



**CENTRE FOR
INNOVATION IN
LEARNING AND
TEACHING (CILT)**

Student Guide to
Blended and Online
Learning (2024)



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Acronyms

UNAM: University of Namibia

LMS: Learning Management System

BBB: BigBlueButton

MS: Microsoft

1 Introduction

Congratulations on your admission and registration as a student at the University of Namibia (UNAM). Whether you are an undergraduate or postgraduate student, it is important to note that UNAM offers a learning environment that is far different from what you may have been used to at secondary school or other institutions.

Whether you are a part-time or a full-time student, UNAM has a big proportion of its course delivery modes being either partially (blended) or completely online. This guide provides an overview and brief orientation to enable you to have successful learning by addressing the following topics:

1. An introduction to Blended Learning
2. What constitutes online learning and how it differs from blended learning
3. Digital skills required for successful online and blended learning
4. Digital devices and web browsers for effective eLearning
5. Online learning communities, how to establish them and netiquette issues
6. How students can organise themselves digitally
7. Managing digital distractions
8. Managing and securing information online
9. Student roles and expectations in Blended Learning
10. General tips for learning online
11. Ensuring academic integrity, while using online educational resources
12. Monitoring evaluation of learning and teaching
13. How to contact CILT for support

2 What does Learning Online mean?

While conventional learning (face-to-face class attendance) requires you to travel to the campus and attend lesson presentations/lectures in physical venues, online learning on the other hand enables you to learn from home or wherever possible, as long as you have access to the internet.

Online learning refers to learning activities that are mediated through the Internet, using course delivery systems such as learning management and content management systems (LMS/CMS). UNAM uses the [Moodle LMS](#) to mediate and deliver online and blended learning. Online learning can be synchronous: where students are required to attend learning sessions at specified times, or asynchronous: where students access learning materials and access content through self-paced means.

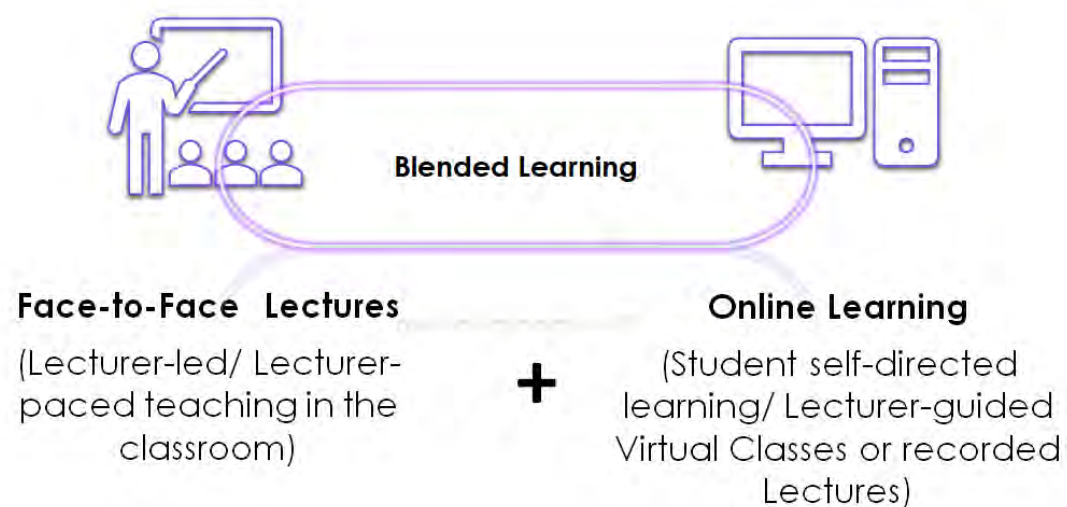
What is learning online like?

- 2.1 Your interactions with your lecturers and fellow students are virtual (no in-person contact/meetings)
- 2.2 Your learning resources are availed online through Moodle LMS
- 2.3 Some of your assessments (tests, assignments, etc.) take place on the LMS
- 2.4 You need a digital device such as a laptop and a stable internet connection to be able to access your course materials and interact with course activities as well as with fellow students and your lecturers
- 2.5 Unlike in the face-to-face context where the lecturer is likely to be the one dominating the classroom activities, in an online scenario, you are expected to get actively involved in your learning and be more autonomous
- 2.6 You need to regularly access your LMS and read messages from your lecturers through Forums or your emails regularly

3 Introduction to Blended Learning

3.1 What is Blended Learning?

Blended learning is an approach to teaching that combines face-to-face and online instruction. In blended learning, students attend face-to-face classes, while also using eLearning platforms for online learning. This does not result in the repetition of face-to-face teaching, but rather lecturers make a decision guided by the nature of their courses in structuring what is to be delivered face-to-face and what is to be completed or engaged with online.



