



# **Online Courseware Development in Public Universities in Uganda: The Precepts of Active, Passive and Exclusive Participation**

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# Outline



- Introduction
- Problem
- Objectives
- Conceptual Framework
- Methodology
- Results and Discussion
- Conclusion



# Introduction



## Definition

- Courseware development is the authorship of interactive content and activities that engage learners to practice and extend their knowledge and skills (Chang et al., 2014).

## Reflection

- Online courseware development is viewed as a basic requirement for the 21st century universities (Maqablesh et al., 2016).
- The evidence for competitive online courseware development in developing countries is lacking (Kafyulilo et al., 2016; Kituyi and Tusubira, 2013; Oyo et al., 2017).
- Engagement in online content development is more of an institutional culture than a technology issue.



# The Problem



- Positive trends in the context of Uganda
  - ◆ Existence of LMSs in most universities
  - ◆ Improving technical competency
  - ◆ Existence of a pool of staff trained in courseware development
  - ◆ Improving access to internet on university campus
- Challenges
  - ◆ Volume and quality of courseware is low (Kasse and Balunywa, 2013; Oyo et al., 2017).
  - ◆ Online course presence is low and skewed to engineering and related disciplines (Oyo et al., 2017).
  - ◆ Staff training in content development does not match availability of online courseware (Kahiigi, 2013).
  - ◆ LMSs do not have adequate content and hence are a wastage of investment (Kituyi and Tusubira, 2013).



# Context Example



Previous Funding for e-learning initiatives (Until 2013)



MacArthur  
Foundation



Current funding for e-learning initiatives (2014 – 2021)



BUILDING STRONGER UNIVERSITIES  
IN DEVELOPING COUNTRIES



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# Objective



- Investigate the state of online courseware development in Uganda and develop strategies for improvement
  - ◆ Inclusiveness versus exclusiveness
  - ◆ Activeness versus persiveness



# Conceptual Framework



- **Institutional Initiatives**
  - ◆ Availability of LMS
  - ◆ Training on use of LMS
  - ◆ Training on use of authoring tools
  - ◆ Ensuring Internet access
  - ◆ Technical support
  - ◆ Guiding policy
  - ◆ Access to computers
- **Individual Initiatives**
  - ◆ Hosting course(s) on the institutional LMS
  - ◆ Using authoring tools
  - ◆ Seeking support/training
  - ◆ Adhering to policy guidelines

