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SUMMARY OF GST107 WITH PAST QUESTIONS

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SYSTEM

As a student of an open university, it is important for you to have a fair idea of the system you are getting involved in. This is because you might not have had the opportunity of studying in an open university before now and your success in this system is heavily dependent on your understanding of the workings of this system. Thus, it is important for you to pay close attention to this course as it would help you to understand the demands of the open and distance learning. In this first unit, you will be go through a brief history of the open and distance learning system both globally and also in Nigeria.

[...]

COL defines open and distance learning as a system of teaching and learning characterized by separation of teacher and learner in time and/or space and uses multiple media for delivery of instruction. As you would get to know, this definition has tried to bring all the attributes of the open and distance learning to the fore. This started in the mid-nineteenth century in Great Britain, France, Germany and the United States. Sir Isaac Pitman taught shorthand by mail and this can be said to be the first officially recognized attempt at distance education.

Pitman‟s Correspondence courses in shorthand started in the 1840s. At the degree level, the University of London was the first to offer degrees through distance education. The University of London‟s External Programme was established in 1828 but was not chaterred until 1858. It is important to note that most of the students of the programme were from the British Commonwealth countries including Nigeria.

In the United Kingdom, the National University Extension Association was organized in 1916 at the University of Wisconsin. It was not until 1925 that the use of radio in distance education became global . The United States started the experimental radio broadcast with the College of the Air which was later renamed the University of the Air in conjunction with the University of Wisconsin in the early 1960s. By the end of the decade, 200 faculties were participating in various short courses .

" 29 million students are able to receive these programmes at their homes or school" . 3 Computer Technology Stage Computer technology represented the third phase of distance education. We would not comment much on this as the use computer technology and information technology is an integral part of open learning and would form part of our studies in future units. Open learning is an innovative movement in education that emerged in the 1970s.

It refers mainly to activities that either enhance learning opportunities within formal education systems or broaden learning opportunities beyond the formal education systems . The first Open University, The Open University, was established in 1969 as a public distance learning and research university and it‟s one the biggest university in United Kingdom. Since this humble beginning, many other open universities have sprung up in the various regions of the world. In addition to the political and economic driving forces, the internationalization of open and distance education is enhanced by its links to information

and communication technologies .

The success of the United Kingdom Open University led to the establishment of other open universities around the world. Jegede states that these include Athabasca University and Canada‟s Open University that were created in 1970 and were followed by Spain‟s National University of Distance Education in 1972 and Germany‟s Fern Universität in Hagen in 1974. The success of the open and distance learning system in Asia cannot be overlooked. The 1977 National Policy on Education has anticipated the coming of open and distance learning.

" Such access may be through universities or correspondence courses, or open universities, or part-time and work study programme". The Educational Television Programme of the National Television of Nigeria then followed the NBC 1960 initiative. With this act, University of Lagos became the first Nigerian tertiary institution to operate the dual mode of the open and distance learning. The decision to set up an open university in Nigeria was first conceived in 1976.

This committee was inaugurated on May 1 1980. The Act to back up the establishment of the Open University was passed by the National Assembly on April 20 1983. This led to the establishment of the Nigeria Open University with Professor Afolabi Ojo as its Vice-Chancellor. By 1984, NOU went into full-scale activities of screening candidates in 1984.

Consequently, Nigeria had lost several years of the use and practice of open and distance learning . However, in 2002, a new Open University, with the name, National Open University of Nigeria was established during the tenure of another civilian president, Chief Olusegun Obasanjo. National Open University of Nigeria is the only mono-mode open and distance learning university in Nigeria as of today.

The Need for Open and Distance Learning System in Nigeria

Umar opines that about 80% of qualified prospective students could not gain admission into the conventional universities.

MODULE 2 STUDY SKILLS FOR THE DISTANCE LEARNER

Listening is considered to be the first of the four basic language skills . It is an activity we perform daily which involves receiving sounds through the ears, and processing it into meaningful bits. When we listen, it is not only the ears that are at work, but the brain too. When we receive sounds through our ears, our brain converts these messages for proper assimilation and understanding.

You listen in the classroom when lectures are going on, or to your course mates when you are having group class discussions. In essence, hearing is said to be a physiological process while listening is a cognitive process . As a student, you should strive to be a good listener, as your success will hinge on it.

[...]

Identify the type of listening that could be applied to various speaking situations.

[...]

As a student, listening is considered to be your primary medium of learning because you have to listen

to lectures. Your unique situation as an Open and Distance Learner means you could listen to your lectures through a variety of resources. As a student, when you listen to lectures, you are also listening for a specific purpose. There is no doubt that listening is an essential skill that you must consciously develop if you desire efficiency in your study.

It will help you as a student to become an active learner and this will significantly improve your interpersonal and verbal communication skills. Perhaps you have been listening the wrong way. When someone else is talking, be attentive and prepared to listen. In addition to this, you nod and smile at appropriate times to let the speaker know that you are following them.

3 Empathize with the Speaker You should make the speaker feel free talking to you. You can achieve this when you have an open mind. You should let go of pre-conceived ideas or notions on particular subjects, while you try to understand the speaker‟s perspective. When you want to optimize your listening ability, you are encouraged to cast away other infiltrating thoughts and focus on the speaker.

When you are truly listening, you will notice that the speaker communicates much more through unspoken cues, gestures, facial expressions, voice tone, body language etc. It is important that you understand the motives and the attitudes behind a speaker‟s message. A good listener puts down important points while listening to enable him remember, summarise and clarify whatever doubts that may arise. This describes situations when you listen intently to learn. This type of listening takes place when you listen to provide emotional support to the speaker.

Instances are when you give ear to friends, relations and acquaintances that need to pour out their feelings to someone. When you listen, you are in a better position to understand the speaker‟s content and can easily identify the main ideas expressed in the speech or teachings. As a student, you are able to show your ability to listen and comprehend when you can interact with fellow students and the tutor or speaker at the end of a lecture. This is an essential aspect of active listening.

When you encounter these words in the course of listening, you may decide to ask questions or look them up in the dictionary, thereby effortlessly increasing your vocabulary. This is a technique you intrinsically develop in the process of listening. A number of factors could pose as barriers to effective listening. Imagine you have a deaf student in your class and your teacher cannot use sign language.

This spells disaster for the student because he will not be able to actively listen and participate in class except he is equipped with hearing aid. When the mental/physical state of the individual is compromised e.g. the listener could be ill, tired and/or sleepy. We view psychological barriers as thoughts or feelings that could cause distractions when we are trying to listen. This could be as a result of anxiety, preoccupation, egocentrism or prejudice.

4 Linguistic Barriers Language plays a very significant role in communication. A listener might be deprived of getting the full impact of a speech when there arises a disconnect between the speaker and listener based on linguistic challenges. This could be because of socio-cultural differences, intellectual expectations etc. There are also instances where individual perceptions are limited or become selective. All these invariably affect understanding.

Listening might appear to be a simple process, but it is actually a complex aspect of the communication process. This refers to the physical response process of receiving the sound filtering into the ears. It involves focusing on hearing first, the message from the speaker and being able to filter out other

intruding stimuli. Often times we unconsciously evaluate a speaker‟s underlying intentions or motives based on our personal biases and prejudices.

This is the only way to determine the degree of success in information transmission. There are a good number of procedures you can utilise towards becoming an effective listener. You are here advised to quieten the wandering of your inner thoughts and make room for the speaker‟s agenda. While listening, you should keep in mind the background and theme of speech.

This strategy will trigger residual knowledge and enable you to absorb the content quickly and efficiently. Asking questions demonstrates that you have been listening to the speaker. Note taking is a study activity that involves writing down information given by another through speech. You can take notes at a lecture, meeting, workshops /conferences or at other oral discussions.