Features of Blended Learning

- 3.1.1 Some learning happens online in a format where the student has control over the path and pace at which they engage with course materials
- 3.1.2 Part of the learning happens in a lecturer-led classroom
- 3.1.3 Online and in-person learning are complementary, creating a truly integrated learning environment

3.2 Expectations of Students in Blended Learning

Students are expected to:

- 3.2.1 Be familiar with the structure and planning of their courses to be aware of the components that will be delivered face-to-face and those that will be delivered online
- 3.2.2 Attend face-to-face classes as per the course timetable
- 3.2.3 Develop digital learning skills suitable for digital and online learning
- 3.2.4 Develop self-directed learning skills to support self-paced learning
- 3.2.5 Enhance collaborative learning and online interaction skills to foster online engagement

4 Differences Between Blended and Online Learning

Whereas Blended Learning combines in-person and online learning activities where students can interact with lecturers and fellow students in the classroom and online, Online Learning on the other hand involves all learning taking place online. This means that all course materials are accessed and learning activities are completed online, without physical engagement between the lecturers and students, or where contact is only made minimally at selected intervals in the semester.

Comparison between Traditional Face-to-Face, Blended and Online Learning

	Traditional learning	E-learning	Blended learning
<i>place</i>	classroom	e-learning platform, Web 2.0 tools	classroom, e-learning platform, Web 2.0 tools
<i>communicating with students</i>	direct and limited by time	not limited	indirect, direct, not limited
<i>time</i>	limited by the timetable of classroom meetings	unlimited online meetings	limited classroom meetings and unlimited online meetings
<i>materials and resources</i>	traditional coursebook	e-learning resources	traditional coursebook and e-learning resources
<i>participation in classes</i>	face-to-face	online	face-to-face and online
<i>feedback</i>	direct, oral, immediate, real time	written, real time, or delayed	direct, oral, immediate, real time, written, delayed

Figure 1: Comparing Traditional, Blended and Online Learning (Olejarczuk, 2014)

5 Digital Skills Required for Online Learning and Blended Learning

5.1 Basic Digital Skills

Students should be able to:

- 5.1.1 Evaluate and use digital information critically and effectively (Information Literacy)
- 5.1.2 Engage with and understand different media formats and critically analyse them (Media Literacy)
- 5.1.3 Perform fundamental tasks on a computer or relevant digital device
- 5.1.4 Use various types of web browsers and find information through search engines
- 5.1.5 Navigate through websites
- 5.1.6 Download learning resources and upload files to digital platforms
- 5.1.7 Complete learning and assessment activities on an LMS

5.2 Internet and Web Skills

- 5.2.1 **Web Browsing:** Effective use of search engines, bookmarks, and tabs
- 5.2.2 **Online Safety:** Knowledge of internet risks, privacy settings, and safe online behavior
- 5.2.3 **Email Etiquette:** Writing professional emails, managing contacts, and attachments
- 5.2.4 **Online Forums:** ability to participate in online communities related to academic or personal interests

5.3 Minimum Computer Skills Requirements

- 5.3.1 **Computer hardware:** A student is expected to know the basic hardware components that will enable him/her to use a computer for basic functions
- 5.3.2 **Software:** A student should be able to use basic application software for online learning such as the video conferencing software (BBB & Zoom & Microsoft Teams) and the Moodle LMS
- 5.3.3 **Office applications:** A student should have basic competence for using productivity software such as Microsoft Office suit: Word, Excel, PowerPoint, Outlook (mail), OneNote, etc.
- 5.3.4 **Typing Skills:** Fast and accurate typing using keyboards
- 5.3.5 **File Management:** Organizing, storing, and retrieving digital files efficiently

5.4 Multi-device and Cloud Computing Competence

- 5.4.1 **Multi-device use competence:** students should be able to use multiple digital devices to navigate through online learning resources and access digital learning environments, namely both computers and mobile devices (smart phones, tablets)
- 5.4.2 **Cloud Computing:** students should be able to use cloud services such as creating online documents, storing and sharing them (e.g., Google Drive, One Cloud)
- 5.4.3 **Collaboration Tools:** students should be familiar with tools like Office365, Google Docs, Dropbox, MS Teams and Google Hangout for teamwork

5.5 Digital Learning dispositions

Students should:

- 5.5.1 Be open to change, especially coming from traditional face-to-face learning, embracing technology and appreciate the learning experience
- 5.5.2 Develop self-directed learning skills to learn on their own and collaboratively with others
- 5.5.3 Use online research skills involving advanced search techniques, evaluating source credibility, and synthesising information

6 Digital Devices and Web Browsers for Effecting eLearning

UNAM uses Moodle Learning Management System (LMS) in which other eLearning platforms are integrated. This requires specific devices and web browsers for effective use and the best student learning experiences.

