

Open your mind



CENTRE FOR INNOVATION IN LEARNING AND TEACHING (CILT)

Student Guide to
Blended and Online
Learning (2026)

Prospectus 2026
UNIVERSITY OF NAMIBIA

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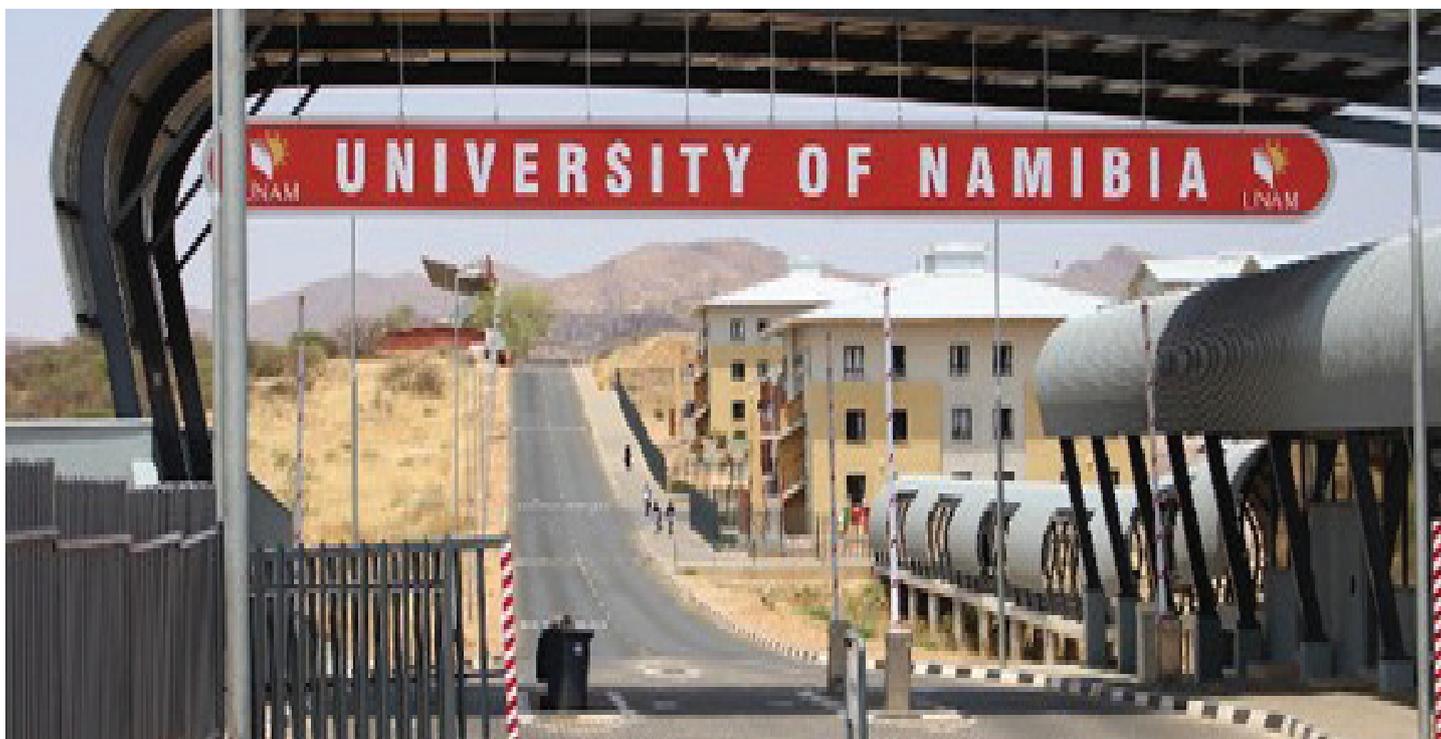
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Acronyms & Abbreviations

BBB:	BigBlueButton
CILT:	Centre for Innovation in Learning and Teaching
LMS:	Learning Management System
MS:	Microsoft
UNAM:	University of Namibia