# Conceptual Framework (Cont.)





# Methodology



## Location, population and sample

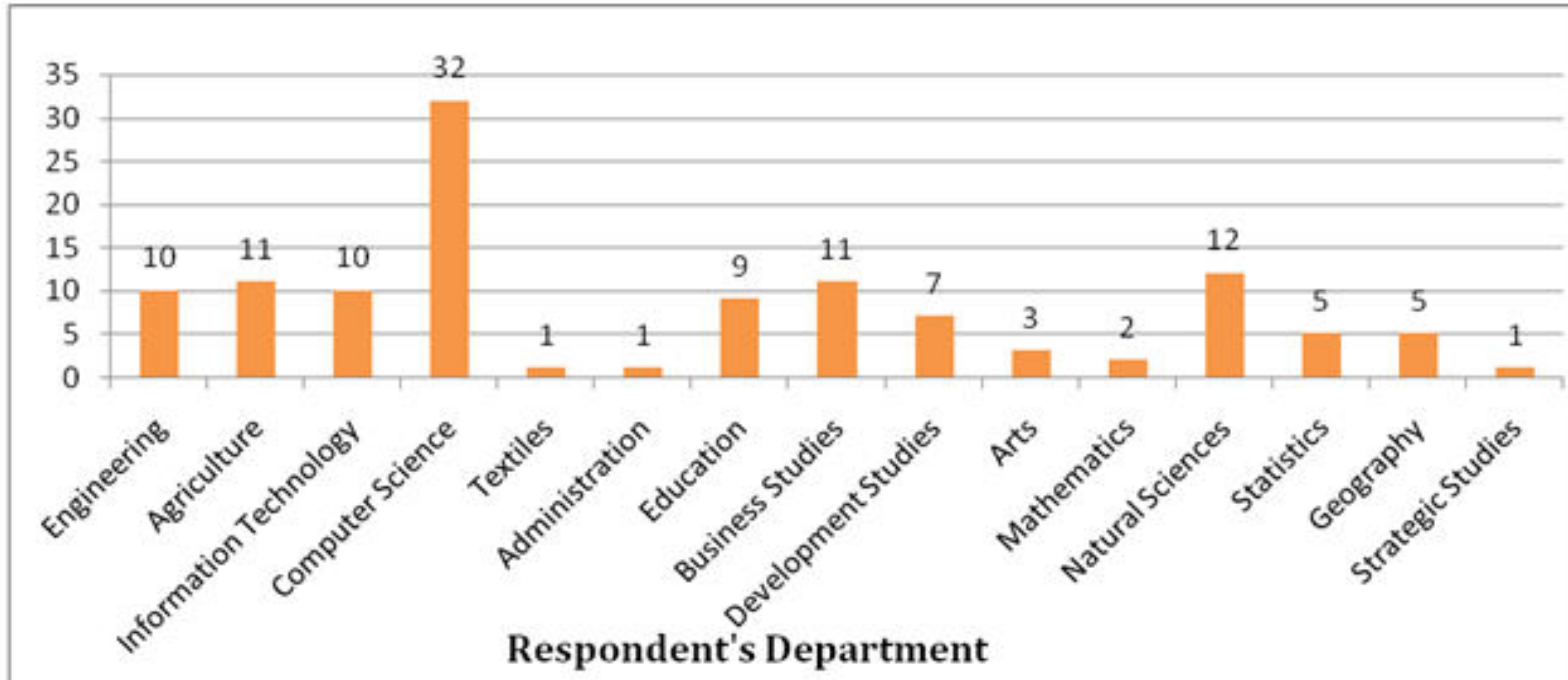
- Five public universities with at least 5 years of existence
- Estimated population of academic staff - 4221
- 351 academic staff sampled and 120 valid responses returned
  - 40% from Gulu University
  - 18% from Kyambogo University
  - 11% from MUBS
  - 11% from Busitema University
  - 10% from Makerere University

## Validity and Reliability

- Expert review of the questionnaire
- Pilot test yielding a reliability coefficient of 0.89 on section of online courseware development

## Methodology (2)

### Distribution of respondents





# Results and Discussion



## Inclusive versus Exclusive Contexts

Institutional Initiatives	Inclusive Contexts	Exclusive Contexts
Online hosting of LMS	52% confirmed	48% not aware
Training on LMS	43% trained	57% not trained
Training on authoring tools	60% trained	40% not trained
On campus internet access	77% had access	23% could not access
Off campus internet provision		100% confirmed non provision
Technical support	46% were supported	54% not sure of its provision
Existence of supporting policy	20% aware	80% not aware
Provision of computers	21% accessed	89% could not access a university PC/laptop