6.1 Supported Browsers

The following web browsers are recommended for use when accessing Moodle in the following order:

- 6.1.1 Mozilla Firefox ([Mozilla support page](#))
- 6.1.2 Google Chrome ([Chrome Support page](#))
- 6.1.3 Microsoft Edge ([Edge support page](#))
- 6.1.4 Safari (for Mac OS - it is recommended that you rather use the first 2 on this list)

6.2 Recommended Devices

Any digital device that has Wi-Fi and/or LTE compatibility and web browsing capability should be suitable for Moodle LMS use. Below are some suggestions for digital devices to consider:

- 6.2.1 Laptop computer (Windows OS)
- 6.2.2 Laptop computer (Ubuntu OS)
- 6.2.3 Laptop computer (Mac OS)
- 6.2.4 Desktop computer (Windows)
- 6.2.5 Desktop computer (Ubuntu OS)
- 6.2.6 Desktop computer (Mac OS)
- 6.2.7 Smartphone/ Tablet (Android)
- 6.2.8 Smartphone/ Tablet (IOS)
- 6.2.9 Smartphone/ Tablet (Huawei EMUI)

7 Online Learning Communities

What is an online learning community? It is a virtual space that connects people with similar educational interests to share information and resources and support each other's learning (Learn Worlds, 2023).

Studying face-to-face makes you part of a class group with which you interact naturally enabling you to seek the attention of your fellow students and that of your lecturers. Learning online on the other hand may leave you feeling isolated. To avoid isolation, you need to become a member of a virtual learning community.

How do you establish online learning communities? Firstly, you should identify the objective of the community, e.g., information sharing, study groups/learning support, collaborative learning groups, etc. Then you should identify suitable platforms such as Moodle Forums, Chat platforms like WhatsApp or Telegram, or social networking tools like Facebook. In addition, your LMS has tools that will enable you to interact with your fellow students any time anywhere, including Discussion Forums, Chatrooms and virtual classroom spaces.

For students to participate effectively in online learning communities, they need to learn and understand Netiquette. See the list of netiquette rules below in *Figure 2*:

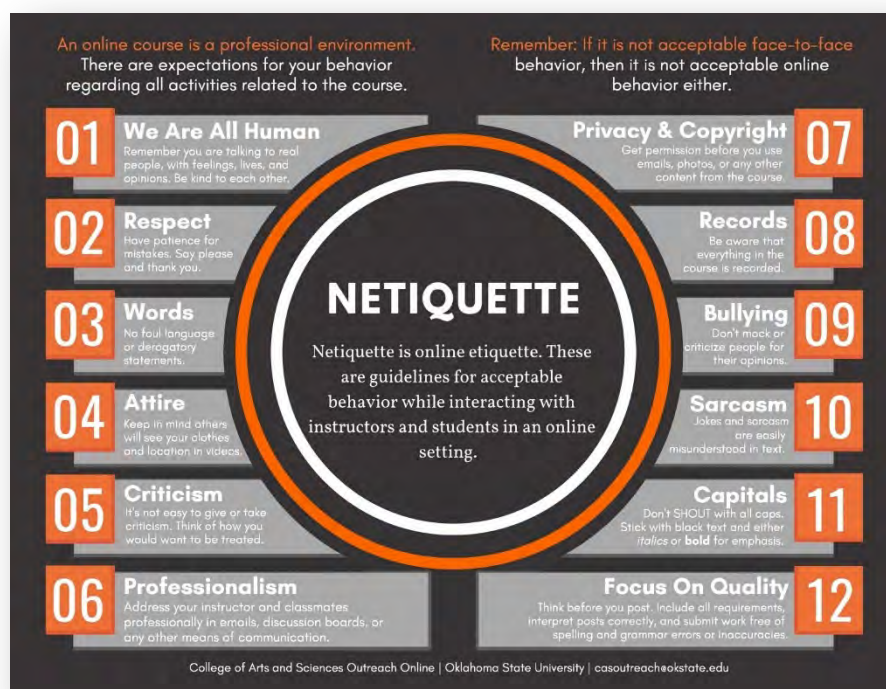


Figure 2: Netiquette Rules (Oklahoma State University, 2023)

The following is another example of netiquette from the Rasmussen University: [10 Netiquette Guidelines Online Students Need to Know | Rasmussen University](#)

8 How to be Organised Digitally

8.1 Moodle enrollment

- 8.1.1 Firstly, the Centre for Innovation in Learning and Teaching (CILT) enrolls students in their Moodle courses using their registration records directly from the relevant University IT system
- 8.1.2 Students should monitor their Moodle platform to ensure their enrollment in courses
- 8.1.3 If a student uses the late registration option, it is his/her responsibility to ensure that s/he gets enrolled on the Moodle LMS as well by sending the relevant queries to the [online support ticketing system](#)

