scenario has to be projected onto a reality where satellite broadcasting and video conferencing are the required technologies, and where the remote classroom is the only way to present these discussion classes, then the current dispensation with regards to group discussion classes may change:

- (i) There will be no opportunity to meet lecturers and fellow students in person.
- (ii) It is unclear whether more students will be reached via these technologies, as the face-to-face group discussions do not optimise student reach.
- (iii) Problems can still be discussed – and even more frequently – during the teaching and learning phase.
- (iv) Two-way communication may prove to be even more difficult during these sessions, because with satellite broadcasting student questions have to be sent in via SMS, and with video conferencing (viable for at most six linked venues at a time) the lecturer has to manage communication with students in remote areas very carefully. Therefore the opportunity for individual questions and support will be less.

In order to select the best option of the two, each of these technologies will be explored in depth and recommendations will be made in conclusion.

## **1.2 ENABLING THE “REMOTE CLASSROOM”**

Both satellite broadcasting and video-conferencing are communication technologies used to recreate the classroom in a remote part or at multiple locations at the same time. In an ODL environment both

technologies can assist in bringing the lecturer closer to students who need live and direct interaction with their lecturer.

### **1.2.1 ADVANTAGES OF THE REMOTE CLASSROOM**

- (i) It is characterised by real-time delivery through synchronous technologies.
- (ii) It encourages spontaneity between instructors and students and to a certain extent among students themselves.
- (iii) It reaches sites chosen by the emitting institution or agency.
- (iv) It eliminates distance as it goes beyond traditional classroom boundaries and reaches remote parts.
- (v) It can be an economical solution to the need for continued simultaneous presentation of a course at various campuses, if budget does not allow for lecturers at every campus or if the travelling costs are too high.
- (vi) Working students do not need to leave their jobs to travel to a location where they can interact with the lecturer in a classroom setting. Consequently there is less disturbance and disruption for lecturers as well as students.
- (vii) The point-to-multipoint possibilities also indicate that the larger the group, the more efficient and economic the method.

Group discussions via satellite broadcasts and video conferencing can be valuable if well-designed materials or presentations give students in remote parts the opportunity to interact and participate in a discussion of their problems and needs.

### **1.2.2 CHALLENGES FOR THE REMOTE CLASSROOM**

- (i) Satellite broadcasting and video conferencing technologies are often more defined by their technological infrastructure and not so much by their particular instructional design. This means that there is a tendency to focus on the technology rather than the pedagogical aspects determining the use of the technology in an ODL setting.
- (ii) Pre-recorded traditional classroom lecturing broadcasts to students via any technology platform cannot be viable unless there is an opportunity for interaction at the same time. In such cases it would be advisable to make the recordings available with or as study material. The difference between transmitted and recorded television is that the latter, be it video or audio, enables students to stop, repeat and to self-pace the study material. They are the locus of control. However, this material is often just the

recorded lecture or talking head. Non-interactive students may prefer recorded materials. Students can pace themselves and reflect on the content. The use of this technology is preferred where printed materials are dominant. It is also possible to play back recordings during an organised session with a tutor who facilitates interaction. When the sessions are an integral component of the whole study package, it should be supported by communication contained in the study materials (eg tutorial letters).

- (iii) The two forms of the remote classroom under scrutiny are often criticised for promoting a didactic classroom approach to teaching. Learners are in other words spoon-fed with facts. This is especially true when interactive delivery has not received sufficient attention and content is transmitted to students at remote sites. Merely replicating print-based content through the technologies in question adds no real value to distance learning.
- (iv) Although spontaneity and interactivity are important characteristics of these technologies, they are often neglected in favour of the authoritative "talking head" and the transmission of content. Interactivity is rather complicated and requires careful management of requests to speak and/or the processing of questions addressed to the lecturer.
- (v) Using the two technologies to host discussion classes can add more responsibility, organisation and administration to the work load of the lecturer. It is also important to note that proper instructional/education design has to inform the efficient use of these technologies. A lack of proper instructional design and a developing pedagogy for these technologies is not always a priority at the point of introduction in the particular context. Proper planning and design for small-screen technologies may be costly.
- (vi) The main broadcasting centre retains control over the time and pace of the discussion sessions. All sites must have equally sophisticated technology as well as capable assistants and facilitators to ensure good communication and little disruption and confusion. Lectures given through video conferencing take longer to gel than those given through face-to-face interaction. Technology will require both parties to go through a learning curve.
- (vii) For both video conferencing and satellite broadcasting centres need to be as close to students as possible. This poses a challenge in terms of planning for and setting up the technologies to maximize student access. Only small groups of students can be

effectively accommodated in remote parts and therefore only a few students will have the opportunity to interact.