Note-Taking Methods

Note taking can be done in various ways. This method involves the use of dash or indented outline. As the name implies, the Charting method is actually a table of rows and columns. This method requires that you write every topic or new thoughts and concepts on separate lines that are often numbered.

From your own personal experience, explain how your environment has or can affect your listening skill. This unit has exposed you to the nature of Listening as an essential study skill. It is also considered to be the first of the four basic language skills. Note taking systems.

Often times, we speak much more than we read, write or listen. As a student, you are at an advantage if you have effectively developed your speaking skills, as this will come handy throughout your study period in the University and beyond. You can describe speaking as a means of conveying information or expressing one's thoughts and feelings in spoken or verbal language. In this unit, you will learn about speaking as an essential study skill, its importance to your studies and how you can achieve this effectively.

[...]

This unit will help you learn the concept and rudiments of speaking skills and how to employ them for effective communication so that you will be at home with the concept.

How to be an Effective Speaker

You should know, anticipate and engage your audience. You should have a purpose or reason for speaking. You must be prepared for the speech. This could be by acquiring items or devices that will aid speaking.

As an effective speaker, you should use good and acceptable language i.e. your choice of words should be appropriate to your audience. For example, you should not use verbose words or language when addressing high school students. You should endeavour to repeat key ideas or concepts discussed to enable better understanding and assimilation. If you are the anchor for the Lecture series on NOUN FM, you must certainly practice informative speaking.

This is because the lecture series are designed to share and impact knowledge. Instead, you should

provide enough details on the topic so that your listener will be adequately educated or be able to make his own decisions on the issue.

Persuasive Speaking

Persuasive speaking is meant to persuade. In persuasive speaking, the onus is on you as the speaker to influence your listener. You are expected to attempt to change or reinforce the position or stance of your listener‟s belief, values, attitudes etc. on an issue. As a persuasive speaker, you convince your listeners by presenting well-reasoned arguments.

Entertainment Speaking

Entertaining speeches are meant to catch a listener‟s attention, as well as amuse and at the same time deliver a clear message. There is an urgent need for you to develop this skill because you will need it in almost every area of your study. When you acquire an effective speaking skill, you will be able to engage fellow learners, develop beneficial relationships and engage in clear communication with your fellow students.

Challenges you may encounter while Speaking

Let us discuss likely challenges you may encounter in the process of speaking and how you can effectively combat these.

Inhibition or Anxiety

This is the most common problem associated with speaking in a classroom environment. Perhaps because speaking will require some degree of physical exposure to an audience, some of you shy away from it. You worry about making mistakes, facing criticisms or the attention that will be drawn to you.

Lack of Knowledge of Subject Matter

If you have no knowledge of the subject in review or have not researched or studied it, you might not have much to say or offer. When you do not have ample information on the subject matter, it will certainly affect/impede your speaking skill. Accents or Mother Tongue Interference The performance of most student speakers is affected by the mother tongue interference on the target language. It is prominent in Nigeria as our cultural diversity makes for a multitude of variations on our speaking styles, intonations and inflections.

We tend to unconsciously think first in our local dialects before translating to English. This affects all our communication skills, which include speaking.

Essential Components of Speaking

These are the aspects of language that influence how well people speak and are understood. These components discussed below will help you become an effective speaker.

Grammar

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It comprises of the way the sentences of a language are constructed or the distinctive features of a language construction. The proper use of grammar is essential in speaking. Grammar is an important part of speaking and writing. You are advised as a student to keep it simple.

Vocabulary

We can describe vocabulary as an individual‟s stock of words. It is the appropriate diction which is used in communication and which has the power to greatly influence your speaking skills. A limited vocabulary will greatly impact on your ability to communicate and share resources.

Pronunciation

Pronunciation is basically the way a word is pronounced or articulated. You are encouraged to be mindful of your pronunciations because wrong pronunciations could be misleading. When you pay attention to your pronunciations, you are able to produce distinctly clear words. Pronunciation deals with the phonological processes that make up the organization of sounds in any language or the principles that determine the pattern and variation of sounds in a given language.

Your ability to easily speak a language while maintaining reasonable speed and accuracy is what we describe as Fluency. Becoming a Confident Speaker The first step towards becoming a great and confident speaker is to be a positive and proactive thinker and listener. Good speakers have the ability to quickly absorb and assess information they have received, take decisions on it, and then communicate these decisions to others.

Integrity

A good speaker will share his idea or pass information in a truthful and supportive manner.

Be Yourself

A confident speaker is relaxed and at home with his personality. He does not pretend to be someone else since there is no one single way to be a good speaker.

Focus more on Contributing rather than Seeking Approval

Let your mind dwell on how you can put in your best effort and not seek for unnecessary attention. Work on letting your audience or listeners feel your impact, and marvel at your intelligence. With constant practice, you will become more at ease when you face any audience. Know your Content Study well and go through your key points.

[...]

Speaking is one of the key study skills that support effective learning. In the process of speaking, you generate words that can be understood by your listeners. You should note that because of its spontaneity, speaking gives you little or no room for errors. This means that you must strive to perfect your speaking skills.

Essential Components of Reading

Overcoming Bad Reading Habits In the preceding units, you studied about listening and speaking. In this unit, the focus will be on reading. Reading is classified as a receptive skill. This is because you take in or receive information through reading.

This unit on reading will take us through all those pertinent questions that come to mind and help us resolve them all.

[...]

Some will say reading is when we read texts, but this explains nothing actually. Reading is an essential skill that involves ones perception and thought process. This is because in reading, you are expected to recognise and comprehend words. You use background knowledge to make meaning of the connected words that make up the text.

For your reading to be effective, you must comprehend what you have read. This is your ability to read any material and be able to process and understand its meaning and contents. In reading, you use your eyes but the blind or visually impaired will use the hands on the braille. As a student you must read both recommended and additional texts.

The aim is to improve your academics and also to broaden your vocabulary. When you do this, your speaking, listening and writing skills will equally improve. Reading therefore is a highly valuable skill and activity you must undertake for your success. You can read silently or you read aloud such that other people can hear you but whatever style you choose will be dependent on the type or your purpose of reading.

A leisure reader‟s purpose is simply geared towards entertainment. You read to savour the language, ideas, images, conflicts and its resolutions. It could be novels, newspapers, magazines, comics etc. You do this for personal and social purposes and reading can take place anywhere any time. You should be able to identify the main idea of the text and other details.

Reading for General Understanding

This will involve reading to get a general overview of the text. You can apply it to any text as it is not limited to any particular form. At the end of your reading, you are free to form your own impression.

[...]

This approach will help you decide whether the book will be useful for your intended purpose. You can preview by reading the title, author details, introduction or abstract if there is one. When you only need the main points and not the details to enable you review vast amounts of material quickly, you adopt the skimming method. The purpose is to extract only the essence or the finer points of the text.

You use it when you want to quickly retrieve specific information relevant to a purpose from a large amount of written material such as a name, formula, phrase etc...

Note

This is a more focused and concentrated reading.

During reading

¬ You should evaluate your understanding and comprehension of the text. You can do this by questioning, thinking, and reflecting on the ideas and information found in the text.

[...]

A good driver will not drive the same way or maintain the same speed on every road. The same applies to reading. Depending on your purpose, you can choose a reading strategy that will be complementary. For the purpose of this course, we will explain the SQ3R Method of Study Reading.

Before you start your reading, survey the material first to have an overview of its contents. ¬ Look at the title, subtitles and introduction to get a general idea of what the text is all about and how it is broken up into parts. ¬ Check the reading aids and footnotes , look out for emphasized text This is used to catch the reader‟s attention or to provide clarification. ¬ The end of the chapter aids - questions, summaries etc. will give you an idea of what is important and help you select the main ideas as you read.

[...]

Your reading will be more memorable if you question the material as you read. This way, your mind is actively looking for answers rather than passively reading along. Write out the questions so that as you read you can periodically look at the questions and check to see if you can answer them or recall the information. You will also use them during revision to help you remember what you have read.

