Establishing an E-Learning Division at a Higher Education Institution: Lessons from the University of the Western Cape (UWC)

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Abstract

The need to re-align teaching and learning in the wake of technology advancement saw the establishment of an E-Learning Division (ED) at the University of the Western Cape (UWC). The division has grown tremendously since it was established in May 2005. In this paper, we present the institutionalisation of E-Learning and the establishment and insights of the support division. We acknowledge that, the process of recruiting and building the necessary human capacity within the division is broad and is nowhere near completion. We present how to meet the demands of our clientele in terms of training and support and we discuss the challenges faced in integrating the activities of the ED with other departments within UWC. In line with this training and support, we describe the need of changing the mindsets of UWC's community towards the use of Information and Communications Technology (ICTs) in teaching and learning through empowering them for online course facilitation as well as enhancing their computer literacy skills. We present a campaign for the formation of a structure that is self-sustaining against the resistance from the intended clientele, as well as problems of coordinating ED's activities with other divisions and entities within UWC. We argue that a supportive leadership and effective and insightful organisational policies and strategies are key components to the success of the establishment of e-learning. Further, we show that the success is also pegged to the continuous review and updating of the organisational policies in the light of new requirements. E-Learning Divisions success and achievements are based on the continuous review and feedback from our clientele as we strive to improve and enhance according to their needs.

Keywords: E-Learning division, support structure, institutionalisation, limited resources, resistance, organisational policies.

1. The Aims of the Paper

There was a need for the creation of an E-Learning support structure in order to assist the users (facilitators, teaching assistants, tutors and learners) of the Learning Management System (LMS) at the University of the Western Cape (UWC). The aim of this paper is to highlight the establishment and the institutionalisation of this E-Learning division in the wake of limited resources, including lack of human capacity. This paper will reflect some of the institutionalisation issues that Higher Education Institutions (HEIs) are confronted with when implementing E-Learning.

2. Background

KEWL or Knowledge Environment for Web-based Learning was started as a result of the interest in E-learning by Professor Derek Keats in 1997. Its source code was made freely available as it was Open Source Software however; it was run based on a Microsoft operating platform and in 2000 KEWL was implemented officially.

The next generation of our Learning Management System (LMS), KewlNext.Gen (KNG) was first launched in January 2005, by the Minister of Science and Technology Mr Mosibudi Mangena at UWC. Its development had been going extensively in 2004, although its conception and inspiration was derived from KEWL 1.2.

An E-Learning Division was established in May 2005 and it is the responsibility of the E-Learning Division to ensure that academics understand the importance of ICT in education and how it can be used to enhance their face-to-face teaching and learning. The E-Learning team has developed a training programme in order to ensure the successful implementation of online courses in KNG.

The use of E-learning has grown considerably in recent years and has triggered a great deal of interest in this age of rapid technological progress, transforming "the very nature" of higher education (Pollock &Cornford, 2000). Higher Education Institutions (HEIs) use Information and Communications Technology (ICT) not only for their academic functions, but also for their support functions, such as administration and

communication (Cronjé & Murdoch, 2001). ICT has gained access to Higher education not just in the daily practice of teaching and learning, but also through policy documents, in a way no other teaching technology has done in the past. New media technologies are replacing or supplementing conventional course delivery (Murphy, Walker & Webb, 2001). This change has urged many e-learning facilitators, who are complementing their teaching with e-learning resources, to explore the use of both commercial and Open Source Learning Management Systems (LMSs) (Newman, 2001). There was a volatile growth of new LMSs in recent years (Hall, 2000). It is estimated that there are more than 200 LMSs available and institutions have to select very carefully (Broadbent, 2002). The University of the Western Cape (UWC) was faced with a daunting challenge when having to make decisions about the use of ICT in training and learning. As stated, KEWL or Knowledge Environment for Web-based Learning was started as a result of the interest in E-learning by Professor Derek Keats in 1997. The development of the system took place in order to keep abreast of what was happening in the rest of the world. A Teaching and Learning Technologies Unit (TLTU) was established to harness and support the system as well as to promote the E-learning.