### ***1.2.3 POSSIBLE USE OF THE REMOTE CLASSROOM IN THE UNISA CONTEXT***

Proper planning and design are required to justify the implementation and use of expensive technologies that will recreate the classroom. Discussion classes and related forms of contact with groups of students should therefore be designed and integrated in such a way that it contributes to the student experience. Repeating the subject content that could be passed on to students in a more efficient and accessible way defeats the purpose).

According to Niemann and Mays (2010) the main purpose of technology use differs from one lecturer to another. For some it is to deal with administrative arrangements, prepare students for assignments or portfolio building, for others it is to give feedback on assignments, to discuss concepts that students usually struggle with and to give examination guidelines. Lecturers also indicated they wanted to give an overview of the work.

## **2. WHAT IS SATELLITE BROADCASTING?**

### **2.1 DEFINING SATELLITE BROADCASTING**

A satellite broadcast (SB) is the distribution of visual images by means of a satellite link. It is less interactive than video conferencing, but more cost-effective. Students can see their lecturer, but their lecturer can't see them. One of the disadvantages of satellite broadcasts is that they encourage passive viewing instead of active participation. Students do not have control over the medium and are unable to stop the flow of information to ask questions and request clarification. The facility allows for limited interaction as students can only ask questions via SMS or telephone. SBs allow lecturers to use Power Point presentations and they can either be rebroadcast or a DVD of the broadcast can be made (Niemann & Mays, 2010).



## **2.2 SATELLITE BROADCASTING IN THE UNISA CONTEXT**

Satellite television broadcasting provides a time-efficient way of communicating with students. Even when students cannot attend the synchronous television broadcasts, they may be able to attend rebroadcasts (interactive telephone connections are optional). Compared to group discussions by visiting the different regions, satellite television broadcasting has a simultaneous wider range, and therefore means optimal use of a lecturer's time.

Students, who cannot attend the synchronous television broadcasts, can order the DVD (from Unisa Press) or view the DVDs at regional facilities. Regarding reach, satellite broadcasting appears to be more effective than group discussions. All students have access to the recorded satellite broadcasts. Currently students have to buy the DVDs on special request.

### **2.2.1 VENUES FOR SATELLITE BROADCASTS**

At Unisa venues for satellite broadcasts (with the number of students that can be accommodated given in brackets) are as follows:

Florida (50)	Potchefstroom (20)
Sunnyside (125)	Kimberley (25)
Johannesburg (125)	Upington (25)
Benoni (20)	Polokwane (35)
Durban (25)	East London (20)
Durban (100)	Port Elizabeth (20)
Pietermaritzburg (200)	Umtata (25)
Newcastle (15)	Cape Town/Parow (40)
Nelspruit (50)	George (20)
Middelburg (20)	Stellenbosch (20)
Bloemfontein (20)	Worcester (12)
Mafikeng (30)	Windhoek (25)
Klerksdorp (50)	
Rustenburg (20)	

The total number of students that can be reached during one session is 957. Please see the bookings for 2010 (made up to February 2010) in **Addendum A**.

### **2.2.2 ADVANTAGES OF SATELLITE BROADCASTS**

Within the Unisa context the following advantages have been highlighted by lecturers (Niemann & Mays, 2010):

- (i) Satellite broadcasts can be repeated even on Saturdays, which mean that students who have missed a broadcast because of other responsibilities can still be reached.
- (ii) A DVD can be made of the presentation. Students can buy it and watch it repeatedly in their own time.
- (iii) Satellite broadcasts are more cost-effective than video conferences (VCs). More regional centres - and therefore more students - can be reached during a single session. Discussion classes and VCs are mostly presented in the main regional centres (eg Cape Town, Durban, East London and Polokwane) and lecturers felt that this is unfair to students in remote areas. SBs can reach students in all the regional centres.
- (iv) Face-to-face group discussions have all the advantages of the classroom, but unfortunately not all students can attend and it is not possible to record the sessions. Satellite broadcasts, on the other hand, can be recorded and distributed to all students.