Introduction

Welcome to the University of Namibia! Whether you are an undergraduate or postgraduate student, we warmly welcome you and would like you to feel at home. 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, at UNAM you would be expected to study either partially online (Blended) in all programmes or fully online in some programmes. This guide provides you with an overview and brief orientation to help you successfully learn 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 attend lectures at specified times, or asynchronous:

where students access learning materials at a time of their choosing, using 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 made available 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

ACTIVITY 1: BLENDED LEARNING



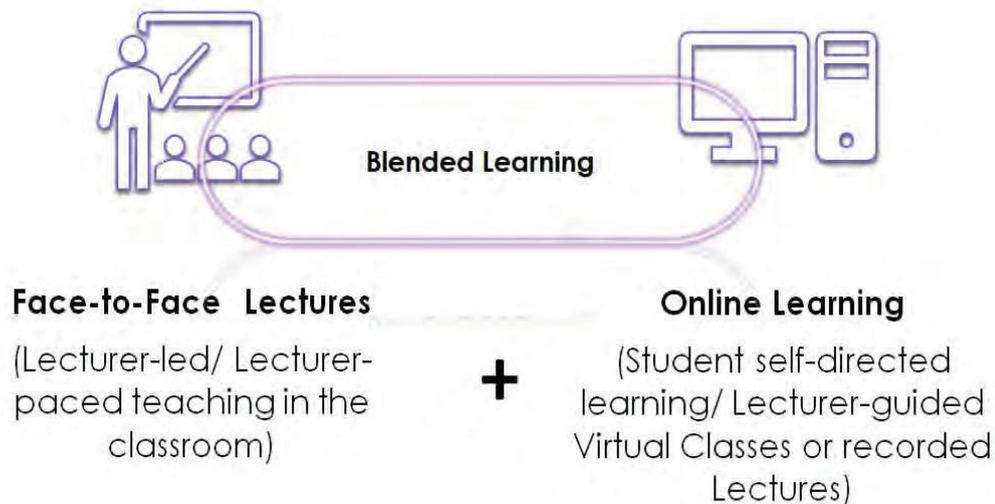
1. What do you expect from blended learning?
2. Read sections 3 and 4 of the student guide, then:
 - a. Write down any questions you have
 - b. Where can you find answers to your questions?
3. Watch this video by [George Siemens](#) on what students need to consider for online learning. It was made during the Covid pandemic, but his points still hold true for any student moving to online and blended learning, like yourself. Note his list of five things to consider. Are these things covered in this Student Guide? Reflect on them as you read the guide.

(Please note: this activity is for your own reflection, not for submission)

3. Introduction to Blended Learning

3.1 What is Blended Learning?

Blended learning is an approach to learning and teaching that combines face-to-face and online teaching. In courses that have adopted blended learning, you attend face-to-face classes/ lectures, while also using eLearning platforms for online learning. This does not result in repetition of face-to-face learning, but rather your lecturers decide on what is to be delivered face-to-face and what is to be completed or engaged with online.



3.2 Features of Blended Learning

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

3.2 Features of Blended Learning

- 3.3.1 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
- 3.3.2 Attend face-to-face classes as per the course timetable
- 3.3.3 Develop digital learning skills suitable for digital and online learning
- 3.3.4 Develop self-directed learning skills to support self-paced learning
- 3.3.5 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 you can interact with lecturers and fellow students in the classroom and online, in Online Learning on the other hand all learning takes place online. This means that all learning materials for your modules are made available on the LMS and learning activities are completed online, without physical engagement between yourself and lecturers, or where contact is only made minimally at selected times 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

As a student, you 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 and navigate through websites
- 5.1.5 Download learning resources and upload files to digital learning platforms
- 5.1.6 Complete learning and assessment activities online

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: You are expected to know the basic hardware components that will enable him/her to use a computer for basic functions
- 5.3.2 Software: You 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: You 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: You should type accurately and at appropriate speed
- 5.3.5 File Management: You should organise, store, and retrieve digital files efficiently

5.4 Multi-device and Cloud Computing Competence

- 5.4.1 Multi-device use competence: You should be able to use multiple digital devices, e.g. laptop, desk computers, smart phones and tablets to navigate through online learning resources
- 5.4.2 Cloud Computing: You 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 Office applications: You should have basic competence for using productivity software

such as Microsoft Office suit: Word, Excel, PowerPoint, Outlook (mail), OneNote, etc.

