Practice of Open and Distance Learning In Teacher Education In Selected Institutions in Kenya
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1. Introduction and Outline of the presentation

This presentation is a report of a documentary and observation survey done to find out the practice of open and distance learning in Teacher education in selected institutions. It focused on:

- Conceptual framework of open and distance learning.
- Challenges in Teacher education necessitating use of open and distance learning.
- Institutional set up within which they are delivered.
- Delivery modes of the programs in terms of media
- The way quality issues are provided for.
- Contribution and benefits of the practice of odel
- Emerging issues and conclusions.

2. Concept of Open and Distance Learning

Conceptual understanding of open and distance learning is characterized by:

- Separation of learners from instructors and institution
- Mediation of learning by a variety of media and media mix.
- Learner support by face to face or online.
- Aims at increasing access in educational opportunity to diverse target.
- Flexibility in time and place especially in the school based or institutional based or holiday based in all the universities included in the survey.

3.Challenges in the Teaching Profession and Teachers

Challenges from policy changes and practice of distance education.

- Impact of 1963-1970 development plan resulted in higher primary school enrolment
- Declaration of eradication of illiteracy in 1978 required trained adult teachers
- Declaration of free primary education in 1970s and 80s resulted in the use of more untrained teachers
- Realization of lack of capacity for handling pupils with special needs or physically challenged pupils in schools

3. Challenges in the   teaching Profession and Teacher education (2)

- Changing mode of delivery from largely print based to electronic based has challenges on learners support online and learner access of the courseware online or offline.
- Inadequacy of science, mathematics and ICT and poor performance in schools.
- Increased enrolment in secondary schools resulted in use of diploma holders to teach in upper secondary classes for which they were not trained.

4.   Management of Open and Distance Learning

Observed that:
- The practice is set in dual mode situation in both public and private universities
- The units managing teacher education vary from Departments to Schools and Institutes or Directorates within the Universities.
- Some programs are integrated in the conventional programs in collaboration with Centres or Institutes of distance learning.
- Units' policy documents directing operations were generally available.

5. Delivery Modes of the Programs

Observed the changing nature of media use and media mix:
- audio cassettes to digitized audio in CDs
- Print use to e-learning use
- Teacher collaboration in the delivery involving internet service providers
- ICT units of the institution for support and management of the teaching learning system
- Blended version with increased use of electric devices for learner support
- Provision of openness through : Institutional based or school based and distance learning.

6. Quality control and quality assurance in open and distance learning

Quality assurance and quality control are maintained by:
- Standard and guidelines for open and distance learning for universities through Commission of University Education.
- Kenya Institute for Curriculum Development for none university level programs.
- Institutional quality framework of the university units managing open and distance learning in their respective universities and
- Quality framework of the Commonwealth of Learning

7. Contribution and benefits of practice of open and distance learning in teacher education

- Provided training to practicing teacher while they continue to perform their class duties
- Increased capacity of the institutions in teacher education programs e.g. more learners and graduands in the School of Continuing and Distance Education.
- Faculty participation in distance instructional materials development has improved classroom practice in the universities.
- Provided opportunity for capacity building for academic and administration staff
- Contributed to the development and establishment of distance education programs in other disciplines, B.A, B.SC, B.Com, B.Ed.Sc
- B.Ed. Arts courseware used in establishment teacher education and non-education programs in other countries in the region

Emerging Issues and conclusion

- New policies especially introduction of computer in the primary schools will require massive In-servicing of the teachers in primary schools.

- Global and national policy requirement to diversify delivery mode at university level by involving e-learning modes pose challenges to the institutions of higher learning..

- Need for national policy framework to guide open and distance education mode and prepare for uniformity and quality assurance.

- Need for greater collaboration and for a sharing disseminating open and distance related practices