### **2.2.3 CHALLENGES WITH SATELLITE BROADCASTS**

- (i) Satellite broadcasts are currently recorded for increased student access, but it is not sent to students immediately after broadcasting. It can have a greater impact if it is sent to students as part of the scheduled materials for a particular module. Currently students have to acquire the satellite broadcast DVDs at their own expense. Recordings should also conform to certain standards to ensure the best student interaction. Content should be properly structured and categorised for student use.
- (ii) Students' computers and playback equipment may not be able to play the DVDs. Consequently students may need additional instructions and support in order to play the DVDs.
- (iii) The planning, design and integration of satellite broadcast sessions seem to be problematic. At present many broadcasts are not optimally integrated into the rest of the learning journey and may be rather ad hoc. More effective course planning and design (as part of the Framework for a Team Approach towards for Curriculum and Learning Development) will render satellite broadcasts even more effective. Clear guidelines should be

developed on how to optimise satellite broadcasting (SB) in terms of learning support. Educational consultants should only recommend SB where it is relevant in the design. Other types of media can be used in conjunction with the study package.

- (iv) Satellite broadcasts cannot be presented as the ultimate solution to discussion classes in the Unisa context. Considering the large number of modules offered by Unisa (more than 3 800), the present facilities would not be able to cater for all modules. Encouraging lecturers to make use of satellite broadcasts *as a replacement* for discussion classes may therefore cause certain other problems. The current facilities are used on a first-come-first-serve basis and *if all modules are allocated equal time the current facilities will be insufficient*.
- (v) Currently there is no quality assurance or standards in place for satellite television broadcasts. Minimum standards should be met in the educational design process as well as in the technical quality and design of the graphics and other communication media.
- (vi) In some subjects the use of satellite broadcasting may be more necessary than in others, or it may be inappropriate, for example, when lecturers use mathematical symbols and calculations, students cannot communicate with the lecturer.
- (vii) It is assumed that satellite broadcasting is a costly way of reaching students in remote areas. The actual costs are unknown and the cost to students is still an important factor.
- (viii) Geographical positioning and student attendance pose a problem. Not all students are close to a centre and some may not be able to afford the travelling costs. It would be interesting to compare student attendance with the number of students excluded owing to distance. There are also concerns about the international reach of satellite broadcasts. Lecturers complain that student attendance at regional centers is poor. To overcome this rebroadcasts are scheduled for Saturdays. (But is this efficient use of expensive technologies if students can receive copies of the recordings?)

## **3. WHAT IS VIDEO CONFERENCING?**

### **3.1 DEFINING VIDEO CONFERENCING**

Video conferencing allows for live sound and image sharing, which resembles the classroom environment closer than satellite broadcasting. Video conferencing is defined as an interactive means of communication between two or more locations. The interactivity is accomplished by

various means, but the most common include live video and audio feed in both directions. Video conferencing allows lecturers to use computers to display PowerPoint presentations or play music clips. The use of an interactive whiteboard similar to a flipchart allows students to see what the lecturer writes on it. The main purpose of video-conferencing is to promote discussion and interaction. Sessions need to be designed with interaction in mind if the best use is to be made of the medium (Niemann & Mays, 2010).

## **3.2 VIDEO CONFERENCING IN THE UNISA CONTEXT**

Video conferencing is more interactive owing to the smaller number of simultaneous connections and two-way communication. It allows for active participation and interaction as well as an improved relationship with students. Lecturers prefer having a discussion with their students. They want to facilitate question-and-answer sessions, and observe their students while they perform practical activities.

It is not standard practice to record video conferencing sessions for distribution to students who cannot attend.

### **3.2.1 VENUES FOR VIDEO CONFERENCING**

Venues for video conferencing (with the number of students the venue can accommodate given in brackets) are as follows:

Pretoria Muckleneuk (7, 25 and 10)	Pietermaritzburg (10)
Pretoria Sunnyside (40)	Bloemfontein (18)
Florida (50)	Nelspruit (12)
Durban (62)	Middelburg (30)
Cape Town/Parow (35)	New Castle (25)
Polokwane (25)	Umtata (25)
Port Elizabeth (25)	Benoni (20)
East London (15)	Johannesburg (35)
Mafikeng (20)	Rustenburg (40)
Kimberley (10)	

The total number of students that can be accommodated at any one time is 539. Please see some usage statistics for Cape Town/Parow for August 2009 and February 2010 in **Addendum B**. Usage statistics for 2009 is available in **Addendum C**.