8.2 Creating an effective workspace for studying/learning

- 8.2.1 When a student is taking an online class, which s/he can access from wherever they are, there is a need to organise a place that is quiet and provides enough room for them to be comfortable and ready for learning
- 8.2.2 Students must make sure that their study area has an electric outlet nearby to keep their devices charged while logging into online classes
- 8.2.3 Students should also ensure that there is a stable Internet connection before attempting any online activity/task

8.3 Organising learning resources

- 8.3.1 As a student, you are expected to know where to access your course learning materials
- 8.3.2 You should familiarise yourself with your course structure on Moodle, to be able to easily find your study materials such as notes, and assessment activities like assignments and quizzes etc.
- 8.3.3 You should organise your computer or digital device to create folders where you would file your documents and academic work

8.4 Organising and managing time

- 8.4.1 **Timing:** Students should keep track of their assessment dates and time. Assessment activities on Moodle can easily be tracked on the Moodle dashboard or the course's upcoming events
- 8.4.2 **Setting reminders and following academic calendars:** is very helpful to keep track of your due dates
- 8.4.3 **Monitoring notifications:** regularly check Moodle and email notifications for new information

8.5 Accessing Student Orientation Resources

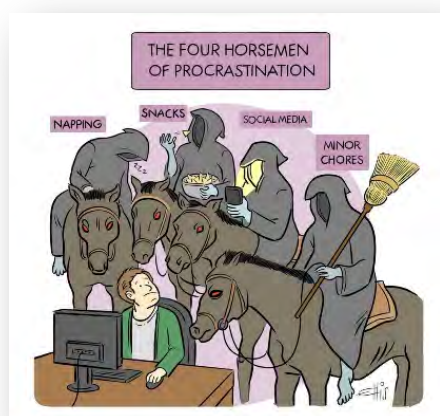
- 8.5.1 [CILT Student Information Page](#)
- 8.5.2 Look out for orientation information on the dashboard of CILT's eLearning site: <https://elearning.unam.edu.na/>

9 Managing Digital Distractions

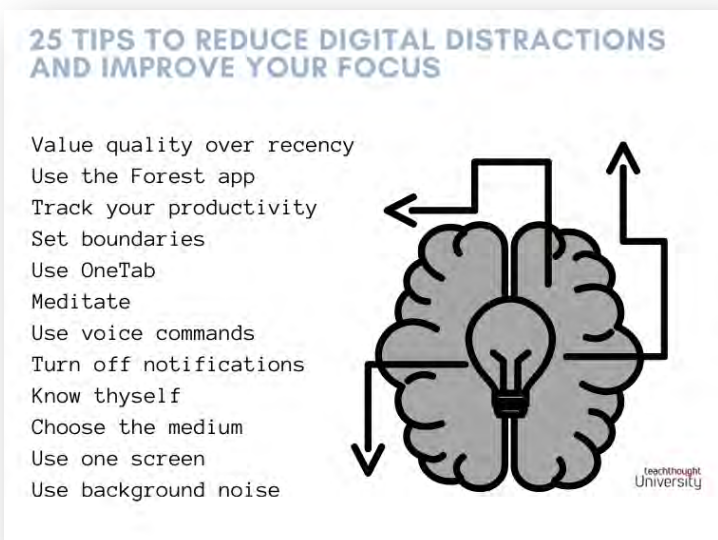
When learning face-to-face, you may have the advantage of being monitored and guided by your lecturers. Learning online on the other hand requires you to have a lot of autonomy and self-directedness. If you do not manage your time well, you may not be able to attend to and accomplish most of your academic work. There are a lot of distractions that can derail your focus. Distractions have implications, such as these:

9.1 Lack of respect and courtesy: When being distracted while in class by attending to other non-class issues (cellphone call disruptions, phone notifications, social media, etc.), that implies that you do not show respect to your time, your lecturer or peers and you are not being courteous with them

9.2 Losing focus on learning: Being distracted implies that your focus on learning is being strained. This may pull you away from the learning environment. Some of the reasons why you cling to your devices even during class time may be for wanting to stay connected and the fear of missing out (FOMO). You need to learn how to control the distractions around you



Read about the [25 tips of reducing distractions](#) as presented by “Teachingthought University”, which are also summarized in the image below



Distractions may come from:

- 1 Social media
- 2 Household chores
- 3 Snacking
- 4 Sleeping
- 5 Friends/family

10 Managing and Securing your Information Online

Your online profiles and credentials are important such that you can suffer Internet attacks where your information can be used with malicious intent and disastrous consequences. It is therefore imperative that you:

- 10.1 Make sure to keep your login credentials private by never sharing your passwords with anyone
- 10.2 Make sure to always log out of your eLearning platforms and other online profiles, especially if you use public devices such as library computers or computers at internet cafes
- 10.3 Do not save your login credentials on the web browsers on public computers
- 10.4 Regularly change your password from time to time (e.g., every month)
Whether it is writing a test, a quiz, an examination, or submitting an assignment on a device with multiple accounts, make sure you are logged into the correct account (your account)
- 10.5 When you suspect that your account may have been accessed without your permission, immediately change your password and report the issue to the University (itsupport@unam.na)