The scarcity of resources at UWC prompted the development of an 'in-house' Open Source Learning Management System, Kewl.NextGen (KNG). There were also many other reasons why it was decided to use our own LMS. KEWL, is a Free Software (open-source) LMS, which is software that is freely available. It is a project between the African Virtual Open Initiative and Resources (AVOIR) and UWC. It is a collaboration of developers across Africa, see appendix 1, that network and works together and has the ability and freedom to modify the code according to their needs, or to study a product in-depth. At the end many programmers are able to understand, and if necessary reconstruct, advance and modify the software that makes it intelligible, usable and efficient. The system also offers interactive and collaborative features that can make online teaching and learning more exciting. Using the open source system creates and allows four basic freedoms such as the

- Freedom to run the program for any purpose
- Freedom to study, analyse and modify the program to suit ones needs
- Freedom to redistribute the Software and the
- Freedom to improve the software and release it to the public

Using open-source license has the "5 C's" of benefits, which are

- Control- You have access to the software and the right to change it so you have complete control over the product
- Choice, Traditional software locks you into a single vendor, which increases your risks and often results in poor value for money, particular in later years of a contract
- Community- if you choose to release software we develop for you it will be tested and examined by the community who may improve it for you. You have will also get the recognition. As a user of open source product you will also benefit from support from the community.
- Collaboration, Open source changed the model from a basic supplier/customer to supplier collaborating with customer, sharing code and working together.
- Cost- There are no license fees to pay , this can be significant

Open source software bring with it, as indicated, the benefit of sharing information. There are no license fees that are required or demanded to get the modified versions of the software. The corporate world is freeing itself, the governments are following suit and institutions are now doing the same. At UWC the use of open-source software is widely in use already.

3. Institutionalisation Issues when Establishing an E-Learning Division

The integration of an E-Learning Division into a Higher Education environment is a task accompanied by several institutionalisation issues. These issues outlined in the following paragraphs had to be considered to ensure successful integration.

3.1 Clear Motives for Going Online

An HEI's decision to enter the E-Learning environment must be an educational decision and not so much a technological one (Lujan, 2002). An institution may implement a LMS that is excellent in terms of content and technical implementation, but there are elements that must be examined if meaningful input to the system's effectiveness is going to be made (McCormack & Jones, 1998:147). An E-Learning

system is a progressive new tool for teaching and learning, but until e-learning facilitators realise the change required in the use of LMSs and understand the specific skills required of learners, LMSs should not be used in Higher Education (Fetherston, 2000:51).

The E-Learning strategy of UWC (1999) affirms the above by stating that: "Academic staff needs to have the necessary skills, competencies and attitudes, educational and theoretical background as well as access to the technology needed to develop and manage courses that include access to and use of ICT".
This use of ICT is further improved through the practical implementation of instructional design training and support provided by the instructional design team of the E-Learning division.

3.2 Getting the support of top management

The E-Learning initiative and strategy should be driven and marketed at the Senate level and the different boards of an institution. Palloff and Pratt (2001) suggest that E-learning initiatives should be embarked on by a working group consisting of leaders from all academic departments. This would ensure, according to Allan (2002) that institutions communicate strategies based on the recommendations and guidance from across the institution and beyond.

The Executive Director of the Information and Communication Services (ICS) department is part of the institution's Senate body. This position gives him the edge to promote E-Learning initiatives at this level of governance. The Executive Director is also the 'father' of the in-house Open Source Learning Management System, KNG. He is a 'hands-on' leader, developing E-Learning tools for the Learning Management System (LMS) whilst also steering the strategic aim of the E-Learning initiative. The E-Learning Manager of the E-Learning Division (which is a part of ICS) has been selected as a member of the Senate Life Long Learning Committee, also enhancing the marketing of E-Learning initiatives from within.

3.3 Building an E-Learning Strategy

It is of utmost importance that "organisational policies, infrastructure and resourcing be reviewed in the light of the new E-Learning requirements" (Ellis & Phelps, 2000). Thus an E-Learning strategy is important to reveal the vision and intention of E-learning at the institution and for the over-arching, centralised resources and support and the specific departments within the institution need to re-align their policies to the new E-Learning strategy.

