

CENTRE FOR INNOVATION IN LEARNING AND TEACHING (CILT)

Student Guide to Blended and
Online Learning (2023)



UNAM
UNIVERSITY OF NAMIBIA



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1. Introduction

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

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 takes you through some key aspects you would need to take note of in order for your learning online to be successful.

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 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.

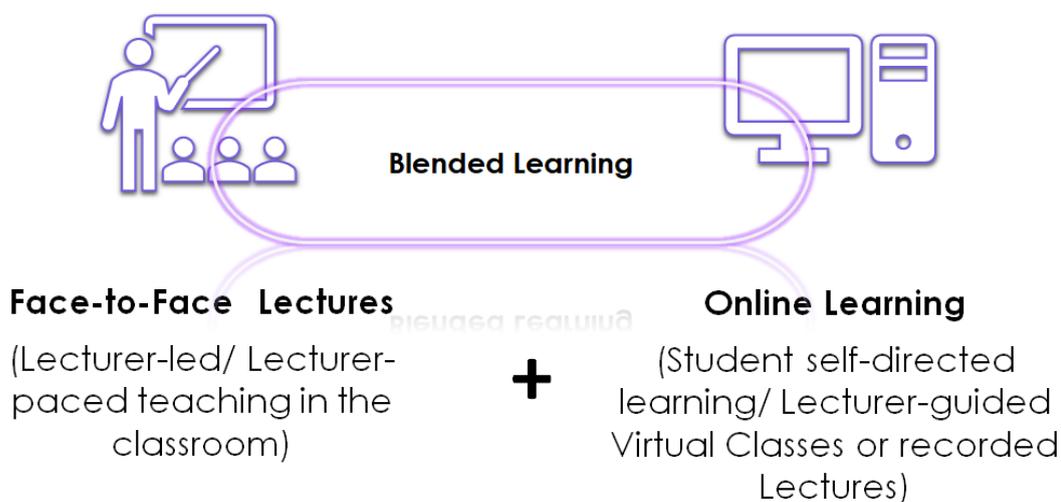
How is learning online like?

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

3 Introduction to Blended Learning

3.1 What is Blended Learning?

Blended learning is an approach to teaching that integrates or combines face-to-face and online instruction. In blended learning, students attend face-to-face classes, while also learning online. This does not mean that teaching done face-to-face is repeated online, 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 done 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 content

3.1.2 Part of the learning happens in an instructor-led classroom

3.1.3 Online and in-person learning is complementary, creating a truly integrated learning environment (Panopto.com)

3.2 Expectations on 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 sessions as per the course planning

3.2.3 Develop digital learning skills for them to use 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 Difference between Blended and Online Learning

Whereas Blended Learning combines contact 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 100% or close to 100% online. This means that all activities are completed online without physical engagement between the lecturers and students, or where contact is only made briefly at the beginning of 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 Computer skills

Students should be able to:

- 5.1.1 Perform fundamental tasks on a computer
- 5.1.2 Use the types of web browsers and how to find information through search engines.
- 5.1.3 Navigate through websites
- 5.1.4 Download learning resources and upload files to digital platforms
- 5.1.5 Complete learning and assessment activities on an LMS

5.2 Minimum Computer Skills requirements

- 5.2.1 **Computer hardware:** A student is expected to know the basic hardware components that will enable him/her to use a computer for basic functions.
- 5.2.2 **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.
- 5.2.3 **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 Multi-device and Cloud Computing Competence

- 5.3.1 **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)
- 5.3.2 **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 Digital Learning dispositions

- 5.4.1 Student should be open to change, especially coming from the traditional face to face learning, to embrace technology, and appreciate the learning experience.
- 5.4.2 Students should develop self-directed learning skills to be able to learn on their own and collaboratively with others

4. 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 thereby instantly able 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 the isolation, you need to become a member of a virtual learning community, which can be achieved through joining the social networking groups such as on WhatsApp and/or 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.