11 Student Roles and Expectations in Blended Learning

11.1 Role of the Student in Blended Learning

The role of a learner in a blended learning environment varies based on several factors, including the type of instruction, the facilities available to learners, the learning objectives set by the instructor, learners' goals in taking the course and so on. In general, the learner role encompasses the following:

11.1.1 Active engagement in learning activities

Lecturers design several learning activities in a course, to help students acquire knowledge most desirably. The role of the student is to acquaint themselves with the learning outcomes and actively engage in the learning activities to meet the learning outcomes. Time on task is one of the most important factors for effective learning. This means that knowledge acquisition is better when the student deliberately and actively engages with the learning activities.

11.1.2 Taking control of your learning

Blended learning provides a good chunk of time for self-learning. Students can learn for any amount of time using any resource that is suitable to them, in a place that is most convenient to the student, and with a group of other students or by themselves. This is an opportunity for students to take control of their learning. Making learning plans and executing them is an important skill. Students can now use strategies that work best for them to meet their learning goals, such as choosing the type of materials that work best, knowing when to study, choosing between group learning or solo learning/learning on your own, etc.

11.1.3 Monitoring your time and your learning

Awareness of time and learning are important for success. Time management is a key skill, as a significant amount of time is under the student's control. In addition, the student needs to be aware of the learning outcomes and his/her prior background and to have strategies for checking whether s/he is making progress. For example, going back to learning a concept upon incorrectly answering a quiz is a good strategy; it shows that the student is aware that s/he has misunderstood a concept and is trying to clarify it.

11.1.4 Seeking help as needed

Students should know what help is available in the blended learning environment. The level of help can vary from one course to another. They should seek help as needed and should reach out to the lecturer, tutors and/or peers, or make use of online or offline learning resources.

11.1.5 Using technology for learning

Students have several technological options for learning. Understand what these technologies offer and make the best use of them. Always seek help from instructors and/or IT administrators if an item of technology doesn't work as expected.

11.2 Expectations for Students

Blended learning environments are designed to offer opportunities for students to attain high levels of competency and mastery. Students are expected to aspire to higher achievement goals and work hard to achieve these. Use opportunities to express what you have learned, such as by answering questions, making presentations, participating in discussions, etc. Make good use of the time available for self-learning. Use technology effectively without becoming disengaged from the learning activities. Balance the time between problem-solving practice and using videos/texts to learn.

11.2.1 Do's in blended learning

- a) Attend and engage in all instructional activities
- b) Use technology for learning
- c) Identify the learning objectives and set your goals
- d) Follow a learning strategy that works best for you
- e) Monitor your learning
- f) Work hard and strive for excellence

11.2.2 Don'ts in blended learning

- a) Take your time to learn, but do not procrastinate
- b) Collaborate but don't plagiarize
- c) Be wise with the use of technology; don't misuse it and get distracted
- d) Balance learning activities, and don't neglect problem-solving practice

11.2.3 Individual learning versus group learning

Individual learning strategies work well when the individual differences among students are numerous and varied. This strategy allows students to take their own time and their own learning path to acquire knowledge.

Group learning is great for learning activities that are collaborative in nature, problem solving, analysis of case studies, tutored video discussions, group discussions, etc. The size of the group and the skills of the facilitator are factors that affect the success of a group learning activity. The right group for collaborative learning offers an opportunity for students to express the knowledge they have acquired, clarify any misconceptions, learn from each other's mistakes and so on.

(Section 11 is sourced from Rajiv Gandhi University of Knowledge Technologies and Commonwealth of Learning, 2018)

12 General Tips for Learning Online

12.1 Treat an online course like a “real” course.

- 12.1.1 Have the discipline to sit down and say, “I am going to work on this,” as well as the dedication to follow through with your plan
- 12.1.2 Remember that you are paying to take this online course, therefore you must “show up” if you are going to get real value out of your class
- 12.1.3 Treat your online classes the same way you would a face-to-face class – or, better yet, a job – and you will be off to the right start

12.2 Hold yourself accountable

- 12.2.1 Set goals at the beginning of the semester and check in with yourself weekly
- 12.2.2 Make sure you have allotted enough time to complete the work so you are not starting an assignment the day before it is due
- 12.2.3 Pair up with a classmate or enlist the help of a spouse or friend to check in as an accountability partner
- 12.2.4 By being organized, proactive, and self-aware, you can get the most from your online class even when life outside of school becomes chaotic