To formulate questions that will guide your reading

¬ Think about specific questions that you would like to find answers for.

[...]

¬ Write your questions down so you can fill in the answers as you read. ¬ Make sure you answer the questions in your own words, and not copy answers directly from the text. Try to visualize as you read along that is, make pictures in your head to go with what you have read.

[...]

Compare the diagrams with the content of the written text. This gives you better understanding. Make sure you understand what you are actually reading. Increase or reduce your reading speed, depending on the difficulty level of each section of the text.

You can look up difficult words in the dictionary and then re-read. You can write down a summary of what you have read and understood so far.

[...]

You will most certainly remember more for longer as it is rare not to learn when you teach someone else. After your study, check the notes you had made against the original text to confirm accuracy.

[...]

¬ Read through the questions you wrote down and try to answer them from memory .

[...]

If you are able to abide to these processes, you will be sure of a rich comprehension of your study material.

Improved Language Skills

With the expansion of your vocabulary, you will observe that you will gradually experience an improvement in your writing and speaking capabilities. You subconsciously absorb details on how to structure sentences and how to use words and other language features effectively. As you read and observe the writing styles of other authors, this will invariably influence your own style.

Expansion of Knowledge Base

With the vast amount of reading materials available on very different and diverse topics, there is an endless sea of knowledge and information available for your consumption. Exploration of New Ideas Reading encourages you to think. Through reading, you can get new ideas and inspiration about something you previously knew.

Improved Focus and Concentration

Usually because reading takes time, you unconsciously learn how to pay attention and focus on a particular task. As you already know, effective learning requires focus and concentration. You are able to develop an ability to analyse details. When you read, you notice even subtle nuances expressed by the author and you consciously or unconsciously analyse these ideas in your mind and in the process develop yours.

The Essential Components of Reading Phonics Phonics is all about you understanding the relationship between letters and their sounds. It is your ability to make the connection between the sounds that each letter represents in written language and the sounds in spoken language. Your understanding of the combination of these sound-symbol connections will aid your ability to create and read words.

Phonemics

Phonemics refers to your ability to recognize and use individual sounds to create words. These phonemes are the smallest units that make up the spoken language. You combine them to create syllables and words. This means that you develop phonemic awareness by learning about sounds , syllables and words.

Vocabulary Development

We must first recognize words to be able to read them. If the words in your book are all unfamiliar, it will certainly be a fruitless venture trying to read. Vocabulary development involves your ability to identify and understand the words you read. It is closely connected to comprehension.

You will observe that the more words you know, the better you become at reading and understanding your course materials. At this level, your ability to read with speed, accuracy and an understanding of the expressions becomes evident. When you read, you are able to quickly grasp and create an overall picture in your mind of what the text is saying.

Comprehension

This is an indication that you have a full and rich understanding of the text you have read.

Bad Reading Habits and How to Overcome Them

This is often not necessary because it is a huge waste of reading time.

Vocalization and Sub-Vocalization

This is when you pronounce the words while reading. In vocalization, you pronounce the words out-loud such that someone else may hear while sub-vocalization means that you pronounce the words in your head. This method also slows down your reading. You should try to visualize what you read.

That way, you will be able to overcome vocalization or sub-vocalization as it applies to you.

Reading One Word at a Time

Some of you while reading focus your eyes on one word at each interval before moving to the next word. You should practice reading in chunks or groups of words as opposed to individual words. This technique will encourage faster reading and at the same time, train your eyes and mind to work in agreement.

Distractions and Loss of Attention

These distractions may come externally as noise, family/friend interferences, TV, social media etc. It could also be internal, whereby our thoughts and worries affect our reading. Practice reading Module 1 of your course material using the SQ3R study method and write down your observations. Critique the observation of two posts that is not your post.

[...]

Writing as a Means of Communication In this unit, you will be introduced to writing skills.

[...]

In as much as you can write in any language, for the purpose of this course, we shall focus on writing in English Language. In either case, practice, they say makes perfect. You need constant practice to perfect

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your writing skills. This means that you must learn to write regularly.

Writing is a skill that you develop as you progress with constant practice in writing. You need different skills for different types of writing. For instant, in writing a poem, you need peculiar skill that will enable you to say so much in a few lines through the use of imageries and figures of speech. This is different from your assignment or answer to examination question where you are expected to present specific points and elucidate them.

Constant writing helps you to develop your power of expression. This is one of the best ways of acquiring writing skills. You are not to copy what others have written but by reading their works you inadvertently acquire basic skills. In reading voraciously, you enrich your vocabulary, which also aids you in the acquisition of the basic writing skill.

You see, the right words, expressions and sentences help your writing to flow effortlessly. A rich vocabulary also prevents you from excessive over flogging of certain words and expressions. So you must make an effort to enrich your vocabulary. As stated above, by reading voraciously you can also enrich your vocabulary by listening.

You can lean a lot from public lectures, from the electronic media and private conversations. In addition, you must be acquainted with the rules of English grammar like subject-verb- agreement etc. As a matter of fact, you must ensure strict compliance with these rules. This is necessary because you require a mastery of the language for you to acquire the skills that enables you write well and enhance your writing skills. This involves having a rich vocabulary and the capacity to use it effectively and also to utilize imageries, figures of speech and other devices characteristic of the language.

[...]

Writing is seen as a process of discovery. You may ask what you would discover in writing. You discover a lot of things through writing because every act of writing is a new experience. You are actually writing something new each time you write.

You will discover a new style with each fresh writing. Above all you discover yourself, your environment, individuals and events that inspire you if you venture into creative writing. In writing, you may try to present facts, argue a point, persuade your audience on a particular issue, or simply present a story for edification and entertainment. In addition, you discover how much you know about each subject and how much you can relay that to your audience.

Writing is a process of discovery because you have to think of what to write about, discover what you want to write about. Honestly, in writing, there are times you think that you have something to say but when you try to write, you might not do much or go far. You get stuck. This phenomenon is part of writing as a process of discovery.

You should be able to gather information on your proposed subject matter. In writing, you are free to choose your subject and in some cases, a subject is given to you. Whether the choice of subject is yours or it was made for you, ensure that it is a subject that you have good knowledge of or have access to information about it because you have to share this knowledge with others. You should therefore ensure that it is something others will be interested in.

In accessing information, you should gather material you need from all available sources, consult as widely as possible, search for all relevant data from books, journals, internet, people and places. The material you require and the method of collecting your data depends on your subject and type of writing. Some of it might be obtained through library research, from certain individuals through formal and informal personal interviews, questionnaires or from your own experiences.

Writing as a Means of Communication

Any time you sit to write, you are about to communicate to an audience. This means that any piece of writing is a channel of communication. In print journalism, the journalists use the medium of newspaper or magazine to inform the public of what is happening in their environment. Even at that, each article is presented in a unique style.

The language used for core news reporting is different from that used in feature articles. These writers have acquired their writing skills over the years through constant practice and are now able to communicate their ideas effectively to their audience. Just like the journalist, when you write an essay, a class assignment or even answer an examination question, you communicate your ideas to your lecturer. This brings us to a vital point in writing as a means of communication.

Your honest answer to these questions will help you not only to communicate but also to communicate effectively. So, when you choose a topic to write on, it is important for you to decide what you want to write. There are so many types of writing. Each type is designed to convey a certain message, in a certain way, and to perform a certain function.

We used journalism, writing of articles in newspapers or magazines as an example above.

Essays

There are over a dozen types of essays but I will only briefly explain the four most basic which are Descriptive, Narrative, Argumentative and Expository. A descriptive essay provides in detail, a description of how something looks, feels, sounds or how something is, or happened etc. It provides a sensory detail of what is actually being described. A narrative essay is generally conversational in style and could be used to tell about a personal experience. " More importantly, narrative essays are generally written in the first person, using "I".