According to Clark (2002) an E-Learning strategy is an important tool that provides processes of 'decision-making' concerning the activities within the E-learning environment. The E-Learning strategy of UWC was developed by a task team consisting of nine members, who were instrumental in the decision-making process from the seven faculties across the board.

De Vries (2005) suggests that your E-Learning strategy should proclaim the *what*, *why* and *how* about the technology you have chosen to deliver and enhance your traditional teaching approach. The UWC strategy states that:

- *Information and Communication Technologies will be integrated into the curriculum to promote the four digital academic literacies, including basic computer literacy, digital information literacy, digital information fluency and digital knowledge creation*.
- *Technology will facilitate the transformation of teaching and learning according to a constructivist paradigm leading to active and independent learning (information literacy)* [E-Learning Strategy, UWC, 1999].
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The UWC E-Learning strategy also affirms that a strategy should encourage users to embrace technology in order to "provide opportunities for lifelong learning

3.4 Establishing an E-Learning Support Structure

Learning Management Systems (LMSs), multimedia, and other educational technologies supplement learning experiences. To use E-Learning effectively, institutions must amend pedagogy, develop and train users in order for them to

become more technologically and didactically proficient, and establish a reliable and flexible support structure (Arabasz & Baker, 2003) that is maintainable, efficient and effective (Joseph, 1999).

Upon realising the need to use information and communication technologies (ICT) to advance academic excellence in teaching and learning, UWC formed its own E-Learning division under the leadership of an E-Learning Manager in February 2005. The aim of the establishment of an E-Learning Division is to provide a structure for the implementation of integrated, holistic support and development for the institution. The division reaches across faculty boundaries and focuses on matters concerning the relationship to and use of educational technologies with teaching and learning.

3.4.1 The role-players within the division

Dedicated teams were created to support both the academic and non-academic staff as well as students of the institution.

Instructional Designers (IDs)

The instructional design team has a great responsibility toward the academics that have to be trained and supported so in order for them to engage effectively with the E-learning tools, enhancing the teaching and learning process. The ID's ultimate responsibility is to aid the lecturers and facilitators at UWC to get on par with the international scene in adopting E-Learning as a complimentary mode of education for the students. The ID team delivers face-to-face training on a weekly basis using the Learning Management System (LMS), KEWLNextGen (KNG). During these sessions the lectures are trained on how to use the core functions of the system which include; creating an online course, assessing and evaluating the progress of students and effectively communicating with students online. This training is sustained by one-on-one consultation in the participant's office and through ongoing e-mail and telephonic support. The Instructional Design team of the division started training on the system in September 2005. Since then they have trained a number of 123 lecturers on a voluntary basis across all faculties. More lecturers have indicated that they want KNG

student training. They have given one-on-one consultations to a number of 30 lecturers across 5 faculties.

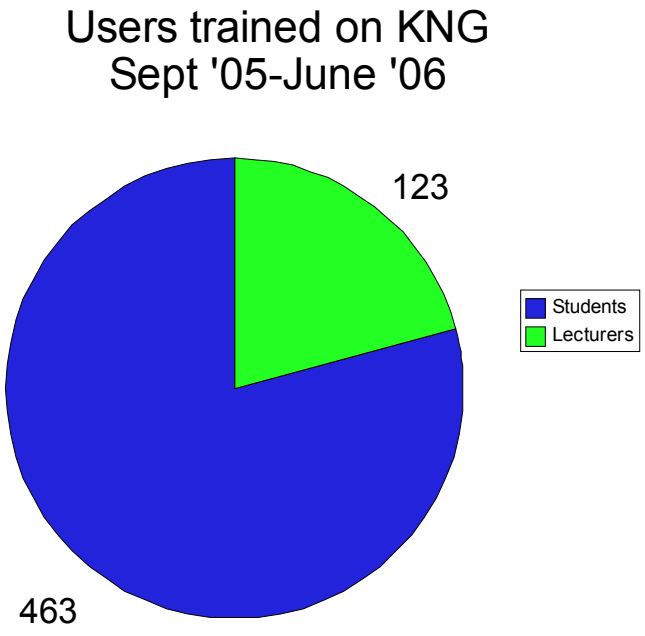
Learning Management System Student Training