### **3.2.2 ADVANTAGES OF VIDEO CONFERENCING**

- (i) Video conferencing works well for small group discussions. If a link is made to more than one site at the same time, then it is recommended that these be limited to six sites (preferably four) as it becomes quite difficult to manage the interaction successfully. If too many centres are linked at the same time, the objective of interactive discussions may be defeated.
- (ii) Visual communication can be enhanced with graphics and video provided it is properly designed and integrated.
- (iii) Video conferencing is easier to manage from a technical point of view than satellite broadcasting.
- (iv) With good planning and preparation, and student induction and assistance, video conferencing can be a valuable way of simulating face-to-face discussions with students.
- (v) Video conferencing is best used for targeted, complementary interventions rather than mainstream core teaching. Additional measures need to be taken to support students who were supposed to participate but were unable to be present at the scheduled times.
- (vi) Technical support is available at the central and the regional venues to sort out problems with sound and video quality – at least at the start of the session.

### **3.2.3 CHALLENGES OF VIDEO CONFERENCING**

- (i)** It is extremely difficult to accommodate more than six regional venues during one video conference. The lecturer is able to see the students in the different venues on a screen in the studio. The more venues linked to the central venue, the smaller the image of each venue becomes on the screen. It also takes good organising skills to handle more than six venues at a time.
- (i) Booking a number of facilities can be a challenge as video conferencing facilities are often located in multipurpose venues at the regional centres.
- (ii) Video conferencing facilities are not available in African countries such as Botswana, Ethiopia and Mauritius where Unisa has many students.
- (iii) Managing video conferencing equipment at various centres simultaneously can be a challenge. Repeated technical

breakdowns can be a disappointment for students who have travelled great distances to get to a centre.

- (iv) Student attendance has to be properly managed and some form of confirmation is needed as there is evidence of very poor attendance at some centres.
- (v) The student numbers for some courses are in excess of 10 000 and the anticipated student attendance in some regions exceeds the capacity of video conferencing venues. Face-to-face discussion classes are considered a more suitable option in such cases.
- (vi) Some students in remote rural areas meet with tutors regularly. The type of students in particular programmes (eg ABET students) prefer face-to-face contact (Niemann & Mays, 2010).
- (vii) Face-to-face workshops are preferred for practical activities during which lecturers need to respond to a variety of cues. Face-to-face interaction is also considered necessary for professional development in a field like social work where personal interaction is important.

### **3.2.4 FUTURE PLANS**

- (i) With the advent of broadband connectivity (SANREN project) in South Africa, the use of video conferencing and other technologies that previously had been inhibited due to bandwidth unavailability, will improve tremendously.
- (ii) Most of the video conferencing technologies in South Africa connect through Telkom ISDN lines. With broadband/SANREN, most video conferencing technologies will migrate from ISDN to IP connectivity.
- (iii) The migration to IP will happen at some of UNISA's video conferencing sites. It will increase the quality of video conferencing and make HD video conferencing possible.
- (iv) The migration will also take care of the latency rate.
- (v) Thanks to broadband technologies such as WebEx, Podcasting, web conferencing, streaming and video on demand can be integrated with UNISA's video conferencing technology.
- (vi) Thanks to broadband/SANREN at UNISA all recorded video conferencing sessions will be streamed via my UNISA.
- (vii) ICT plans to buy a Tele-Presence technology that is an upgraded version of a video conferencing technology (Please note that the Tele-Presence technology can connect with our existing video conferencing end-points).

## 4. A COMPARISON

Face-to-face discussion classes are still the preferred method of learning facilitation for most lecturers. Though group discussions have the advantage of the presence of the lecturer, the number of students enjoying this privilege should be weighed up against the number of students who are excluded. Time and cost effectiveness are two important factors when considering satellite broadcasting because it reduces lecturers' travelling time and all associated costs. The perceived advantages and disadvantages of the three delivery modes can be summarised as follows (Niemann & Mays, 2010):