12.3 Practice time management

- 12.3.1 The flexibility to create your schedule is often one of the biggest appeals of taking online classes
- 12.3.2 Have solid time management skills, without them, you might easily find yourself cramming before classes or handing in subpar assignments
- 12.3.3 Though how you manage your time will depend on your schedule, learning style, and personality, here are some universally valuable tips to help you practice and improve your time management skills:
 - 12.3.3.1 Look at the syllabus at the start of the semester and make note of major assignments
 - 12.3.3.2 Mark them on a calendar you check regularly so you know what workload is coming in the weeks ahead
 - 12.3.3.3 Factor in prior commitments that may interfere with your regular study schedule, such as weddings or vacations, so you can give yourself enough extra time to complete assignments
 - 12.3.3.4 Create a weekly schedule that you follow, designating certain hours each week for reading, watching lectures, completing assignments, studying, and participating in forums
 - 12.3.3.5 Commit to making your online coursework part of your weekly routine and setting reminders for yourself to complete these tasks
 - 12.3.3.6 Try time-blocking, allotting yourself a certain amount of time for each task before moving on to the next one and setting a timer to keep you accountable

12.3.3.7 Check in periodically throughout the term and look at how you are spending your time

12.4 Create a regular study space and stay organized

12.4.1 Set up a dedicated learning environment for studying and establish a routine

12.4.2 Determine the type of environment which will work for you, workspace is your kitchen table, a library, or the corner booth in a local coffee shop

12.4.3 Setting up a regular workspace or office will also help you to stay organised

12.4.4 Knowing exactly where important dates, files, forms, syllabi, books, and assignments are as this will help keep you on track towards hitting your goals

12.4.5 When setting up your study space, make sure you:

12.4.5.1 Have a high-speed internet connection

12.4.5.2 Have the required books, materials, and software for the course

12.4.5.3 Have headphones for listening to lectures or discussions (especially important in shared spaces)

12.5 Eliminate distractions

12.5.1 The best online students know how to lessen these distractions and set aside time to focus

12.5.2 Regardless of where you choose to work, consider turning your cell phone off to avoid losing focus every time a text message or notification pops up

12.5.3 If you're still having trouble resisting the temptation to check your email or surf the web, try downloading a website blocker

12.5.4 Using applications like Cold Turkey and Freedom can help eliminate distractions by blocking the apps or websites that tend to compete for your attention, such as Facebook and Twitter

12.6 Practice Using Technology

12.6.1 Learners of all ages can struggle when they need to use a new tool or software for the first time

12.6.2 Researchers recommend that students and instructors familiarise themselves with online teaching tools and platforms by completing low-stakes activities before moving on to more critical work

12.6.3 If a course requires the use of new software or technology, spend time using the tool to practice on a low-stakes assignment or a personal task with fewer learning consequences

12.7 Avoid Fatigue and Burnout

12.7.1 Zoom fatigue is real; the term describes “the tiredness, anxiety, or worry resulting from overusing virtual platforms

12.7.2 If students feel tired, overwhelmed, or anxious, taking a break can improve focus and task completion. Students can try to schedule breaks between classes and consider changing their settings to get fresh air, sunlight, or a drink of water

12.8 Reward Yourself

12.8.1 Rewards can help students maintain motivation and morale

12.8.2 When students are extrinsically motivated, they might engage in an activity to attain a reward, avoid a punishment, or achieve a valued outcome

12.9 Figure Out How You Learn Best

12.9.1 Established where you will learn, think about when and how you accomplish your best work

12.9.2 If you are a visual learner, for example, print out transcripts of the video lectures to review. Learn best by listening?

12.9.3 Make sure to build time into your schedule to play and replay all audio and video-based course content

12.10 Actively participate

12.10.1 Participate in the course’s online forum to help you better understand course materials and engage with classmates

12.10.2 This might involve commenting on a classmate’s paper on a discussion board or posting a question about a project you are working on

12.10.3 Read what other students and your lecturer are saying, and if you have a question, ask for clarification

12.10.4 Make sure you check in as often as you can, too

12.10.5 Set a goal to check in on the class discussion threads every day

12.11 Leverage your network

12.11.1 Most online courses are built around the concept of collaboration, with lecturers actively encouraging students to work together to complete assignments and discuss lessons

12.11.2 Build relationships with other students by introducing yourself and engaging in online discussion boards. Your peers can be a valuable resource when preparing for exams or asking for feedback on assignments

For more on how to be a successful online learner, explore our related [online learning tips and advice posts](#),

Source: Northeastern University

13 Monitoring and Evaluation of Learning and Teaching

13.1 What is the evaluation of learning and teaching?

Student Evaluation of Teaching (SET) activities are the process of assessing the learning and teaching experiences of students as well as lecturers' activities inside and outside of the classroom, lecture halls or laboratories. The aim is to identify strengths and weaknesses in the learning and experiences of students at UNAM to address them and enhance students' learning and teaching experiences. UNAM conducts two SET surveys one per semester and expects students to provide feedback during these processes and activities.