# Results and Discussion

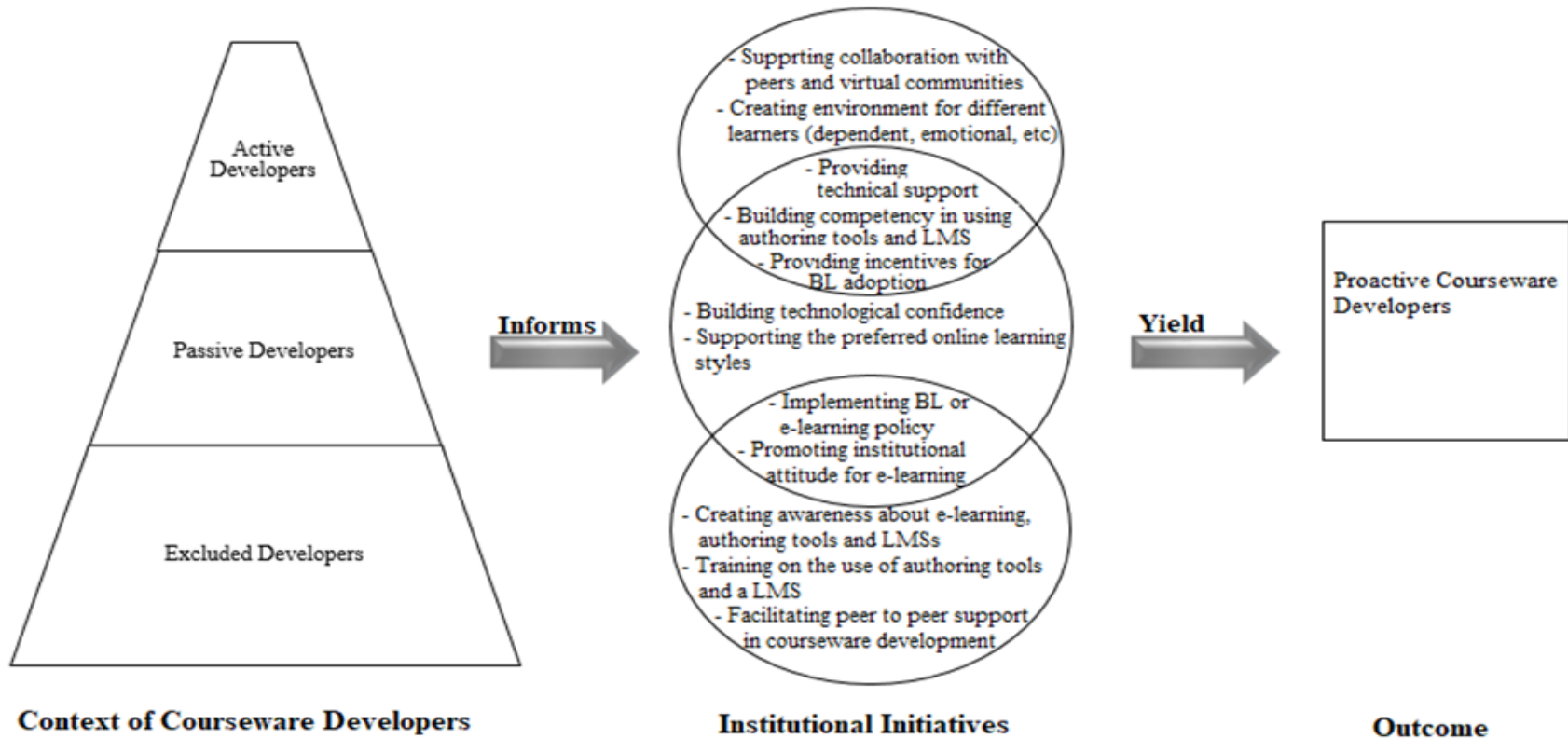


## Active versus Passive Participation

Individual Initiatives	Activeness	Passiveness
Use of Institutional LMS (n=62)	53% had hosted a course on institutional LMS	47% were trained but never hosted a course
Use of authoring tools (n=72)	54% used at least one authoring tool	46% never used any authoring tool
Seeking technical support (n=55)	42% sought support	48% never sought any support
Adhering to policy guidelines (n=24)		100% not concerned about policy guidelines

# Results and Discussion

## Strategies for Improvement





## Conclusion and Recommendations



- Courseware development is a double responsibility of institutions and the staff.
- Exclusion is a capacity challenge that is tolerable but passiveness is a negligence issue that can be avoided through policy intervention.
- Passiveness is more prominent in Arts and Humanities fields than in the Engineering and Science fields.
- Proposed strategies need to be explored further and validated.
- Qualitative studies on best practices in Africa need to be explored to inform future adoption in related contexts.



# Thank You

**Comments/Qns are welcome**