5.5 Digital Learning dispositions

You should:

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

REFLECTION 1: SKILLS FOR BLENDED LEARNING



1. Read through 5.1 to 5.5
2. While you are reading, use it like a check list – colour code the list to indicate:
 - a. Green – skills and attitudes you are confident you have
 - b. Orange – skills and attitudes you have but could improve with additional support
 - c. Red – skills and attitudes you need support to develop urgently
3. How / where will you get support to develop the orange and red ones?

(Please note: this activity is for your own reflection, not for submission)

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 experience.

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

7.1 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.

7.2 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 you to participate effectively in online learning communities, you need to learn and understand Netiquette, which refers to the set of rules and best practices for respectful and effective communication in online courses. By adhering to netiquette, you can help create a positive and productive online learning environment that fosters collaboration and mutual respect.

7.3 Netiquette for Discussion Board and Online Learning Communities

- 7.3.1 **Read Before Posting:** Make sure you understand the discussion topic and have read previous posts to avoid repeating information.
- 7.3.2 **Be Respectful and Considerate:** Treat others with respect, even if you disagree with their opinions. Use polite language and avoid personal attacks.
- 7.3.3 **Stay on Topic:** Keep your contributions relevant to the discussion. Off-topic posts can disrupt the flow and confuse other participants.
- 7.3.4 **Use Clear and Concise Language:** Write your posts in a way that is easy to understand. Avoid using jargon or overly complex sentences.
- 7.3.5 **Proper Grammar and Punctuation:** Use correct spelling, grammar, and punctuation to maintain clarity and professionalism in your posts.
- 7.3.6 **Acknowledge Others' Contributions:** Reference to other students' posts where relevant and build on their ideas to foster a collaborative environment.
- 7.3.7 **Be Mindful of Tone:** Without the benefit of non-verbal cues, written words can be easily misinterpreted. Be aware of how your message might be received. Do not use all capital letters, as it can be perceived as shouting.

- 7.3.8 **Provide Evidence:** When making claims or presenting arguments, support your points with evidence or citations to strengthen your contribution.
- 7.3.9 **Be Constructive:** Offer constructive feedback and suggestions rather than simply criticising. Aim to contribute positively to the discussion.
- 7.3.10 **Be Patient and Open-minded:** Allow time for others to respond and be open to different perspectives. Respect diverse opinions and experiences.
- 7.3.11 **Use Proper Formatting:** Break up long posts with paragraphs and use bullet points or numbered lists to make your message more readable.

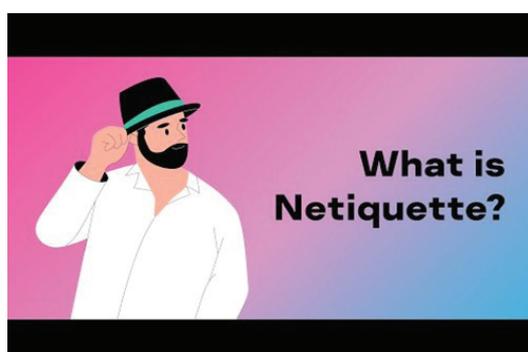
(Courtesy of the [University of Maryland](#), 2024) See additional netiquette rules on the following page in Figure 2:

REFLECTION 2: NETIQUETTE	
	<ol style="list-style-type: none"> 1. Do you agree with the need for netiquette? 2. What expectations do you have of yourself and other students regarding netiquette? 3. What expectations do you have of your lecturers? 4. What would you add to this list?
(Please note: this activity is for your own reflection, not for submission)	

Now watch the following video on general netiquette while comparing them with the netiquette for discussion boards/ forums above.