As lecturers are trained on the system the students are also taught on how to use the system. Since January 2006 the unit has trained a number of 463 students from the following faculties, Law, CHS, Science, Arts and EMS. There is a 'queue' of 1410 students to be trained during second semester of 2006 from the following faculties, EMS, CHS, Arts and Law. Pilot Projects have been formed with different faculties. The following list indicates our current and upcoming pilot projects with various departments on campus

- Nursing Department
- Collaborative Social Work Project (UWC and Stellenbosch University)
- Pharmacy Department
- Law Faculty
- Nursing Department
- Management Department
- English Department

The Pie chart, **Figure 1,** indicates the number of lecturers and students trained on the system to date September 2005- June 2006.

Figure 1



ICT Staff Training Team

The division has created the awareness that the use of technology should not demand advanced technological skills from staff and that it should be accessible and manageable. Computer literacy training and development is provided to UWC staff members (academic and non-academic) in order to empower them with relevant skills in the workplace. The division is also creating awareness around teaching and learning experiences that should evolve away from traditional classroom replication to a more sophisticated use of technology. The team offers Windows, Microsoft Office as well as Free and Open Source Software (FOSS).

Databases, Spreadsheets and Presentations software tends to attract the biggest interest among our participants and some departments are sending their staff in groups. After attending our sessions, some departmental representatives request departmental 'customised training programmes'.

The E-Learning ICT training team aims to facilitate more Free Open Source Training for 2006, targeting the academic staff and postgraduate students. The participants will be trained in using the FOSS operating systems as well as the applications packages. We are currently engaged in the marketing strategy that will showcase FOSS as an alternative to the proprietary software and the training will be tailor made for the end users. The team is also engaged in FOSS awareness programs in the form of presentations and demonstrations. Support is provided for those who want to have it installed on their office computers and this support is also sustained through one-on-one consultation for the staff members who attend face-to-face training sessions.

The ICT team started training in September 2005 and have trained a number of people in different software packages, open source as well as proprietary. In total they have trained 148 people since the start of the regular monthly training sessions in September 2005.

They also provide specialized department-specific training to cater for the different needs of staff. They do needs analysis and assessment within the departments and offer the training accordingly. Following is the list of the departments that were already trained:

- Student Administration
- HR (two different groups from HR)
- The Library

- Campus Cleaning Services (Outreach project)

Digital Academic Literacy Team: Computer Literacy Student Training

The Digital Academic Literacy course has been designed in such a way that the novice user (the student) of the computer becomes empowered within one semester to word-process assignments for academic purposes. This means that the student learns about search engines, how to use the Internet effectively and to distribute information according to the approved procedures at UWC. Largely this course is viewed as "getting started" in computer skills for academic purposes.

The Digital Academic Literacy course was delivered to the following faculties: Community and Health Science (CHS), Law, Economic Management Sciences (EMS), Arts and Dentistry. During these training sessions students are taught basic computer literacy. The IS pilot project for 2005 was an overwhelming success and because the sessions were well received and resulted in requests for the team to train more students. The EMS faculty requested that the first year students (projected 1000) be taught by DAL team projected 1000 Arts students in 2006

Whilst many come to the classes for the computer skills of the course, it was seen by support team as an opportunity to introduce relevant and useful content. Prior to 2003, the content was focused on themes around citizenship within a national and international context. However, a turning point occurred in 2002 when students were finding out more about their HIV status and informing the co-ordinator that they were unable to attend a class or take a test on a given day given their HIV status.

We started the Open source Awareness in 2005 and in the current DAL course we are introducing the users to the Open Office packages such as Writer, Calc and Impress. Although we state that the course is taught in a dual mode of delivery (propriety and open office software), we make very little reference to Microsoft Word, Excel and PowerPoint as most of the teaching time is allocated to FOSS. When the students receive the course CD they are directed to the FOSS tutorials as they will be examined on these.