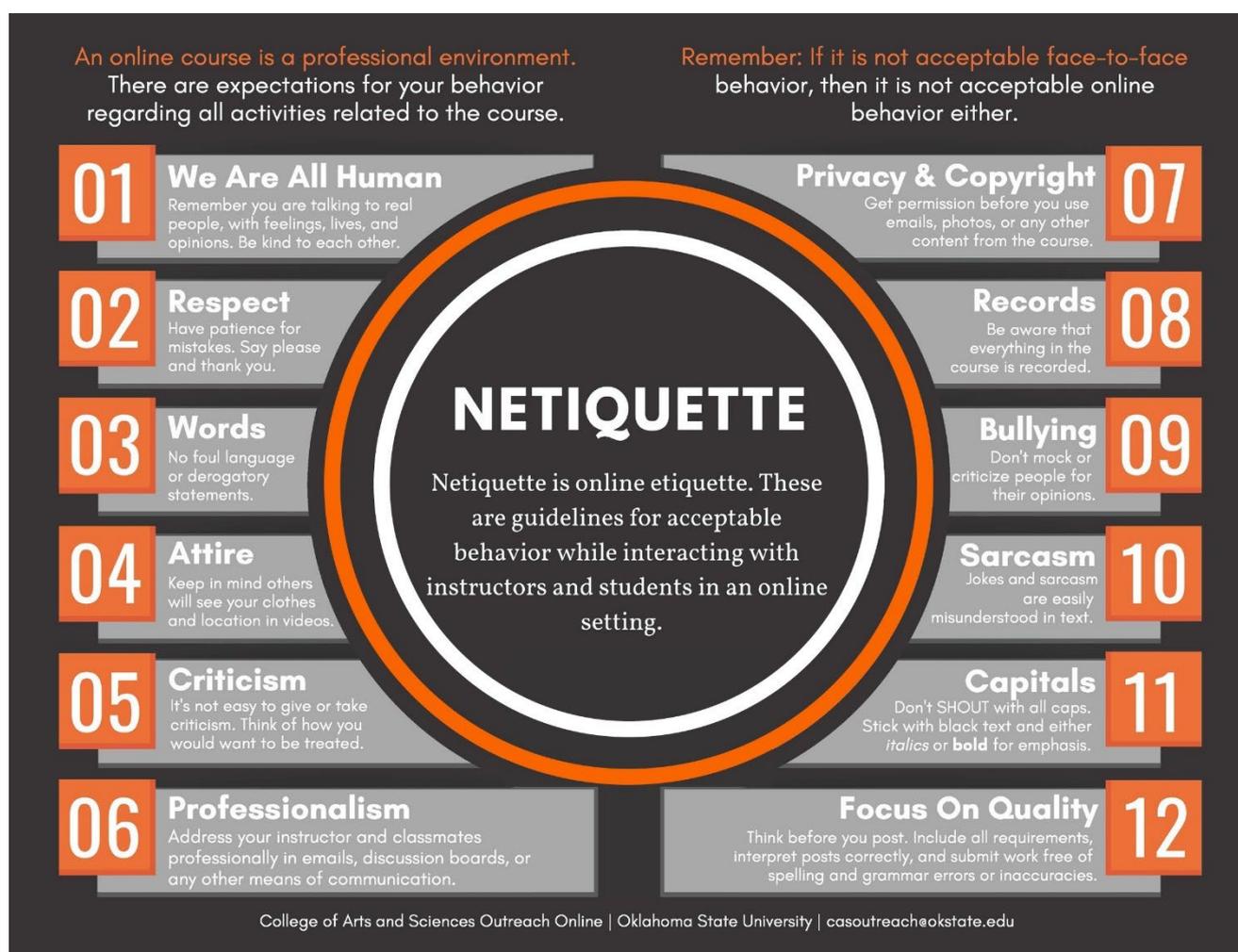


Figure 2: Netiquette Rules (Oklahoma State University, 2023)

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

5. How to be organised digitally

5.1 Moodle nrollment

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

5.2 Creating an effective workspace for studying/learning

- 5.2.1 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.
- 5.2.2 Students must make sure that there is an electric outlet nearby to keep their devices charged while logged into an online class.
- 5.2.3 Students should also ensure that there is a stable Internet connection before attempting any online activity/task.

5.3 Organising learning resources

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

5.4 Organising and managing time

- 5.4.1 **Timing:** Students should keep track of their assessment dates and time. Assessment activities on Moodle can easily be tracked on the Moodle dashboard or course's upcoming events
- 5.4.2 **Setting reminders and following academic calendars:** is very helpful as it helps you to keep in check with your due dates.
- 5.4.3 **Monitoring notifications:** check Moodle and email notifications daily

5.5 Accessing student orientation resources

- 5.5.1 [Student Virtual Orientation](#)
- 5.5.2 [CILT Student Orientation Page](#)

6 Managing Digital Distractions

When learning through 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 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:

6.1 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.