<b>DELIVERY MODE</b>	<b>ADVANTAGES</b>	<b>DISADVANTAGES</b>
<b>DC (Direct Contact)</b>	<ul style="list-style-type: none"> <li>• Direct contact with students (Lecturers can observe and “read” their target group).</li> <li>• More dynamic.</li> <li>• More interactive.</li> <li>• Can continue discussions with individual students after class.</li> <li>• Students can show you what their problems are (e.g. an assignment that has been marked incorrectly).</li> <li>• More personal. Students can identify with/relate to the lecturer.</li> <li>• More students attend discussion classes than VCs or SBs.</li> <li>• Students prefer face-to-face discussion classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Are presented only at main regional centres and therefore not all students are reached (which is unfair).</li> <li>• Time-consuming.</li> <li>• Lecturers are out of their offices for a long time.</li> <li>• Expensive.</li> <li>• Once a DC is over, it is over. No DVD that students can watch afterwards.</li> <li>• Venues are often overcrowded and facilities inadequate.</li> </ul>
<b>VC (Video Conferencing)</b>	<ul style="list-style-type: none"> <li>• Cost-effective (not as expensive as discussion classes).</li> <li>• A good, but second best</li> </ul>	<ul style="list-style-type: none"> <li>• Some students are intimidated by the technology.</li> <li>• Can be very noisy.</li> </ul>

	<p>alternative to discussion classes.</p> <ul style="list-style-type: none"> <li>• More interactive than satellite broadcasts.</li> </ul>	<ul style="list-style-type: none"> <li>• Only a few regional centres are reached in one session.</li> <li>• Only the main regional centres are accommodated.</li> <li>• Time-consuming because the same lecture has to be presented in different regions.</li> <li>• Turn-out not always good. (Students would rather attend discussion classes.)</li> <li>• Split-screen does not always work and therefore the same discussion class has to be presented several times to reach students in the regional centres.</li> </ul>
<p><b>SB (Satellite Broadcasting)</b></p>	<ul style="list-style-type: none"> <li>• Cost-effective (not as expensive as discussion classes and even cheaper than VC).</li> <li>• Cost-effective for students as they do not need to travel to the main regional centres.</li> <li>• Can reach more students.</li> <li>• Can be rebroadcast.</li> <li>• A DVD of the presentation can be made for students to view at a later stage.</li> <li>• Copies of the previous year's DVDs are given to new staff and are used to train them.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecturer cannot see students.</li> <li>• Limited interaction.</li> <li>• Some students are intimidated by the technology.</li> <li>• DVDs are not always available to students (often out of stock).</li> <li>• Turn-out not always good. (Students prefer discussion classes.)</li> </ul>



## 5. CONCLUSION AND RECOMMENDATIONS

It is impossible to replace *all* group discussions with satellite broadcasting and video conferencing. Our current facilities are not be able to cope with a greater demand and expansion will be too costly. Future expansion of both technologies may have to be considered against the recommendations below. Although satellite broadcasts and video conferencing have many advantages and are a good substitute for some discussion classes, most of the lecturers who were interviewed indicated that these facilities are second best and that they still prefer discussion classes. It seems, however, that financial constraints have forced them to resort to the use of SBs and VCs (Niemann & Mays, 2010).

### ***Recommendation 1: Expansion of facilities***

*The financial implications of the expansion of our SB and VC facilities should be investigated. If these technologies replace all others for discussion classes, including face-to-face visits, it can have far-reaching costing implications in terms of facilities and other resources. (Recommendations 2 and 3 have reference to this).*

It is important to distinguish between modules with group discussion classes and those with formal functioning tutoring where extensive contact is possible, and to present a scenario that will guide the presentation of group discussion classes (via the technologies under discussion). In this regard the following:

- (i) Modules with tutorial programmes in place are encouraged to make optimal use of the tutors in providing guidance or academic support. Academic departments are responsible for the training and guidance of these tutors. *In these modules group discussions lead by lecturers should be discouraged.*
- (ii) In modules with *no* tutorial programmes in place due to small student numbers, lecturers will be encouraged to make use of either video-conferencing or satellite conferencing *instead of group discussions.*
- (iii) When lecturers make use of satellite transmitted group discussions, these sessions should be recorded and sent to *all* students.
- (iv) Where the nature of the module and/or the specific needs of students cannot be addressed through a tutorial programme or video or satellite broadcasting, group discussions may play a vital role in supporting students. Considering the cost to students (and Unisa), and the fact that not all students are able to attend these group

discussions, lecturers should be encouraged (and supported) to make use of podcasts which can be made available to all students.