Materials Development Team (MDT)

The MDT is also currently working towards a FOSS environment, producing training and online manuals and simulations. As part of the E-learning structure it is very important that documentation is of utmost importance to facilitate users and administrator to understand the various software applications in use. Thus the team was brought into being to look at creating suitable materials to support the aim and also support the E-learning practioner to provide varied content in their courses. Currently they focus on creating manuals, simulations and other educational materials

Digital Media Team

Learning Management Systems (LMSs), the web, CD-ROM's, learning objects, artifact production and multimedia (MM) are tools that make E-Learning possible. To exclude any one of these tools immediately puts limitations on communication means and therefore also on the potential impact E-Learning can have on the teaching-and-learning enterprise. Without MM, LMS becomes little more than a one-stop for the exchange of heavily text-based content.

The focus of the digital media team is not to detail the exact application of the MM within E-Learning but rather to highlight the need for MM to maximise the teaching-and-learning experience. The main constraint on delivering digital media over the web is always bandwidth. Productions with a lot of audio, video, and graphics are especially restricted because these types of media require megabytes of file space. The digital media team offers CD–web hybrids which overcome this limitation by combining the media-rich capacity of CD technology with the immediacy and resources of the Internet.

The Digital Media (DM) team has also joined the Instructional Design team in their Learning Management System (KNG) training sessions. During these sessions the DM team has trained all the participants on the GIMP (Graphical Image Manipulation Programme) Editor, which is the Open Source equivalent of Photoshop. The GIMP editor enables the participants to learn how to make use or incorporate their digital media aspects within their online courses.

3.5 Integrating E-Learning with Human Resources Processes

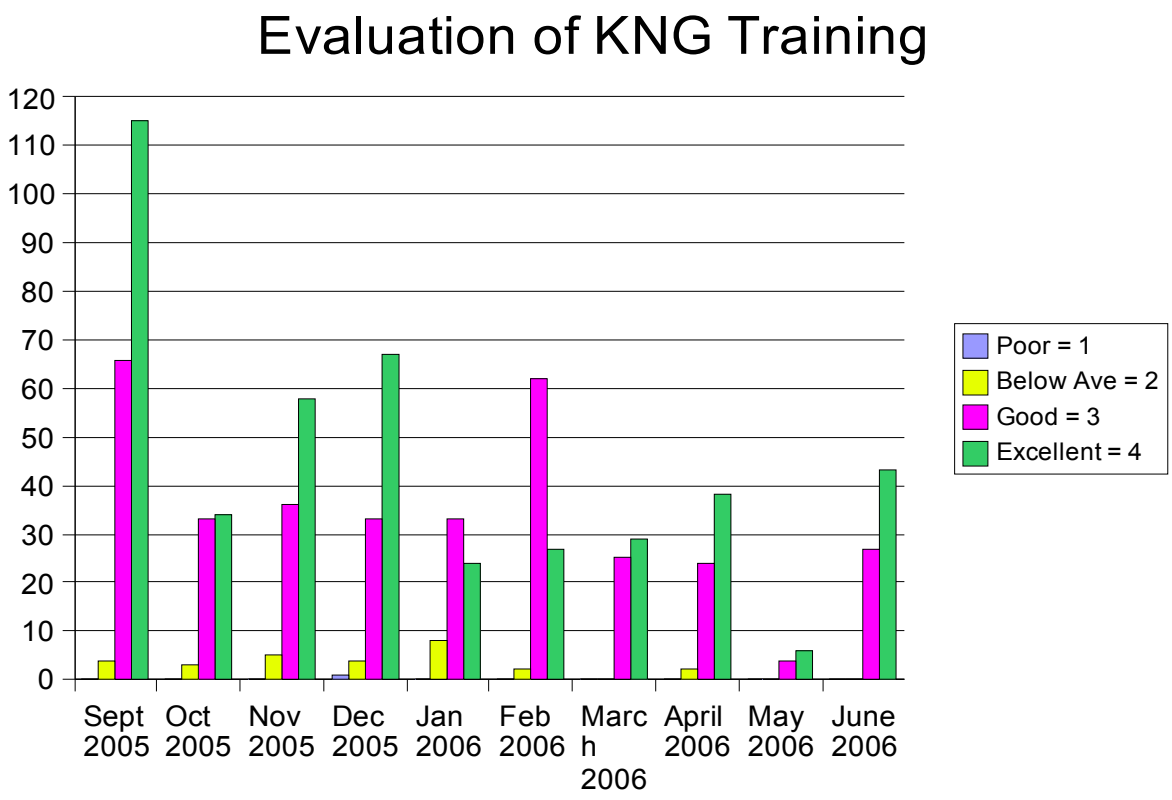
E-Learning will be among the most imperative developments of a Higher Education Institution's teaching and learning activities over the next few years (Clark, 2002). E-Learning should be an integral part of human resources processes and approaches, such as training, overseeing the performance of lecturers and offering incentives to them (Tucker 1997).