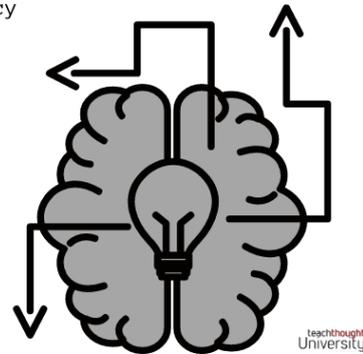
6.2 Losing focus on learning: Being distracted implies that your focus on learning is being strained. This may pull you away from the learning environment. Some of the reasons why you cling to your devices even during class time may be for wanting to stay connected and the fear of missing out (FOMO).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



Read about the [25 tips of reducing distractions](#) as presented by "Teachthought university", which are also summarized in the image below

25 TIPS TO REDUCE DIGITAL DISTRACTIONS AND IMPROVE YOUR FOCUS

- Value quality over recency
- Use the Forest app
- Track your productivity
- Set boundaries
- Use OneTab
- Meditate
- Use voice commands
- Turn off notifications
- Know thyself
- Choose the medium
- Use one screen
- Use background noise



Distractions may come from:

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

7 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:

- 7.1 Make sure to keep your login credentials private by never sharing your passwords with anyone.
- 7.2 Make sure to always logout of your eLearning platforms and other online profiles, especially if you use public devices such as library computers or computers at internet cafes.
- 7.3 Do not store/save your login credentials on the web browsers on public computers.
- 7.4 Regularly change your password from time to time (e.g. once a month).
- 7.5 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).
- 7.6 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)

8 General Tips for Learning Online

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

- 8.1.1 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.
- 8.1.2 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.
- 8.1.3 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.

8.2 Hold yourself accountable

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

8.3 Practice time management

- 8.3.1 The flexibility to create your own schedule is often one of the biggest appeals of taking online classes.
- 8.3.2 Have solid time management skills, without them, you might easily find yourself cramming before classes or handing in subpar assignments.
- 8.3.3 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:
 - 8.3.3.1 Look at the syllabus at the start of the semester and make note of major assignments.
 - 8.3.3.2 Mark them on a calendar you check regularly so you know what workload is coming in the weeks ahead.
 - 8.3.3.3 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.
 - 8.3.3.4 Create a weekly schedule that you follow, designating certain hours each week to reading, watching lectures, completing assignments, studying, and participating in forums.
 - 8.3.3.5 Commit to making your online coursework part of your weekly routine and set reminders for yourself to complete these tasks.
 - 8.3.3.6 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.
 - 8.3.3.7 Check-in periodically throughout the term and look at how you are spending your time.
 - 8.3.3.8 A little self-reflection and adjustment can go a long way.

8.4 Create a regular study space and stay organized.

- 8.4.1 Set up a dedicated learning environment for studying, establish a routine.
- 8.4.2 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.
- 8.4.3 Setting up a regular workspace or office will also help you to stay organized.
- 8.4.4 Knowing exactly where important dates, files, forms, syllabi, books, and assignments live will help keep you on track towards hitting your goals.
- 8.4.5 When setting up your study space, make sure you:
 - 8.4.5.1 Have a high-speed internet connection
 - 8.4.5.2 Have the required books, materials, and software for the course
 - 8.4.5.3 Have headphones for listening to lectures or discussions (especially important in shared spaces)

8.5 Eliminate distractions

- 8.5.1 The best online students know how to lessen these distractions and set aside time to focus.
- 8.5.2 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.
- 8.5.3 If you're still having trouble resisting the temptation to check your email or surf the web, try downloading a website blocker.
- 8.5.4 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.

8.6 Practice Using Technology

- 8.6.1 Learners of all ages can struggle when they need to use a new tool or software for the first time.
- 8.6.2 Researchers recommend that students and instructors familiarize themselves with online teaching tools and platforms by completing low stakes activities before moving on to more critical work.
- 8.6.3 If a course requires the use of a new software or technology, spend time using the tool to practice on a low-stakes assignment or a personal task with fewer learning consequences.

8.7 Avoid Fatigue and Burn Out

- 8.7.1 Zoom fatigue is real; the term describes “the tiredness, anxiety, or worry resulting from overusing virtual platforms.
- 8.7.2 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.

8.8 Reward Yourself

8.8.1 Rewards can help students maintain motivation and morale.

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

8.9 Figure Out How You Learn Best

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

8.9.2 If you are a visual learner, for example, print out transcripts of the video lectures to review.

Learn best by listening?

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

8.10 Actively participate

8.10.1 Participate in the course's online forum to help you better understand course materials and engage with fellow classmates.

8.10.2 This might involve commenting on a classmate's paper on a discussion board or posting a question about a project you are working on.

8.10.3 Read what other students and your professor are saying, and if you have a question, ask for clarification.

8.10.4 Make sure you are checking in as often as you can, too.

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

8.11 Leverage your network

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

8.11.2 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

9 Monitoring and Evaluation of Learning and Teaching

9.1 What is evaluation of learning and teaching?

Teaching evaluation is a process of assessing all of the lecturers' activities inside and outside of the classroom, lecture halls or laboratories that are aimed at identifying strengths and weaknesses in order to address them and enhance student learning. UNAM carries out lecturer evaluation twice a year and as students, you would be expected to provide feedback in this process.