13.2 Why are the SET activities needed?

SET activities serve many purposes, namely:

13.2.1 Provide feedback on teaching effectiveness, as perceived by you, as students

13.2.2 Promote improvement in lecturers' teaching approaches

13.2.3 Enhance student learning experiences and outcomes

13.2.4 Offer feedback to the lecturers and contribute to management decisions on tenure and promotion

13.2.5 Provide information to support academic programme development and accreditation

13.2.6 Provide information to support the improvement of learning and teaching-related equipment and processes

13.3 How is learning and teaching evaluated at UNAM?

Using online questionnaires completed by both students and lecturers, the evaluation of learning and teaching is conducted in a "360-degree" approach, through four main ways:

13.3.1 Students assess the lecturers' teaching effectiveness by expressing their perceptions

13.3.2 Lecturers assess their teaching effectiveness by completing a questionnaire

13.3.3 Lecturers' assess their peers' teaching effectiveness by observing peers' teaching and expressing their perceptions by completing a questionnaire and conducting interviews with specific peers. Heads of departments are responsible for selecting evaluators.

13.3.4 Academic supervisors assess the lecturers' teaching effectiveness by completing a questionnaire and conducting interviews with specific lecturers.

13.4 What instruments are used in evaluations of learning and teaching?

The primary instrument used is the online questionnaire. Students complete this tool to evaluate their lecturers' instructional practices. A student should complete a questionnaire for each lecturer who teaches that particular module.

13.5 When are the evaluations administered?

The online questionnaires are administered to students once each semester, to evaluate their lecturers' instructional practices as well as their own learning and teaching experiences.

13.6 What online system is (currently) used to administer evaluations?

All evaluations of learning and teaching are administered on an online system known as the Education Surveys Automated Suite (EvaSys). However, plans are underway to integrate all

SET activities functions into UNAM's Moodle Learning Management System (LMS) as well. Moodle is an open and free software package (See Section 2).

13.7 What is EvaSys?

EvaSys (Education Surveys Automation Suite) is a proprietary software. It is also an automated education survey platform, used by the University of Namibia (UNAM), to evaluate learning and teaching activities and experiences of both the staff and students.

13.8 How does EvaSys work?

Students complete an online questionnaire to evaluate their lecturers and modules. EvaSys is housed within the Learning and Teaching Enhancement Section (LTE) in the University's Centre for Innovation in Learning and Teaching (CILT).

13.9 The survey link is inactive/not working, what do I do?

If the survey link is inactive, the staff/student should contact the Monitoring and Evaluation (M&E) unit, at LTE Section. Tel: +264 61 206 4671/3906

Email: hshemuketa@unam.na | ezauisomue@unam.na

13.10 I cannot see the password, what do I do?

The password consists of 5 characters (a mixture of letters and numbers, letters only or numbers only) and it is located at the end of the survey link. Kindly see an example below:

<http://evasys.unam.na/evasys/onlinphp=8E3DA>

The password in this example is 8E3DA.

13.11 After submission, how do I know my responses have been recorded?

At the end of the online questionnaire, you will be requested to click on "Submit". Immediately after clicking "Submit", you should be returned to the first page of the survey, this means your responses have already been successfully submitted. Plans are at an advanced stage to create a feedback message such as "Your responses have been successfully recorded" to confirm submission.

13.12 What reports are created in EvaSys?

Many reports can be created in EvaSys:

- Module Reports of all Student evaluations: after students have completed the online questionnaires to evaluate lecturers
- Departmental Reports – a summary report on a department
- Individual Lecturer Reports – these are reports on a particular lecturer for a particular module
- Other survey reports can also be produced as may be requested

13.13 In what ways can lecturers use feedback from students?

Faculties, schools, departments and individual lecturers can use students' feedback in the following ways:

- 13.13.1 Analyse and compare how the evaluation feedback provided fits in with their own teaching goals and their faculty/school/department's expectations for teaching
- 13.13.2 Check patterns and themes in students' feedback, to identify trends, and take note of what has been done well and what needs improvement, while considering their own experiences, the context and characteristics of the course/module and student profiles
- 13.13.3 Use student feedback to improve their teaching methods, enhance student learning experiences and improve student performance
- 13.13.4 Inform students that their honest opinions and constructive feedback are valued and used for improving learning and teaching
- 13.13.5 Inform students that lecturers are interested in both positive and negative feedback on the course/module
- 13.13.6 Inform students about the kind of feedback lecturers find most useful

13.14 Is EvaSys linked to other UNAM systems?

EvaSys is an independent commercial system, but it is linked to your UNAM Portal where the survey is conducted. However, it is not linked to any other UNAM systems such as ITS.

13.15 Where are the data stored?

All the data are stored in an EvaSys server at the University of Namibia.

13.16 How can I access my evaluation report?

Currently, evaluation reports are not accessible outside of EvaSys. Presently, only academic leadership has access to EvaSys and they have been registered on EvaSys to obtain usernames and passwords to log in to the system.