An argumentative essay attempts to persuade your reader to accept your point of view. You can do this by convincing your reader about the validity of your opinion. Expository essays are mostly opinion based writing that require extensive research on an idea or issue to be written. You must present an evaluation of the issue raised and the conclusion based on your findings.

[...]

Recipes In all these, you should bear in mind that each type of writing has its own guidelines. You should therefore discover and learn the guidelines of the type of writing you wish to undertake. Then, ensure strict adherence to the specified guideline while at the same time imputing your own style. The first step in acquiring your own style is to use your own words.

No matter how narrow your vocabulary is, just continue to use your own words and not to copy from

your textbook. You may not realize it then but with constant practice you will improve beyond your imagination. When you take notes, you listen and write what you have heard in your own words. This means that you paraphrase so that it makes sense to you instead of simply writing down what you have heard word for word.

This way, you would have succeeded in recording what you have heard and learnt and remembering them. You can go back to unit 2 of this module, for a revision of this topic.

Note Making

You make notes during your private study time. In making notes, you create meaning for yourself while engaging with a topic. Note making is done when you read and write. It is different from note taking which is done in the process of listening.

" Note making is said to be "thinking on paper‟ or . You can either make notes using a book or your computer. When you make notes, there is an interaction between your mind and the text you are studying. You are able to process the new ideas gathered and organize them in a way you will best understand.

We have agreed that writing is a medium of communication. It follows that the quality of your writing will be greatly influenced by the nature of your thoughts. Effective communication through writing should be based on your ability to present your thoughts, ideas, and experiences coherently. The first step is to decide on your topic.

Most of the time in a written assignment you are given a specific topic but at other times, you may be allowed to choose your own topic.

[...]

You can read up all you can on the topic, consult
books, journals, encyclopaedias, magazines, newspapers, and the internet. You can even obtain information through verbal discussions with knowledgeable people. These steps depend on the scope of your writing. In some cases especially in advanced research projects, you might need to administer questionnaire.

The third step is to prepare your outline. This is a list of ideas, thoughts or information that come to your mind or you come across on your proposed topic. You should try to select and arrange supporting details in a chronological and logical order. Once you have arranged your information and ideas in a seemingly logical sequence, you can now start your writing.

Note that you must not necessarily follow your outline strictly. As you write and fresh ideas come to your mind, don‟t hesitate to fix them appropriately to enrich your writing.

Prewriting/Outline

Once you decide to write, you need to plan your writing. " This is because, "failure to plan your writing before actual writing exercise results in poor presentation of materials. " Such writing is prone to poor organization as it does not adhere to basic principles of unity, coherence and mechanical accuracy" . So

you need to plan and the first step in planning is to choose your topic and thereafter formulate your thesis or thesis statement.

You know that the thesis statement is the sentence that summarizes the contents of your writing and it is around it that all other sentences revolve. You also need to have your audience in mind. Your audience determines your topic and style in a situation where you are free to choose your topic. After you must have listed all, you can then take another look at what you have jotted and start an elimination process.

The next step is to arrange the relevant ideas in a logical order as stated above.

Writing a First Draft

By now, you have your topic, your thesis, and an outline but you are confronted with the problem of how to begin. You stare at the blank sheet and you have the pen in your hand or sit before your computer with several options of how best to begin in your head. Just start writing. Sometimes, what you want to write does not seem to flow in the way you want it or your mind becomes blank and you are unable to coordinate or synchronize your ideas.

By the time you are through with the questions where you have more ideas, and go back to the one you left, more ideas must have come to your mind. What this means is that in writing your assignments and answering examination questions, you need to brainstorm and also draw an outline. Once you acquire and perfect the skill of drawing an outline, it comes easily and very useful in whatever type of writing you undertake. Apart from assignments and examination questions, you have other forms of writing in form of essays of varied lengths.

In such cases, after you must have produced a workable outline or synopsis, you proceed to write your first draft. Revision In all your writings, try as much as possible to subject your work to one or more revisions because it helps you to ensure that your work is of a very high quality. Is the finished work sufficiently interesting and convincing.

[...]

You can revise your work as many times as possible before you submit it.

Editing

Editing is just like pruning your work. Editing helps you to ensure that your writing is well organized, clear and coherent.

Final draft

Once you have started your writing, try as much as possible to follow your outline. It helps you to get focused and avoid unnecessary digressions. Alternatively, you can prune everything at the point of revision. You may need to revisit your outline, joggle some ideas and plan more thoroughly.

You may skip a particular point . Just continue writing until you get your first draft. After your first draft, revise as many times as possible and edit your work thoroughly.

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Title

Sometimes, you give your write up a title before writing. In most academic writing like assignments, essays, examination questions, term papers and many more, you have your title or topic before you start your writing. But in creative writing, your title could emerge after the story is completed. In such cases, the title may change from the first draft through other drafts until you get the final piece.

Thesis

The creative writers, through these media communicate their ideas to the public to educate, to inform and to entertain. That central idea is called thesis. Whatever you call it, make sure that you bear it in mind while planning for any piece of writing. It is therefore necessary for you to formulate your theses before you start your writing.

In formulating your thesis, you should bear your audience in mind because your audience should influence what you write and how you write it. Your answer should guide you on how best to communicate your ideas, your style/language use and the level of information to communicate. Your writing will make the greatest impact if it is written within the reach of your audience and written in the language they can understand.

Link paragraphs

Paragraph is a unit of thought comprising one or more sentences. One sentence paragraph is possible but not common. It is commonest in dialogue but could also be used in any form of writing to create a particular effect. The sentences that make up a paragraph must be held together by a common idea or topic.

This topic sentence is supported with other sentences that further expand the main idea, give more information or details. Paragraphing is a way of "showing division of thoughts in writing". In most cases, the topic sentence comes first in a paragraph but this is not compulsory as it could also appear in the middle or in the end. The relationship between the sentences in a paragraph must be made clear to highlight their relevance to the topic sentence.

There should therefore be a logical and sequential arrangement of the thoughts conveyed by various sentences that form the paragraph. It may not always be possible to develop an idea fully in one paragraph. In that case, you advance this idea from one paragraph to the next "with each paragraph serving as a building block" . Although each paragraph contains one unit of thought, all of them must be linked together to support or expand the central idea, which is your thesis or thesis statement.

So you need to use transitional devices that are in form of words or phrases to link your sentences as well as your paragraphs. In doing so, the opening paragraph of your answer should capture and sustain your lecturer‟s attention. Also, your closing paragraph is as important as your opening. The closing paragraph gives you an opportunity to bring a refreshing new insight into some of the issues already considered.

It could be a sentence that summarizes the contents of your writing. Every other sentence in your

writing revolves around this sentence. Your writing must be clear and definite. That is what is called clarity.

These should be arranged in a specific order following a logical pattern. This logical arrangement of points, which presents the main themes, also provides the working guide in your writing exercise. It helps you to organize your work appropriately. You need other sentences to support it in order to give more details.

However, for you to present a very good writing, these sentences and paragraph must be presented in a coherent manner. It means that all your ideas and points you raise in your writing must be linked and express one point. You should try as much as possible not to digress or contradict yourself. By coherence we mean that you must ensure that all your ideas, thoughts and points expressed in your writing are connected.

Draw an outline based on an idea or a topic you have chosen and list at least ten things that come to your mind concerning the idea/topic. Each sub-section should have activity and feedback that will enhance learning. You can only acquire it through voracious reading and constant writing practice. In doing this, you must ensure that you present original ideas in your work.

When you use extracts of other author‟s works, ideas, you must give the credit by making reference to them so that your reader can distinguish between the ideas of other writers and your original ideas. Writing skills include an ability to present an idea in a unified, clear and coherent manner.

What type of Learner are You?

