COURSEWARE DEVELOPMENT AND ITS IMPACT ON LEARNING IN THE NATIONAL OPEN UNIVERSITY OF NIGERIA (NOUN)

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ABSTRACT

The National Open University of Nigeria (NOUN) has in the recent time adopted the use of online instruction with the development of open courseware for the delivery of instructions to students. Hence, the need to investigate the instructional designs strategies in courseware development and its impact on learning in the National Open University of Nigeria. The research instrument used was a self design questionnaire with a 4 point Likert scale. The questionnaire was administered to 770 students across different courses and programmes. The data collected was presented and analyzed using percentage and descriptive statistics. The means (x) response on numerical scores assigned to the four points rating was calculated as 2.50 and this was used as the cut-off point in decision making. The study revealed that the National Open University of Nigeria uses open courseware design for self paced study. The study also reveals the interactivity of students with the courseware as high, and identifies the deficiencies in the courseware. Therefore the researchers recommend that instructional designers, web designers and managers should incorporate real time (synchronous) in NOUN courseware.

INTRODUCTION

The issues relating to online instruction and courseware development are indeed much imperative when talking of electronic learning. This kind of learning is usually run through the use of electronics that includes computer, the internet and multimedia. According to Clark and Mayer (2008), electronic learning are instructions delivered on a computer by way of CD–ROM, Internet, or intranet with the following features that includes content relevant to the learning objective, using instructional methods and media elements such as words and pictures to deliver the content. The methods can be instructor–led (synchronous) or designed for self paced individual study (asynchronous).

There are two main types of online instruction which all the software and courseware are designed to fit into. The most popularly used is asynchronous instruction; this is instruction that is relayed for learners to access at learner's convenient time. (http://www.col.org/ODLIntro/introODL.htm). It is the type of instruction that offers opportunities for learners and or instructors to interact with each other via computer at different times and places such as in a discussion board or email while the other is called synchronous instruction. It is electronic delivery of instructor – led training available to geographically dispersed learners at the same time delivered through specialized software such as Webex, Elluminate and Adobe Acrobat Professional Connect (Clark and Mayer 2008).

Howbeit, the production of a formidable courseware comes as a result of a well designed instruction. Hough and Duncan (1980) described instruction as a process of arranging human materials and temporal resources with the intent of facilitating one's own learning or the learning of others. However, these arrangement have to be designed in other to enable it achieve the desired goal. According to Alessi and Trollip (1991), Instructional design is the systematic process of translating general principles of learning and instruction into plans for instructional materials and learning. They contended that instructional design can also be define as a process, discipline, science and reality.

Instructional design strategies often determine the courseware development. It emphasizes the process and techniques of transmitting facts, skills, information to learners. Instructional design strategies are methods that are used in the lesson to ensure that the sequence or delivery of instruction help students learn (http:www.cpt.fsu.edu/ese/in/strmain.html) on the other hand, instructional design principles are combination of sets of principles that are design to enhance effective instructional design and development. These principles are fundamental in designing and development of instruction and courseware. These principles include multimedia principle, contiguity, modality, redundancy, coherence, personalization, segmentation and Pretraining principle.

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