At UWC an action plan to achieve the link between the E-Learning division and human resources department (HR), includes the process of forwarding the structured monthly E-Learning training schedules to the HR department, who also assesses the training evaluation forms that lecturers complete immediately after each training session.

3.5.1 Training Analysis

As indicated the Instructional Design team of the division have trained a number of 123 lecturers on a voluntary basis across all faculties. This figure is graphically illustrated in figure 1. The following table indicates how the trained participants have evaluated the KNG training sessions. After every training session participants have to complete an anonymous evaluation sheet which is submitted to HR. This is also kept for easy referrals by the E-learning division to enhance training offered by the division.

Table 1



During staff induction programmes which are also steered by HR, newly appointed staff members are introduced to E-Learning resources, including a LMS training session. Lecturers have recently been encouraged to work toward an E-Learning incentive, a laptop. Their performance is measured against a rubric; see Appendix 1, which depicts outcomes that they should achieve in order for them to gain access to the incentive. They are expected to meet outcomes such as participating in a face-to-face LMS training session; developing an interactive online course and presenting at a lunch-time E-Learning seminar, sharing their online experiences and challenges with the greater campus.

At UWC the division are trying to instil a cultural change by promoting what is called lunch-time seminars, abroad these seminars are also known as ‘brown bag lunches’. Since April two lecturers from two different faculties have already presented at the lunch time seminars hosted during the first semester. The presenters were from the CHS and Arts faculties alternatively and both spoke about their challenges and successes in using e-learning. For the remainder of 2006, six more participants from

across faculties are in a ‘queue’ to present their experiences, challenges and successes, in using e-learning. A number of 35 people attended the two e-learning seminar sessions.

4. Methodology

Qualitative research is an all-encompassing concept including various forms of investigation of which the aim is to make sense of social phenomena without interrupting the real-life situation as far as possible (Merriam, 1998). A qualitative research approach was used in this paper. Data were collected by utilising existing books, electronic resources, and document analysis, the UWC E-Learning Strategy (1999). Data from the ‘natural setting’ (UWC, E-Learning Division) was also employed to emphasise the above data collecting techniques. The researchers aimed at obtaining an understanding of “a situation, phenomenon, community or person” (Bless & Higson-Smith, 1995).

A questionnaire was created and emailed to users that were trained on the system KewlNextGen (KNG). The E-learning division sought to evaluate the lecturer’s views and perceptions regarding the usage of KEWL version 1.2 (‘old KEWL’) when it was operational at UWC (1997-mid 2005). All of these participants were e-mailed in order to gage their perceptions on the ‘old KEWL’ system. The questions and responses are listed as Appendix 3 at the end of the paper. Some of the participants in this survey indicated that they had not used the ‘old KEWL’ system. Those that had used the ‘old KEWL’ system used it for various reasons and some only used it to access their class lists or to administer the marks and not really for the educational purpose.

The following questions were asked:

-Did you use the old KEWL system, including KEWL 1.2?

-Did you receive training on the old KEWL system?

-What were your perceptions on the old KEWL system, i.e?

-Was it easy to navigate?

-How do you rate the support structure?

-Please add any other comments

Some of the participants in this survey indicated that they had not used the 'old KEWL' system. Those that had used the 'old KEWL' system used it for various reasons and some only used it to access their class lists or to administer the marks and not really for the educational purpose.

The document analysis include: Evaluation forms that were filled in immediately after face-to-face training sessions and this is reflected earlier in the paper as a table highlighting the evaluation responses of the paper.