All you need is to determine a study format that works for you. This unit on study strategy is designed to help you find an effective study pattern that will help you excel. With dedication and a desire to succeed fuelled by hard work, you will definitely excel.

[...]

We are not all equipped to learn the same way. You may have a preferred or different way of studying or picking up information from your friends. You should get to know the style you are most comfortable with and study in the way that best suits you. Visual Learner You might be a visual learner if you study and remember better with pictures, graphics, diagrams etc. Visual learners have a learning preference to what they see.

You should include images when you make notes, so you can associate your study with something visual. You can use flashcards, or highlight your work with colour pens to make key points stand out. You could try to remember some ideas as images.

Auditory / Aural learner

You can read aloud when you study and use repetition to keep information fresh in your mind. Verbal learner You may be a verbal learner if using words in writing and speech comes to you with ease. For you, information retention is more successful when studying with textbooks, note taking, and verbalizing lessons. Reading around your subject online, or at the library, can be a great way to study and pick up extra information.

Test yourself by rewriting a page of notes from memory. Read through what you have written several times.

Tactile/Kinaesthetic Learner

Kinaesthetic learners pick up information by doing things. If you enjoy crafts or making things with your hands, playing sports etc., you just might be a kinaesthetic learner. If you‟re a kinaesthetic learner, you‟re likely to have more energy and fast reactions, but you may find it difficult to concentrate. When you put what you have learnt into practice, it helps you remember.

Take regular study breaks, so you do not get bored or feel stuck at a desk for too long. Let‟s start by looking at some of the different study methods you could choose from. Taking notes is a classic learning method. If you try out this method and then can‟t answer mock exam questions on this topic, this suggests that you might not have found quite the right method of learning.

Learning things by Heart

You‟ll have little option but to learn some things by heart for recalling in exams, but it‟s an approach that can help you understand something as well. Learning poetry by heart, for instance, might seem quite an old-fashioned approach, but it‟ll help you feel more confident about the poem, its rhymes and rhythms, and how it‟s structured. Learning things by heart means you‟ll also be able to rattle off facts and quotes in exams, which will impress examiners. If so, visual methods of learning might suit you best.

This can be an effective memory aid too, because when you‟re in an exam, you can use your visual memory to recall the position of the fact on the page and thereby remember what it was.

Learning with Others

It can help to study with friends. Some people find that they work best with other people . Whether it‟s simply the presence of other people that motivates you, or you engage in academic discussion and help each other learn in a more direct way, it‟s a good way to counter the feelings of isolation you may experience if you work alone too much.

Explaining to others

This is because in order to explain something clearly to someone else, you have to have a thorough grasp of it yourself.

[...]

Some people find that watching or listening to things helps them absorb information more easily. If you‟re studying literature, you might find that listening to an audiobook of the work in question helps you understand or remember it better.

Learning by Doing

One of the most effective learning styles is to learn by doing. " By this, we mean that rather than reading

things in books, try to experience things "in real life‟. For example, you could conduct a scientific experiment or see how a chemical reaction works practically. You could audition for a part in a play you‟re studying, or perform a piece of music you‟re analysing.

You could visit the site of an important historical event, such as the Battle of the Somme. Experiencing things practically gives your brain something concrete to remember, so not only will you absorb the information more easily in the first place, but it‟ll also be easier to recall things when exam time comes around. This style of learning will be best suited to mathematical and scientific types.

Tests and Mock Exams

Some people enjoy tests and mock exams because they provide strong motivation to succeed. Length of Study Periods and Deadlines Time yourself to find a good working rhythm. Some people like to knuckle down and study something for hours until they really get to grips with it. Others have shorter attention spans, and need to study intensively in short bursts.

Find out which is best for you by experimenting with different lengths of study session. Carry on until you naturally feel ready to stop, and see how long you‟ve been studying for. Try doing this a few more times both with the same subject and with other subjects. Take a look at your average study time within each subject and this is likely to be your optimum study time.

It‟s important to do this subject by subject, because you may find yourself better able to study for longer periods of time with some subjects than others. Subjects you don‟t like, for example, may require shorter study periods to keep you motivated. Some find that they work better under the pressure of a looming deadline, as it forces them to focus totally on the task at hand .

0 Silence versus music

Try working in a library and see if you can deal with the quiet. Some people prefer to study with music on to motivate themselves. If you prefer music, it‟s worth experimenting with different styles of music to see which helps you study best. Even if you don‟t normally listen to classical music, its lack of lyrics could help you focus more than songs you can sing along to.

1 Working space

Consider where you can study comfortably and effectively. At a relative‟s house – if your house is full of noisy siblings, you might find it easier to study at the house of a nearby relative, such as a grandparent. In a coffee shop – most coffee shops have free WiFi these days, so you could try taking your laptop down to your local one and enjoy a coffee while you study. Providing the noise doesn‟t distract you, this is another way of motivating yourself with a change of scene.

2 Alone or with Friends

We‟ve already touched on the fact that some people may prefer to study in the company of others, but it‟s an environmental factor too. It helps your brain to better encode and recall important information.

Acronyms

Rhymes make remembering easy because they have similar sounds at the end of each line.

[...]

30 days hath September, April, June and November, All the rest have 31, Except February alone.

Chunking and Organization

This is a way of breaking down larger pieces of information into smaller, organized units or "chunks".

[...]

You can create a mental image of what you want to recall or have it sketched into your study notes. It does not matter if your drawing or sketches are not good as long as you know what your sketch means you will do just fine.

Pick a Place and Time

Everyone has their own idea about the best place and time to study. Whether it's your bedroom at night or the library after school, find a study space and a regular study time that works for you and stick with it. No matter how tight your schedule, you should have a place and time set out for private study. This will help you meet up with your reading and assignments and remove the stress that comes with unplanned study pattern.

It should make you feel happy and inspired. If you want to listen to music or burn incense, pick a space that lets you do that. Find your best time – Some people work better in the morning. Others work better at night.

Work out which time suits you and plan to study then. Don't study much later than your usual bedtime – pushing yourself late at night can make you too tired to study properly.

Study Daily

If you study a little bit every day you'll be continually reviewing things in your mind. Early in the year an hour or two per night might be enough to stay on top of things. Later in the year you might need to study more each day. If you're finding it hard to find time to study, cut back on some of your other activities.

Plan your Time

It helps to have some plans in motion so you can make the most of your study time. Set alarms – Set alarms to remind you about your study plans. Use a wall planner – Stick a calendar or wall planner up so you can see it whenever you're studying. Use it to block out your regular study timetable too.

At the start of the week, make a list of the things that you need to have done by the end of the week. Make a to-do list at the start of each study session too, so that you're clear about what you need to be doing with your time.

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[...]

Most of us have a preferred way of learning. Get to know the learning style you're most comfortable with and study in the ways you learn best. Note that these styles are just a way to think about different studying techniques – they're not hard and fast rules that say you should only study in one way. Try reading your notes aloud and discussing them with other people.

You might like to record key points and play them back. Visual learners prefer to learn by seeing. Try using colours in your notes and draw diagrams to help represent key points. Tactile/kinesthetic learners prefer to learn by doing.

Review and Revise

At least once a week you should go back over the things you've studied in class. Thinking things over can help you to understand the concepts and help you remember when you need them the most. Quizzes are great ways to get confident about what you know and find out what you still need to learn. Make your own study materials – Think up some practice exam questions or create your own flash cards to help you study.

Take Breaks

When you take a break, make sure you get away from your desk or study space. A bit of physical – even just a walk around the block – can sometimes help you to look at a problem in a different way and could even help you to solve it.

Ask for Help

If you're stuck on something, or something just doesn't seem to make sense, you can always ask for help.

Stay Motivated

It can help to have something in your study space to remind you of your goals. You could also decorate your study space with inspirational quotes or photos of people you admire and family members you want to make proud of you.