***Recommendation 2: Suitability of SB and VC for discussion classes - planning, design and quality assurance***

*The use of discussion classes and formal tutoring is an academic decision and should be managed by academic departments with regional support.*

Modules with a high enrolment have the financial resources to consider alternatives, whereas modules with a low enrolment cannot afford face-to-face visits. Group discussion classes should not be the rule if formal tutoring is affordable because of larger enrolments. Guidelines and standards should be developed for the use of these technologies for modules where this kind of contact is suitable and educationally sound. These guidelines have to be based on sound ODL principles and must be developed and implemented in collaboration with DCLD.

Although the use of SB and VC is high in some modules, the Task Team expressed concern about the lack of planning, design and quality assurance for satellite broadcasting and video conferencing. In most instances the “talking head” and low levels of interactivity do not justify the use of such technology. The transmission of content and summaries of materials do not enhance the learning experience. Face-to-face contact without the proper educational considerations and planning does not contribute to a quality learning experience as contact on its own is not sufficient reason for the use of SB and VC. Therefore, discussion classes should be properly planned and integrated with the tutoring and support needs of students in a specific module.

***Recommendation 3: Student access and distribution***

*Discussions via these technologies should always be recorded and made available to students free of charge. (If recordings were not possible, some form of summary or transcript should be made available to students free of charge, and as soon as possible.)*

## **6. REFERENCES**

Nieman, M & Mays, T. 2010. Report on an investigation into the use of satellite broadcasts and video conferencing in the College of Human Sciences (Research report commissioned by the Executive Dean of the CHS). Pretoria: Unisa.

## ADDENDUM A: Satellite broadcasting scheduled for 2010

BROADCASTING		
Subject code	2008	2009
MNG 1 M14	1531	2508
MNG 1M25	1295	1425
EXP 101D	8	6
ESJ401X	6	8
EX1301L	31	15
EXP201G	21	2
EXP301K		38
EXP401N		
TQM101T	17	4
TMA201L	13	7
TMA301P	2	1
AUE201L	1828	2012
AUE202M	2012	2305
MRL203L	1976	1458
COM101X	3680	1934
COM306D	891	65
PUB3704		
HORSTEH	23	34
AUE302Q	266	263
AUE304S	1271	192
AUE301P	1100	1570
AUE303R	1442	320
AUE304S	1271	1421
COM 102Y	3279	2043
COM3029	961	387
COM311A	161	218
COM 102Y	3279	2043
CBC1501		
BAC131R	93	117
CBA101P	12	15

CBA111P	187	813
CBA121P	175	131
CVC111Q	162	173
MEM101U	125	129
OCC121R		
PRO131V	740	590
CBC1501		
CBC1501		
PRO131V	740	590
COM304B	430	296
COM303A	910	509
COM305C	556	65
COM101X	3680	1934
POL3701		
POL3702		
COM2059	992	106
COM2036	1499	995
HCMICOU		
COM2036	1499	995
COM2025	1706	1016
COM2048	1467	1049
HCMMCTG		
SCPA01T		
COM3018		
HCMMOAM	45	45
SEP1502		
SEP1503		
SEP2603		
COM3708		337
COP1501		537
COP2601		296
COP3701		172
HCMICRL		

## **ADDENDUM B: Video conferencing usage in Cape Town**

<b>February 2010</b>	<b>Available hours</b>	<b>Used hours</b>	<b>Unused hours</b>
	264	47.25	216.75
Calculation of available hours = Mon to Sat from 08:00 to 19:00 = 264 available hours for the month of February. Video conferencing usage 17.9%.			
<b>August 2010</b>	<b>Available hours</b>	<b>Used hours</b>	<b>Unused hours</b>
	275	125.25	149.75
Calculation of available hours = Mon to Sat from 08:00 to 19:00 = 275 available hours for the month of August. Video conferencing usage 45.5%.			

## ADDENDUM C: Video conferencing in 2009

Month	Number of video conferences	(Single Point connection)	(Multipoint connection)	Number of students	Total hours
Jan	27	16	11	129	84
Feb	61	7	54	711	148
Mar	91	59	32	957	248
Apr	25	11	14	860	179
May	57	28	29	758	152
Jun	44	27	17	458	150
Jul	36	23	13	530	188
Aug	99	61	38	998	343
Sep	123	73	50	1480	314
Oct	108	57	51	1632	296
Total	671	362	309	8513	2102