5. Conclusion

The paper reflects that the E-Learning support structure at UWC continuously drives the E-Learning initiative. As a result from the data analysis above, it can be deduced that E-Learning is a rapidly growing option in the field of education at the institution. Appendix 4 reflects that the institutional leaders (deans and heads of departments) are also motivating and directing lecturers to use this mode of delivery. Considerable planning must be done when implementing an E-Learning strategy, and since educational technologies are ever-changing, strategies and institutional policies must be reviewed. This continuous assessment and review of institutional policies was highlighted during the Rector's Institutional Operating Plan (IOP) meetings held in December 2005, whereby he emphasised that E-Learning had become a very important aspect of our institution's core business, addressing various issues such as access, shortages of classrooms and remedial assistance for learners. He also envisioned the recordings of lectures to be placed within the Learning Management System, KNG, soon after the face-to-face session, enhancing the teaching and learning and creating easy access for the learners.

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Appendix 1

E-Learning Incentive Rubric

Demonstrating the support and facilitation of the online classroom

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Name _____

	Beginning 1	Developing 2	Accomplished 3	Score
E-Learning Understanding				
E-Learning structure, support and development initiatives	The E-Learning Manager and the ID team does not present anything related to E-Learning	The E-Learning team does not present and the department/unit collects very little information related to E-Learning	The E-Learning Manager and the ID team presents to the department and they understand what is expected of them concerning E-learning and incentives	
Face-to-face Scheduled E-learning Training				
KNG Training: Communication Content Creation Assessment	The participant does not attend any scheduled E-Learning training sessions	The participant does not complete the entire scheduled training programme	The participant attends all the scheduled E-Learning training sessions	
Support and Facilitation of the online classroom				

Access				
Creating an orientation section at the start of the course	There is no orientation section at the start of the course	Milestones are flagged within a course map/outline	Course outline links instructions, outcomes, and activities	
Socialisation and Familiarisation				
Online learning and motivation	Expectations and directions are not made clear to the learner	The lecturer motivates and prompts/provokes interaction	The lecturer motivates and prompts/provokes interaction. The learners are encouraged to share their views and also helped in giving and receiving constructive criticism	
Information Exchange				
Course structure/outline and organisation of the learning content	Course content is not considered as part of stimulation and the lecturer does not help the learner to navigate through all the information	Course content is considered as part of stimulation and links to other resources are provided from the start	Course content is considered as part of stimulation and links to other resources are provided from the start. Learners are encouraged to share their views and resources	
Feedback				
Maintaining Substantive Feedback	Feedback is vague and ambiguous and the learner does not know what is expected from them in order to improve	The lecturer only sends feedback/email now and then and does not model the expected behaviour	The feedback provides learners with a continuous flow of information and addresses many	

		of the learner	facets: content, presentation skills, communication skills& group work skills	
Develop as knowledge builders				
Handing over responsibilities	The lecturer is always 'visible', maintaining and sustaining a discussion forum	The lecturer becomes less 'visible. The learner directs his/her own learning after the lecturer has directed and guided	Learners can be given weaving and summarising responsibilities for most of the course, or roles can be rotated throughout the course	
Showcase at E-Learning Seminar				
E-Learning Champions motivate others	The lecturer does not demonstrate his/her online course at an E-Learning seminar organised by the E-Learning team or at a specific department	The lecturer demonstrates his/her online course at a specific department	The lecturer demonstrates the online course at an E-Learning seminar organised by the E-Learning team, inviting the greater campus	

Appendix 2

UWC Collaborative Partners - AVOIR project

- **University of the Western Cape** - South Africa
- **University of Jos** - Nigeria
- **Catholic University of Mozambique** - Mozambique
- **University of Dar es Salaam** - Tanzania
- **University of Nairobi** - Kenya
- **Jomo Kenyatta University of Agriculture and Technology** - Kenya
- **Universite Cheikh Anta Diop de Dakar** - Senegal
- **Makerere University** - Uganda
- **University of Ghana** - Ghana
- **University of Eduardo Mondlane** - Mozambique
- **Nelson Mandela Metropole University** - South Africa