9.2 Why is the evaluation needed?

The evaluation serves three major purposes, namely to:

- 9.2.1 Provide feedback on teaching effectiveness, as perceived by you as students
- 9.2.2 Promote improvement in lecturers' teaching approaches
- 9.2.3 Enhance student learning outcomes
- 9.2.4 Offer feedback to lecturers and contribute to management decisions on promotion
- 9.2.5 Provide information to support academic programme development and accreditation

9.3 How is learning and teaching evaluated?

Using questionnaires, the evaluation of learning and teaching is conducted in a "360 degree" approach, through four main ways:

- 9.3.1 Students assess the lecturers' teaching effectiveness by expressing their perceptions through completing an online questionnaire
- 9.3.2 Lecturers assess their own teaching effectiveness by completing a questionnaire
- 9.3.3 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.
- 9.3.4 Academic supervisors assess the lecturers' teaching effectiveness by completing a questionnaire and conducting interviews with specific lecturers.

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

The primary instrument used is the Student evaluation instrument. This tool is completed by students to evaluate their lecturers' instructional practices.

9.5 When are the evaluations administered?

Student evaluations are administered to students once each semester, for the purpose of evaluating their lecturers' instructional practices and their own learning and teaching experiences.

9.6 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 relocate all evaluation functions to the Moodle Learning Management System (LMS). This system is open and free software.

9.7 What is EvaSys?

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

9.8 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 Teaching and Learning (CILT).

9.9 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:** +264612064671/3906;

E-mail: hshemuketa@unam.na/sshakaalela@unam.na

9.10 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**.

9.11 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 submitted, you should be returned to the first page of the survey, this means your responses have been successfully submitted.

9.12 What reports are created in EvaSys?

The following report is created in EvaSys:

- **Student evaluations reports:** after students have completed the online questionnaires to evaluate lecturers.
- Other survey reports can also be produced as it may be requested.

9.13 In what ways can lecturers use feedback from students?

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

- 9.13.1 Analyse and compare how the evaluation feedback provided fits in with their own teaching goals and their faculty/school/department's expectations for teaching
- 9.13.2 Check for patterns and themes in students' feedback, to identify trends, 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.
- 9.13.3 Use student feedback to improve their own teaching methods, in order to enhance student learning

experiences and improve student performance

9.13.4 Inform students that their honest opinions and constructive feedback are valued, and used for improving learning and teaching.

9.13.5 Inform students that lecturers are interested in both positive and negative feedback on the course/module.

9.13.6 Inform students about the kind of feedback lecturers find most useful.

9.14 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. But it is not linked to any other UNAM systems such as ITS.

9.15 Where is the data stored?

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

9.16 How can I access my evaluation report?

Currently, evaluation reports are not accessible outside of EvaSys. One needs to be registered on EvaSys in order to obtain a username and a password to logon to the system. However, the rights to access information on EvaSys are restricted to administrators only.

9.17 Who else has access to the information on EvaSys?

A few individuals in the Department of Information and Technology Services (DITS) that provide support as technicians and managers have access. They are directly accountability for the functioning of the EvaSys systems and are therefore permitted to access information on the system.

9.18 Why are students' evaluation of lecturers important?

Student evaluations are important because:

9.18.1 Students' voice is an essential element of a comprehensive strategy for improving teaching and enhancing learning.

9.18.2 Students provide vital data, right from the classroom where most of the learning and teaching occurs. These data manifest the realities of teaching and assessment practices in actual time.

9.18.3 Data from students are used by lecturers to adjust their teaching and assessment practices in order to enhance student learning.

9.18.4 Data from students inform the review of course content whereby academics incorporate essential employability attributes and soft skills requirements for programme development.

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

9.19 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).

9.20 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.

9.21 How will students benefit from their responses?

Depending on the study level, (say you are a first, second- or third-year student) then 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.

9.22 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 inclusion of students' voice can be demonstrated.

9.23 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, where students can access evaluation surveys.

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

9.24 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 your lecturer immediately. The lecturer will then contact the M&E unit immediately at **Tel:** +264612064671/3906, **E-mail:** StudentEvaluationSupport@unam.na

10 How to contact us?

eLearning (Moodle LMS) Queries	Online Queries/ eTicketing
Digital Learning Systems Email: elarningdesk@unam.na	Access the eticketing system here: https://elarning.unam.edu.na/support/ Tutorial on using eticketing system: https://youtu.be/3m0YJBu-pnw
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 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 Sakaria O. Shakaalela Assistant Coordinator: Monitoring and Evaluation Tel: +264 61 206 3906, e-mail: sshakaalela@unam.na E-mail: StudentEvaluationSupport@unam.na

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