Prioritize your time

No matter how much you might wish differently, there are only so many hours in a day you can devote to studying. It is important that you prioritize your time at the beginning of every study session. Make a study plan, starting with the more difficult tasks and material and then move on to the easier ones.

0 Participate in Class Discussions

These discussions have a way of imprinting knowledge you have in your minds.

1 Find a Study Group

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That may not always be possible because you study from a distance but if you do find a group, it will surely help... .

Give yourself enough time to study

This is not the best way to approach an examination. To help sort out your time management, set up a timetable for your study. You may want to give some exams more study time than others, but in all find a comfortable balance.

Organize your Study Space

Make sure you have enough space to spread your textbooks and notes out. These are things you need to take care of. Try and get rid of all distractions, and make sure you feel as comfortable and able to focus as possible.

Use Flow Charts and Diagrams

Visual aids can be really helpful when revising. At the start of a topic, challenge yourself to write down everything you already know about a topic – and then highlight where the gaps lie. Getting your ideas down in this brief format can then help you to quickly recall everything you need to know during the exam. Practice with Old Exams One of the most effective ways to prepare for exams is to practice taking past versions.

This helps you get used to the format of the questions, and - if you time yourself - can also be good practice for making sure you spend the right amount of time on each section.

Explain your Answers to Others

When you explain what you have read to others, it gives you a clearer picture of your understanding of the topic and also to highlight any areas where you need more work.

Organize Study Groups with Friends

You may have questions that they have the answers to and vice versa.

Take Regular Breaks

While you may think it's best to study for as many hours as possible, this can actually be counterproductive. You should always take short breaks to stretch out and this helps retention of knowledge.

Don"t Forget to Eat!

Sugar may seem appealing, but your energy levels will crash an hour later.

Drink Plenty of Water

Remember that being well hydrated is essential for your brain to work at its best. Make sure you keep

drinking plenty of water throughout your revision, and also on the exam day.

0 Plan your Exam Day

Make sure you get everything ready well in advance of the exam - don't leave it to the day before to suddenly realize you don't know the way, or what you're supposed to bring. Check all the rules and requirements, and plan your route and journey time so that you will be punctual.

[...]

Welcome to the third module that is going to focus on assessment. Though you have been engaged in writing tests and examinations, yet you have not really comprehended what an assessment is and how it relates to evaluation. In this unit therefore, you will learn different meaning, types and why you are involved in assessment throughout the period of your study.

[...]

Assessment is classroom research to provide useful feedback for the improvement of teaching and learning. Assessment is feedback from the student to the instructor about the student's learning.

Assessment is conducted in the ODL system mainly

¬ To reach at summative evaluation based on formative assessment, which helps learners to examine their performance at every stage of their study and progress successfully to attain the course objectives.

[...]

This is emphasising the fact that assessment measures the programme of instruction based on the stated objectives. A set of guiding principles must be observed in selecting assessment meaningfully. ♣ Be sure that the assessment techniques you select match each learning target. ♣ Ensure that the selected assessment tools serve the needs of the learners.

♣ Use multiple indicators of achievement for each learning target. ♣ Take limitation of results of assessment into account when interpreting the results of assessment.

[...]

Definition of Evaluation The general assessment of students' learning would be inconclusive without evaluation because assessment all assessment activities must lead to evaluation. Evaluation is the process of making a value judgement about the worth of a student's product or performance. Assessment provides the information you may use to judge the quality or worth of students' performance. Evaluation is a continuous process of inquiry concerned with the study, appraisal, and improvement of all aspects of the educational programmes.

Evaluation also leads to decision-making among several alternatives. The scope of evaluation involves value judgement, ascertaining the extent to which educational objectives have been ascertained, effectiveness of appraisal of instructions and identifying learners' strength and weaknesses. In the previous section of this unit, you have seen the link between assessment and

evaluation with the emphasis that assessment leads to evaluation that affords decision making. When institutions use assessment for selection purpose, it is necessary to show the candidates that results on the assessment bear a significant relationship to success in the programme or job for which the institution is selecting persons.

Classification

At times you must make a decision that results in a learner being assigned to one of several different but unordered categories, jobs or programme. You need to consider classification as a more general term that subsumes selection and placement as special cases.

Guidance and Counselling

Guidance and counsellors carry out assessment to obtain relevance information from you so as to guide you better. Assessment results frequently assist students in exploring, choosing, and preparing for career. A series of assessment is carried out using interview, questionnaire, interest inventory, various aptitude test and an achievement battery. Assessment helps in ascertaining whether a learner has met up with certain criteria for him/her to given a certificate on the programme pursued.

In order to justify the assessor, the quality of the instruction must correspond to what the assessment procedures covers. Identify four purposes that Liljedahl explained in the write up in peterliljedahl.com/wp-content/uploads/Four-Purposes-of-Assessment1. In what ways do these purposes similar or different from what you have covered in this section. This section will take you through different types of assessment you will be exposed to as you undergo academic programme in this university.

Make sure you access other sources for greater information and also be involved in the activities of the section. Assessment of learning is an essential part of your study and it focuses on all kinds of ways you would have to undergo to test your abilities and achievement during the course of your study. It is otherwise called summative assessment. This helps your instructors to evaluate students after you have finished one or more units of study.

Summative information is needed about a students' achievement that counts towards grades for a marking period. It comes at the end of a semester or session to ascertain what you have attained in course or programme with a view to awarding you with a degree in the institution. Summative assessment is also carried out to check whether an educational programme is successful or not. This involves taking assessment as a field of study that one can specialise on and on which one have in-depth knowledge.

As a discipline assessment makes one to become an expert in order to contribute to that area of the body of knowledge. Assessment could be untaken using various means but evaluation would further use the information of the assessment to ascertain the quality and worth of the traits / behaviours so as to make decisions among many alternatives. Provide references that students can access to read online. In this unit, you will be taken through the form of assessments that are imbedded into the study and that will help you to have full understanding of your study materials.

Applying criteria to their own work in progress, discussion with peer about their work, and reflection on their work after its completion does this. Students should be taught effective self-assessment

techniques. In a culture of transparent and understood learning goals, self-assessment has great meaning. In fact, it could be argued, that self-assessment in a climate devoid of such transparency has no meaning.

In such a climate, there is no motivation for students to be misleading about their work. It serves as a source of reflection and pondering upon what has been taught or learnt. This need to be reworked. The activity should be clear.

Assignment

Aside from self-assessment, leaners should complete stipulated tutor or computer marked assignments. Tutor-marked assignment is given to learners and submitted to the instructor or facilitator who scores and grades based on set out criteria. Computer-marked assignment items are generated by the facilitator uploads them into the computer and administer to students online. After completion, it is the computer that scores and award grade on the performance.

Each student is to take four computer-marked assignments of eighty multiple-choice items broken down into 20 items for each assignment on a particular course registered for.

Compare the modes of Tutor-marked assignment in two other Open Universities in Africa pointing out the similarities and dissimilarities from NOUN

Assessment is used to ascertain how students learn as they go through the content materials is called self-assessment. Computer-marked assignment is given to assessment students' performance. Its items are generated by instructor and uploaded into the computer for student to attempt but the computer does the marking. Three of such assignments are available to each student every semester on every course registered for.

[...]

Demonstrate the skills of coping with examination anxieties that often weaken the students' concentration when writing an examination. Examination is the process or act of testing for knowledge and ability in order to determine its worth. This implies that a test is a means of measuring the knowledge, skills or aptitude of an individual. Osindeinde reiterated that examination is a broad term that connotes the assessment of knowledge, skills and intelligence acquired by learners in an educational system.

From this assertion, it is clear that the purpose of examination is to measure the extent of achievement of learners in terms of educational objectives. Hence, examination in distance learning institutions serves a number of functions such as certification, selection and accountability. The second is said to be electronic examination for undergraduate in 100 and 200 levels except those from Faculty of Law. Explain how examination is conducted in your institution.

