



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Capacity Building
in Africa



ICT and distance learning in tertiary education institutions during school closure

Experiences sharing meeting

22 April 2020

UNESCO-IICBA webinar

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Overview

- Government's effort to deliver online learning
- Support to educators working in remote or rural contexts
- Ensuring the well-being of educators
- What we do at BDU

1. Government's effort to deliver online learning

- Setting the necessary platform
 - MOSHE has organized a task force working on introducing a platform for online course delivery.
- Capacity development for tertiary educators in digital learning platform
 - Learning content design and development based on a chosen delivery mode (activity based or distance mode)
 - Hands-on skills training on how to use a chosen LMS
 - Video-based instruction or user manual for students on how to use the platform (for students and teachers)
 - ICT support team on how to provide technical support to teachers and students online
- Costs for internet access: educators and students
 - Deal with ethiotelecom to make the platform accessible to teachers and students with zero credit/ free of charge.

2. Support to educators working in remote or rural contexts

- How they can continue to deliver education without internet and digital technology?
 - May be using
 - print modules supported with, telephone, messengers, and social media platforms (Internet from mobile data – free of charge)
 - FM radio and regional TV broadcasting facilities
 - broadcasting lessons
 - Providing tutorials on TV or radio
- What other innovative models of support are being delivered to ensure education can continue?
 - ???

3. Ensuring the well-being of educators

- Support mechanisms provided
 - Organizing a team that provides pedagogical and technical support online
 - Establishing a community of practitioners virtually where educators can share experiences and solutions for their challenges.
- Resources provided to educators working from home
 - Access to internet at home is a challenge to educators. Zero credit to logins to the LMS could be a support educators should get.
 - Laptop

4. BDU's experiences

- Moodle learning management system
 - 15 Professional courses for undergraduate teacher education program (sponsored by UNESCO-CFIT)
 - They are designed following blended mode of delivery (for sample courses see the next four slides)
 - Good number of educators in the technology institute also use the platform
 - Course materials for distance program are also uploaded to students
- Social media
 - Email (for courses and thesis advising)
 - Share reference materials, ppt, activities,
 - Provide feedback on the performance of students using track change facility via email
 - Telegram
 - Reminders,
 - Discussion questions
 - Resources
 - Messengers
 - Notice and reminders
- Print modules for distance programs
- Video-conferencing systems (underutilized facility because of skill gaps and connectivity challenges)

Ims: Undergraduate Program

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earch courses:

- Adult Education Development
- Educational Planning
- School Psychology
- Special Needs Education
- Teacher Education
- Bachelor of Education (E.C)

Mathematics

Chemistry Subject

Educational Psychology

General Methods

Foundations of Education

Physics Subject

Biology Subject

Teacher: Tamiru Delelegn
Teacher: Dr. Temesgen Melaku Kassa

Teacher: Dr. Atakif Ab...
Teacher: Dr. Temesger

Teacher: Dr. Temesgen Mel...
Teacher: Dr. Asnake Tareke

Teacher: Dr. Temesgen
Teacher: Haile Yideg

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Session 3: Philosophy of Modern Physics

Session 3. Philosophy of Modern Physics



This session deals with the basic understanding of the emerging of modern physics and quantum mechanics. Its main purpose is to deal with on how the laws of physics that could describe nature in classical way could not be valid for high speed particles. Specifically candidate teachers will be able to:

- Describe qualitatively how modern physics is emerged out of classical physics.
- Differentiate inertial and non inertial reference frames.
- Describe inertial reference frames and that electromagnetic laws should remain valid independent of reference frame.
- Describe Einstein's special theory of relativity and that speed of light is independent of inertial frames.

To achieve these objective you need to read the materials provided below and do the given activities and get ready for the session by answering the study questions

Before Session

Before coming to the face to face class you are required to read material listed in the following link.

[The Philosophy of Modern Physics](#)

Here are the materials and resources you are required to read before coming to the face to face session.

[Activity and study questions](#)

After reading the above link give explanations for the following questions. Your answers and opinions about the questions can be seen by your friends and by your instructor as well.

What was exactly the ether problem?

What is special about special relativity?

What do you learn from the early 20th century debate about the problem of the interpretation of the wave mechanics and the physical description of the concept of wave function?

During Session

The PPT presentation linked here and study questions are presented during the session.

[Philosophy of modern Physics](#)

PPT presentation for the history and philosophy of Modern Physics

During Session

The PPT presentation linked here and study questions are presented during the session.

[Philosophy of modern Physics](#)

PPT presentation for the history and philosophy of Modern Physics

[Concepts of Modern Physics](#)

The introduction section of a popular text book on Introduction to Modern Physics and quantum mechanics is linked here

After Session

Give answers to the following linked study questions based on your session activity.

[Study questions After completion of session 4](#)

Session 3. Evolution of Organization and Management Thought: Pre-classical and the classical school



This session is the first topic in Unit 2. The unit deals with the Evolution of Organization and management thoughts. The session specifically deals with the Pre-classical and the classical schools of thought. It explains how management existed as a practice and how its different theories evolve. In the course of studying the points in the session you will be able to:

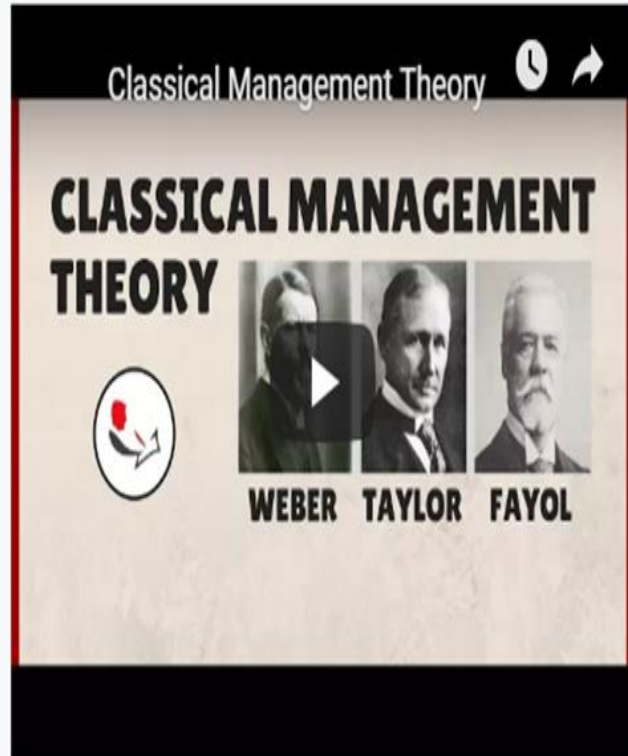
- Identify the management functions and roles from the practices of mankind in the primitive society and organized human activities evident during pre-classical period.
- Recognize the realities that gave way to the development of classical school of management thought
- Analyze the concerns/focus areas, contributions and limitations of major contributors in the classical time.
- Explain the impacts of the thoughts in the classical time on educational organization and management.

Read the following materials and attend to the video provided below, prepare your notes for the points stated in the objectives and submit your note online a day before the class.

Before Session Activities

Resources for the session:

- Resources for Session 3
 - session 3 reading on classocal and neoclassical management theories.pdf
 - session 3 reading.pdf
- [Video lesson one classical schools of management though](#)



During Session Activities



Session 3 PPT



After Session Activities



Discussion questions are posted on the forum page, please write your response to each questions on the forum page in two days after the class.



1. How was management practiced during the pre-classical time?



2. What were the purpose, concern, contribution and limitations of classical school of management thought?



3. What were the impacts of classical school on the educational organization and management?



Thank you!