Appendix 3

Table 2

1. Did you use the old KEWL system	
Department	**Response**
Law	Did not receive training on the old KEWL system and did not use.
Nursing	I did use old KEWL and it was fine for me
Nursing	No. The reason for not using it was because it appeared too complicated.
Statistics	Yes
Religion and Theology	I attempted to use KEWL for marks administration. It failed to provide what was necessary. I therefore used it only for drawing name lists.
Law	Yes
EMS	Yes I did use the old KEWL.
Social Work	Yes

Table 3

2. Did you receive training on the old KEWL system?	
Department	**Response**
Nursing	See Table 2's response.
Nursing	Yes
Statistics	Yes
Religion and Theology	Yes, also with respect to both teaching.
Law	No
EMS	Yes I did receive training on it
Social Work	Yes

Table 4

3.2 What were your perceptions on the old KEWL system -Was it easy to navigate?	
Department	**Response**
Nursing	I did use old KEWL and it was fine for me
Nursing	See table 2's response
Statistics	It wasn't user friendly
Religion and Theology	I do not think so.
Law	It was relatively easy to operate, yes; especially later versions became easier to operate. But one needed to get over an initial fear of the technology. But for students it was less easy (see below)
EMS	I did not like the old KEWL cause the navigation around was slow and at time could not even operate correctly. For teaching purpose it did not help because the student complained a lot.
Social Work	Yes

Table 5

3.2 What were your perceptions on the old KEWL system - How do you rate the support structure?	
Department	**Response**
Nursing	See table 2
Nursing	NA
Statistics	not efficient
Religion and Theology	If by support structure you mean staff supporting it, I had mixed experience. If you mean the way the programme functioned, I was disappointed, which resulted in my very limited use.
Law	Support from the team was ok.
EMS	See table 4
Social Work	Not as good as KEWL.NextGen but helpful.

Table 6

4. Please add any other comments	
Department	**Response**
Nursing	See Table 2
Nursing	No additional comments
Statistics	The very first KEWL was good in the sense that the control was in the lecturer hand, the only problem was the lecturer was not knowledgeable in html. The entire version after that was not suitable for lecturer to create their own style of teaching.
Religion and Theology	I would very much like to start working on KNG with a view to online teaching, but find my hands tied with more than enough to do. My impression is that at some other institutions one would be freed from some of one's duties in order to migrate to e-learning, but support to make this possible here seems to be completely lacking...
Law	Although it did the job it was a bit unstable and cumbersome to use. The worst part of the system was the procedure for students to register for it. It changed every year and often I was not told about changes. The passwords were so weird and case sensitive to boot and students confused a 1 with an I and a 0 with an o, so getting students to get into the system was a nightmare.
EMS	The new version is heading off in a good direction because I for one have not encountered any problems and every application opens.
Social Work	Nothing much to add.

Appendix 4

Buy in from top management: Deans and Heads of Department

This is list of the deans and departmental leaders who have had some involvement with e-learning. Head of departments attending the e-learning sessions have encouraged many of their staff members to also attend the training sessions. A number of 11 departmental heads have attended our training sessions. Some of these heads are at the forefront steering pilot projects. These are what we call E-Learning Champions and people that model the behaviour making e-learning an initiative that many more would want to undertake.

Faculty	HOD/ Departmental Chair	Department
Arts	Gordon Pirie	Geography
Arts	Woldemar Cloete	Religion and Theology
Arts	Fatima Slemming	Writing Centre
CHS	Thembesile Khanyile	Nursing Department
CHS	Jo-Celene de Jongh	Occupational Therapy
CHS	Vivienne Bozalek	Social Work
Economics & Management Sciences (EMS)	Melvyn November	Academic Development
EMS	Chris May	Management
EMS	Keith Gottschalk	Political Studies
Science	Ismail Wesso	Medical Biosciences
Science	Nadine Butler	Pharmacy

Dentistry	Natalie Gordon	Oral Hygiene
Dentistry	Amienah Shaikh	Paediatrics and Orthodontics

The dean of CHS Prof R. Mpofu attended our first E-learning Seminar held in April 2006. The dean of Dentistry, Prof. Moola, is involved with e-learning exploring the possibility of incorporating online computer based training.