Discussion Fuorum

Examination period should be approached with careful and high preparedness. For you to perform in the examination you write there is need for conscious efforts to be ready. All these would assist you in getting ready to write your examination. Northedge enunciated of what you need to avoid when you are

taking your examination papers.

What to avoid when writing examination

Not answering the question – You may fail answer a question when you fail to recognise the key terms and issues of the question. On the other hand, when you fail to fail to offer critical analysis, take an objective stance and arrive at conclusion. This will make you to guessing and drastically reduce your marks. Stuffing answers full of names and facts – Examiners are not looking for how much you can memorise facts but to what extent you can put the ideas and information in the course materials into useful application.

Wasting of much time to a question to well does not attract given you marks from other questions you fail to answer for lack of time. Spend commensurate time on a question based on the mark allotted to it. Students are to avoid not answering questions in line with instructions given by the examiner. When preparing for examination, you need to make summary notes and try to answer past questions.

Teaching Practice and Seminar Assessment

Non-examinable courses are courses that are not assessed through regulated examination condition but their assessment are based on criteria set on every aspect in which students are required to demonstrate skills. Such courses might be assesses using observations from the supervisor, rating of the required skills and quality assessment of report presented. This unit will expose you to how non-examinable courses such as research project, practicum, SIWES, teaching practice and seminar presentation are scored.

[...]

All undergraduate students are bid to carry out a research project as the requirements for graduation. Depending on your department, you too will be required to carry out a research in your final year on any areas of interest related to your course of study. Research is not mere information gathering, transformation of facts, rummaging for information and catchword to get information. Rather it is an activity through which answers are given to a question with systematic support of data.

[...]

Openness to Change You are welcomed to the last module of this course. In the last few weeks, you have studied various aspects of open and distance learning system of education from the history to communication modes and forms of assessment. In this unit, you would be looking at the definition and purpose of learners' support.

[...]

Differentiate between the various purposes of learners' support Learners' support is one critical component of an effective open and distance learning environment. You would be presented here with some major definitions that would help you to understand the concept. Garrison and Bayton define learners' support services as the resources that learners can access in order to carry out the learning process. Garrison observes that in distance education, "support is concerned with a range of human and non-human resources to guide and facilitate the educational transaction" .

The term students' support means the range of activities which complement the mass-produced materials which make up the most well-known elements in open and distance learning . It is, of course, true that printed course units, television and radio programmes, computer programmes etc., which replace the lecture as a means of delivery, and after so much both in terms of social and geographical access, and in terms of cost-effectiveness, support student in central ways. You need to note that the above definition was constructed when the use of print materials were predominant in distance education. He approached the definition of learners' support from a broader sense and he sees it as all measures beyond the production of study materials that support students in their learning process.

However, he brought in another dimension by differentiating between academic and non-academic support.

Systematic Function

Having gone through the above definitions, try formulating your definition of learners' support services. In this unit you have learnt that learners support services can be defined as the range of activities that complements the course materials designed to assist the students in the mastery of their course. These include tutorials, counselling, study centre organization and interactive teaching among others. The video is a summary of what you have read in this unit.

You would have known that learners' support services comprises of wide range of activities that may even vary from one institution to the other. In this unit, you are going to examine the various classifications that make up learners' support services and the various activities included in them.

Teaching and Learning Services

Supply of high quality learning materials l. Supply of newspaper . 1 Academic/Tutorial Support Academic support has to do with support geared toward the academic life of the student. At the beginning of distance education, academic and tutorial support is done mainly through the tutors at the local study centres.

As of today, there is a mixture of the face-to-face tutorial at the study centre and the web-based tutorials. As Lee says, "the focus of academic support gears towards facilitating collaborative learning and increasing interactivity between distance students and instructors or among distance students" . Chattopadhyay opines that learners should be provided all necessary information prior to admission of their course so that they can make appropriate decisions about their studies and also have access to all resources and support services. Lee states that the "focus of such services tends to be on how to deal with academic concerns and/or career advising" .

It also addresses ways to improve communication skills and increase interactivity. This is similar to what other scholars have termed "academic counselling". Academic counselling can be described as helping learners to understand all matters related to curriculum, course contents, academic administration and processes. In his unit you have gone through the various activities that are classed together as learners' support services and also the three major classes under which they are classified.

[...]

The university assigns an important role to contact sessions at the study centres and this is expected to help the students both academically and personally. The study centre is equipped to offer a range of facilities to help the students overcome their problems through assistance, in addition to providing a common forum for students to interact. The study centre is equipped to with staff to fulfil these functions. In the National Open University of Nigeria, a study centre is under normal conditions, headed by senior academic staff .

It has to be noted that there are some centres however that are under the leadership of senior non-academic staff like Chief Counsellors or Deputy Registrars. The Director of the study centre is supported by counsellors and Administrative Officers of various cadres. Usually, the number of the study centre staff is dictated by the population of the students in the centre. At the end of the admission process, the student proceeds to the registration stage.

2 Registration The payment of the fees marked the commencement of the student's formal registration. The student has the opportunity to pay these fees in instalments as long as all fees are completed by the end of the registration period that is usually between six to eight weeks. You need to know that until a student pays the examination fees, tutor-marked assignments however would not be made available to the student. In order to register, the student would go to the portal and click on the register courses button.

At the end of this, the student can proceed to register for examination by clicking the register exams button. The two registrations would be printed out in triplicate. At the end of the registration process, the student is expected to return two copies of the admission form, letter of admission and proof of fee payment and the registration forms to the study centre. Other course materials that are not available in print would be available to the student as electronic copies at the university courseware on its website.

3 Orientation and Matriculation The next major activity after the registration process is the orientation and the matriculation program. The orientation is a programme designed to familiarize the new students to the study centre operations and the university by extension. Most new students, on this day for the first time come across the university anthem and are made to learn the anthem. Available services are made open to the students and who as well as where they can turn to when they have issues are made known to them.

The new students take the matriculation oath after which they are accepted as students of NOUN. 4 Facilitation In between the registration and orientation/matriculation facilitation sometimes would have commenced or when it is not possible, it commences after the matriculation exercise. Facilitation is the period when students are made to have some face-to-face interaction with university appointed facilitators to help them in the process of learning or content digestion. Usually, where the centre is large and well equipped, facilitation takes place on site but where this is not possible, facilitation takes place at other places chosen for the exercise.

The duration of the facilitation also has to do with the units of each course. Another academically important activity that goes on in the study centre simultaneously with the facilitation exercise is the organization of all field related exercises for the semester. Business Administration students and Practicum for the Nursing students. In study centres where there is no laboratory, the Director looks for a tertiary institution that they can collaborate with so that the students would partake in the laboratory

classes.

7 Library In some study centres, there are physical libraries while some centres have elibraries and some centres have no library at all, either physical or electronic. Thus, the study centre is a place where the students of NOUN are expected to make use of the library. To this end, most study centres are equipped with infrastructure to allow student write the examinations. It has to be stated that where there are more students than facilities, study centres rent venues to hold the examinations.

Other papers from 300 to 800 levels are taken as pen-on-paper examinations. There are centres where students write e-examinations at rented venues and write pen-on-paper examinations at the centre or viceversa or where all examinations are written at rented venues or at the centres. At the end of this exercise, recommendations and evidences on each case is forwarded to the University.

Examination Misconduct panel that reviews and or ratifies the decisions of the study centre panel and then forward their recommendations to the University

The DICT provides a wide range of information technology and communication facilities to support students throughout their course of study. All university staff, undergraduate and postgraduate students have access to the services that are available throughout the day. Heavily populated centres have more than 1. For example, the Lagos Study Centre, that is most populated centre, currently has 9 DICT staff.

The ICT officers are the central point of contact for staff and student seeking help, advice and support for all IT related services.

[...]

