

## CoE e-readiness for Online e – Learning

The table below illustrates CoEs current **capacities** i.e. materials & hardware; software, licenses, fees and data; HR, staff and tech support which ultimately affect their **readiness** for online e-learning – Low, Medium or High. The last two columns on the right indicate the CoEs' ultimate readiness for online e-learning – yes, no or partly.

CoE	Material & Equipment, Hardware: Low, Medium, High	Software, licenses, fees, data: Low, Medium, High	HR Costs, Staff, Tech Support: Low, Medium, High	Ready for online e-learning Yes/No/Partly	Ready for blended learning: Yes/No/Partly
University of Botswana	Low	Medium	High	Partly	Partly
The University of Malawi	Medium	Medium	High	Yes	Yes
University of Mauritius	High	High	High	Yes	Yes
Universidade Eduardo Mondlane	Medium	Medium	High	Partly	Partly
Namibia University of Science and Technology	High	High	High	Yes	Yes
Council for Scientific and Industrial Research (CSIR)	High	High	High	Partly	Partly
Stellenbosch University	Medium	High	High	Yes	Yes
University of KwaZulu-Natal	Medium	High	High	Partly	Partly
University of the Western Cape	Medium	Medium	High	Yes	Yes
University of Zambia	High	High	High	Yes	Yes
National University of Science and Technology	Medium	Medium	Low	Partly	Partly

### Guidance Notes:

The capacities were informed by the following questions in specific questionnaire sections:

- Experience with distance/online teaching (background section)
- Training received to deliver such teaching (background; institutional online e-learning experience sections)
- Extent to which the faculty has integrated ICT with academic offerings (institutional online e-learning experience section)
- Experience with re-packaging face-to-face materials (institutional online e-learning experience section)
- Time distance/mixed and online e- learning academic offerings have been available (institutional online e-learning experience section)
- Access to adequate hardware and software (staff online e-learning experience section)
  - CoE's current needs (same section as above)
  - The current internet challenges (same section as above)
  - Student challenges (student learning experience section)
- Access to sufficient ICT hardware and software support for online and distance learning in current working situation (institutional level technical and learning support section)
- Access to teaching and learning and / or communications support (same section as above)
  - Types of support partners have access to (same section as above)

How online learning platforms can be integrated with face-to-face learning/or improved (same section as above)

## CoE Needs

The table below illustrates the CoEs' needs to deliver/establish/improve online e-learning. Partners were first asked to specifically indicate their needs related to internet (connectivity, data and power supply) access. The general level of hardware and software capacity and needs was requested as well as CoE's willingness to co-deliver online e-learning with other CoEs.

CoE	Needs					
	Connectivity	Data costs	Power backup	Hardware	Software	Willingness to deliver online e-learning/training with other CoEs
University of Botswana	✓			High (PCs)	Medium (learning platform)	✓
The University of Malawi		✓		Medium (LCDs)	Medium (learning platform)	✓
University of Mauritius	✓			Low	Low	✓
Universidade Eduardo Mondlane				Medium	Medium	✓
Namibia University of Science and Technology				Low	Low	✓
Council for Scientific and Industrial Research	✓	✓		Low	Low	✓
Stellenbosch University	✓	✓	✓	High – medium (UPS)	Low	✓
University of KwaZulu-Natal	✓		✓	Medium	Low	✓
University of the Western Cape		✓		Low - medium	Low - medium	✓
University of Zambia	✓			Low	Low	✓
National University of Science and Technology	✓			Medium	Medium	✓

### Guidance Notes:

The needs assessment investigated the indicators within the following questionnaire sections:

- The CoE's current needs (staff distance and online learning experience section)
- The current internet challenges (same section)
- Student challenges (student learning experience section)
- How online learning platforms can be integrated with face-to-face learning/or improved (institutional level technical and learning support section)

### Reference notes:

- HD – High definition
- LCD – Liquid Crystal Display
- UPS – Uninterrupted Power Supply
- PC – Personal Computer
- IT – Information Technology