13.17 Who else has access to the information on EvaSys?

In addition to academic leadership (Executive Deans, Associate Deans and Head of Departments), the Department of Information, Communication and Technology Services (DICTS) also have access to EvaSys. DICTS provides support as technicians and managers, as well as manages the My UNAM Portal. DICTS is also directly accountable for the functioning of the EvaSys system and are therefore permitted to access information on the system.

13.18 Why are students' evaluations of lecturers important?

Student evaluations are important because:

- 13.18.1 Students' voice is an essential element of a comprehensive strategy for improving teaching and enhancing learning
- 13.18.2 Students provide vital data from the classroom where most of the learning and teaching occurs. These data manifest the realities of teaching and assessment practices in reality
- 13.18.3 Data from students are used by lecturers to adjust their teaching and assessment

practices to enhance student learning

13.18.4 Data from students inform the review of course content whereby academics incorporate essential employability attributes and soft skills, as part of the requirements for programme development

13.18.5 Data from students inform management decisions on academic staff employment appraisals, contractual renewals, probation approvals and promotions

13.19 Are the evaluations mandatory?

Staff and student evaluations of learning and teaching are mandatory as per the UNAM Policy on Learning and Teaching of 2019 (page 10).

13.20 Will the lecturers be able to trace students' responses back to them?

When student evaluations are completed online, the anonymity of student responses is guaranteed. Lecturers or any other persons cannot identify individual students who expressed their opinions in an online questionnaire.

13.21 How will students benefit from their responses?

Depending on the study level, (say you are a first, second, or third-year student) you will directly benefit because your responses will shape the immediate future delivery of the module being evaluated. Lecturers will use your suggestions to adjust their teaching and assessment approaches for the modules to be taught in the next semester.

13.22 How will students know that their suggestions are being considered?

One way to demonstrate inclusion of student opinions is to hold discussions with students where lecturers discuss specific suggestions in class, as a form of feedback to students regarding their responses to evaluation surveys. There could be other innovative ways in which the inclusion of students' voices can be demonstrated.

13.23 How will students/staff know if the surveys are open?

When the surveys open for each course/module enrolled in each semester, students will receive an e-mail notification from the Evaluation Administrators. The notification will contain the link to the Student Portal, as well as a link to the online questionnaire where students can access and complete evaluation surveys.

To increase awareness, lecturers are encouraged to inform students once the surveys become available for completion on MyUnam Portal, Moodle and links are emailed to students individually. Further announcements will be placed on the MyUnam Portal and Moodle after the surveys open for completion each semester. Students and staff will receive reminder emails every few days once the surveys open.

13.24 The lecturer's name is missing/incorrect on the survey, what do I do?

If the lecturer's name is not listed on the evaluation survey questionnaire OR is incorrect, please notify us and your lecturer immediately. The lecturer can also engage the M&E unit immediately at **Tel:** +264612064671 | 3906, OR **Email:** StudentEvaluationSupport@unam.na

14. How to contact us?

eLearning (Moodle LMS) Queries	Online Queries/ eTicketing
Digital Learning Systems Email: elearningdesk@unam.na	Access the eticketing system here: https://elearning.unam.edu.na/support/ Tutorial on using eticketing system: https://youtu.be/3m0YJBu-pnw
Academic Integrity/ Plagiarism related Queries	
Turnitin	Use of Turnitin in Moodle
For queries related to Turnitin use for checking originality of research reports and assignments, students should contact their lecturers. When issues are unresolved, students may send a ticket at: https://elearning.unam.edu.na/support/ Use help-topic: Originality Checking Queries	Turnitin has been integrated in Moodle. For any queries related to the use of Turnitin in Moodle, students should first consult their lecturers/ research supervisors. When such queries could not be resolved, students may send a ticket at : https://elearning.unam.edu.na/support/ Use help-topic: Originality Checking Queries
Online Exams	Video Lectures (Digital Media Unit)
For issues related to exams administered online please email: onlinexamssupport@unam.na	For issues with online video lectures please email: opencast@unam.na
Work Integrated Learning/ Work Readiness Programme (Industry and Cooperative Education Unit)	Student Lecturer Evaluation (Monitoring and Evaluation Unit)
Mrs Lovisa K Nghipandulwa Coordinator: Industry and Cooperative Education E-mail: knghipandulwa@unam.na 061-2064891 or Ms Josephine Nghipandwa, Assistant Coordinator, Industry and Cooperative Education unit, E-mail: jnghipandwa@unam.na Tel 061 206 4774	Mr Havelinus N. Shemuketa Coordinator: Monitoring and Evaluation Tel: +264 61 206 4671, E-mail: hshemuketa@unam.na or Mr. Erlich Zauisomue Monitoring and Evaluation Officer Tel: +264 61 206 3906 E-mail: ezauisomue@unam.na Group E-mail: StudentEvaluationSupport@unam.na

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