This is to make the learning process very flexible, where students can learn anytime, anywhere and at their own pace. The very first truth that often seems buried in the open and distance learning institutions is that no matter the location of the study centre, all students belong to the departments and faculties. The first support service of the departments and faculties is response to students' issues. For example, if any student feels his score in any course is unduly low, he can write to the Dean of the Faculty to ask for a reassessment of the paper.

If it is a case of not having result for an examination taken, the student would also write to the Dean to complaint and the Department would respond at the end of their investigation. The role of the registry in support services is largely administrative and takes place even after the student has graduated from the university. 1 Issuance of Admission Letter The Registrar of the university signs the provisional letter of admission issued to all the students at the point of their admission. Another support service the students receive from the Registry has to do with introductory letters.

Students sometimes, in the course of their research, may need to visit other institutions and libraries and may be requested to bring letters of introduction from their institution. When this is the case, the student would write to the Registrar through the Director of the study centre to request for the letter of introduction. The library is another support unit for students' learning in the university. ""Most students used the library not to obtain resources but as a place of study.

" Generally, the students regarded the library as a quiet place to study". " "Librarians go beyond

information access and retrieval to helping students become information literate – to develop research questions, think.

FBQ1: The term Distance Education is relatively old concept, while Open Learning is an old term. TRUE OR FALSE? _____
Answer: TRUE

FBQ2: Students of National Open University of Nigeria, study under a non-conventional mode. TRUE OR FALSE? _____
Answer: TRUE

FBQ3: In distance learning, the Sandwich programme cannot be referred to as 'correspondence education' TRUE OR FALSE? _____
Answer: TRUE

FBQ4: Pitman's correspondence courses in Shorthand started in_____
Answer: 1840s

FBQ5: The institution to first offer degrees through distance education was _____
Answer: University of London

FBQ6: Good note-taking requires---------, accuracy and clarity
Answer: Speed

FBQ7: The productive skill in language use, and interactive activity can be developed through practice _____
Answer: Writing

FBQ8: Note-taking requires and encourages intensive _____
Answer: listening

FBQ9: The graphic image, or object that represents a file, programme, web page or command is called _____
Answer: Icon

FBQ10: The pre-marked paper used as a dummy for a publication is called ___
Answer: Layout sheet

FBQ11: In Nigeria, Correspondence study started Extra mural studies in _____
Answer: University of Ibadan

FBQ12: The inability to select only relevant and important sounds and messages is what makes good listening. True or False? _____
Answer: False

FBQ13: Listening is active while hearing is passive. True or False? _____
Answer: True

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FBQ14: SQ3R is an acronym used in _____
Answer: Reading

FBQ15: Listening is a purposeful activity. True or False? _____
Answer: TRUE

FBQ16: The first educational instruction was aired in 1816 by _____
Answer: Radio

FBQ17: Listening requires paying conscious attention to a _____.
Answer: spoken discourse

FBQ18: The verbal mode of expression and involves the use of the Organs of speech is ___
Answer: Speaking

FBQ19: The receptive skills include _____
Answer: Listening and reading

FBQ20: Productive skills include _____
Answer: Speaking and writing

FBQ21: Use of Clichés in a sentence renders it less effective due to _____
Answer: over-use

FBQ22: Sign language can be used to teach a student with _____
Answer: hearing impairment

FBQ23: When all the lines of headline text share same midpoint, this is known as____
Answer: Centre Text

FBQ24: Linguistic barrier can results in disconnect between the ____
Answer: speaker and the listener

FBQ25: Perceptual barriers come to play when the speaker and the listener possibly view the same situation from _____
Answer: varying points

FBQ26: In studying, Skimming is the idea of doing _____
Answer: selective reading

FBQ27: _____ learners prefer to read notes aloud and discuss it with other people.
Answer: Auditory

FBQ28: When your answer demands that you compare what different writers said about an issue, you are_____
Answer: Evaluating

FBQ29: Kinaesthetic/ Tactile learner prefers to learn by _____

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Answer: doing

FBQ30: Writing essays is a multi-layered activity. As such, it's title have _____
Answer: hidden depths

FBQ31: The decision to set up an open university in Nigeria was first conceived in
Answer: 1976

FBQ32: Programmes, data, protocols are types of a computer's ____
Answer: Software

FBQ33: Critical reading lies at the heart of good _____
Answer: learning

FBQ34: Discussion is a command mode of learning which allows you to share the burden of understanding _____
Answer: new idea

FBQ35: The Act to back up the establishment of the Open University was passed by the National Assembly in _____
Answer: 1983

MCQ1: National Open University of Nigeria is the only
Answer: Mono-Mode Open And Distance Learning

MCQ2: Open and distance learning is a system of education that demand from students
Answer: Self-motivation

MCQ3: The natural order of acquisition of language skills is
Answer: Listening, Speaking, Reading and Writing

MCQ4: During the earliest appearance of Distance Learning, participant interaction was ensured through distribution of
Answer: Printed materials

MCQ5: The first University to offer degrees through distance education is
Answer: University of London

MCQ6: The foundation of the second stage of distance education was laid during
Answer: World War I

MCQ7: Which of these is peculiar to students of Distance Education?
Answer: Self-discipline

MCQ8: Speaking Aids/facilities include all, EXCEPT
Answer: Formal- audio

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MCQ9: Regional Training and Research Institute for Open and Distance Learning (RETRIDAL) is the brain child of who?
Answer: Commonwealth of Learning (COL)

MCQ10: The experimental radio broadcast with the College of the Air took place in
Answer: 1960s

MCQ11: All but one of these characterised open and distance learning
Answer: Non separation of teacher and learner

MCQ12: A learner makes his reading real only by this
Answer: Copying what he read in a notebook.

MCQ13: Reading is a set of practices which enable you to engage with the following ideas in a text, EXCEPT
Answer: Setting reference.

MCQ14: The SQ3R as an acronym for effective and efficient reading strategy, in its full meaning does not include
Answer: Scan

MCQ15: Technology has contributed all but one of these to distance education.
Answer: advancement in student-teacher ratio

MCQ16: Which of these term is not applicable to Fourth generation Distance Education
Answer: f-Learning (flexible learning)

MCQ17: In distance education, 1874 marks the beginning of
Answer: television experiment

MCQ18: The word that qualifies what reminds a reader at each moment of where he is, in the argument and pointing the way he is heading is called
Answer: Signposting

MCQ19: Reading is the greatest stimulator of
Answer: critical thinking

MCQ20: Which of the phases in distance learning, is referred to as Computer technology?
Answer: Third phase

MCQ21: Educational delivery is affected by emerging
Answer: technologies

MCQ22: Good writing is primarily a factor of quality arguments and
Answer: ideas

MCQ23: The educational philosophy of open learning emphasizes giving learners choices about these, EXCEPT

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Answer: Cost of education

MCQ24: Quoting is an excellent way of bringing the views of an author into play.
Answer: essay writing

MCQ25: The success of this University, led to the establishment of other open universities globally.MCQ26: One of the listed does not belong to the students' learning classification.
Answer: Sensory learners

MCQ27: A student get used to the format of the questions through
Answer: Practice with old exams

MCQ28: Activities carried out by an assessor to ascertain the level of achievement and ability of a learner is called
Answer: Play-back

MCQ29: All but one of these stand as advantages for learning through reading.
Answer: Exploration of intellectual properties

MCQ30: Among the listed, what increases the level of participation and involvement of the recipient in decoding the message is called
Answer: Feedback

MCQ31: A good research project must have these number of chapters
Answer: Five

MCQ32: Chapter one of a research project must have all these among others, EXCEPT
Answer: Research Design

MCQ33: In a particular research project chapter, which of the following does not belong
Answer: Purpose of the study

MCQ34: The writing that explains how something is done.
Answer: Summative

MCQ35: A well written paragraph must have
Answer: Unity

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