7.4 Netiquette Rules

0:00 What is Netiquette? **0:41** 12 Rules for Netiquette **0:45** #1 Be Polite **0:57** #2 Think before you post **1:10** #3 Maintain self-control **1:22** #4 Read before posting **1:31** #5 Be your own grammar police **1:44** #6 Respect privacy **2:14** #7 Be quick to make your point **2:28** #8 Overlook mistakes **2:41** #9 Don't abuse your power **2:55** #10 Avoid flame wars **3:11** #11 Know your cyberspace **3:25** #12 Report hate speech



(Alternatively click [HERE](#) to access the video on netiquette)

8. How to get Digitally Organised

8.1 Accessing your courses on Moodle

- 8.1.1 CILT provides you with the necessary eLearning support.
- 8.1.2 Once you register for the new academic year, the University's IT systems will process your records and assign you to your courses on Moodle LMS.
- 8.1.3 You should monitor your Moodle platform to ensure the modules you registered for are accessible
- 8.1.4 If you opt for late registration, the process remains the same. Should you encounter any issues with accessing your courses, you may use the CILT ticketing to send through your queries: [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 the navigation process 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 informationh your queries: [online support ticketing system](#)

8.5 Accessing Student Orientation Resources

8.5.1 [CILT Student eLearning Tutorials](#)

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 your academic work and accomplish your goals. There are a lot of distractions that can derail your focus.

9.1 Common distractions

- a) **Social media and Instant Messaging:** Platforms like Instagram, Facebook, TikTok, and Snapchat are designed to keep you engaged and are primary sources of distraction. Constant alerts from WhatsApp, email, and messaging apps break concentration, leading to "continuous partial attention". If you have low self-discipline, you can easily be distracted due to Fear of Missing Out (FOMO), unable to control the urge to constantly check for updates, messages, or new content.
- b) **General Internet Browsing and "Rabbit Holes":** Non-academic web browsing happens when you switch from research to browsing news, entertainment, or shopping sites. This leads to the "Rabbit Hole" Effect where a quick search for information can spiral into hours of aimless, off-task browsing. Video streaming: sites such as YouTube or Netflix can eat into your valuable study time.
- c) **Media Multitasking:** Switching between tasks such as toggling between online, academic work and non-academic activities (e.g., checking email while watching a lecture) results in lack of focus and inefficient use of study time. You should also avoid having multiple tabs open on your browser, especially for pages unrelated to what you are studying as they invite constant distraction.

Summary of Digital Distractions

Distraction Type	Example	Impact on Students
Social Media	TikTok, Instagram, Snapchat	Pulls focus away, fuels comparison stress, reduces self-esteem
Instant Messaging	WhatsApp, group chats	Constant interruptions break thought flow and memory
Gaming Apps	Mobile or online games	Converts learning time into entertainment time
Notifications	Pop-ups, reminders, alerts	Creates fragmented attention spans
Web Browsing	"Quick searches" spiralling off	Leads to off-task rabbit holes, wastes class time

(Source: [ICTE Solutions Australia, 2026](#))

When you get distracted while in class by attending to non-class issues (cellphone call disruptions, phone notifications, social media, etc.), it implies that you do not show respect to your time, your lecturer or peers and you are not being courteous with them. Being distracted also implies that your focus on learning is being strained. This may pull you away from the learning environment.

9.2 Managing distractions

The following are ideas you should try out to minimise distractions and prevent them from impacting your valuable study time.

- Remove distractions:** you can do this by turning off technology during class and study time and putting your phone in your bookbag, so you don't see it. You can also turn off notifications on your phone. Also turn off unnecessary websites or apps that aren't necessary for the task at hand. If you study in a space that you share with others, use noise-cancelling headphones or listen to white noise or instrumental music.
- Motivate and inspire yourself:** If you're feeling distracted by something you really want to do, try promising yourself that you'll dedicate your time and attention to the distraction after you've finished the task you've set for yourself.
- Limit or block your internet use:** You can put your device in airplane mode to disconnect entirely
- Set a schedule:** dedicate a specific time to sit down and watch your lectures or

go through your course materials. It'll allow you to avoid distractions while studying online.

- e) **Create a dedicated study space:** studying away from distracting things makes it less likely to be distracted. Your space should be away from things like the TV, gaming systems, and anything else that will catch your eye.
- f) **Manage Your Time Effectively:** Adopt techniques like the [Pomodoro Technique](#), where you work for a focused 25-minute period followed by a short break. This keeps your mind fresh and maintains consistent productivity
- g) **Take breaks:** Sitting in front of a computer for long hours can be mentally and physically draining. Incorporate short breaks into your study sessions to stretch, walk, or relax. Physical activity not only improves focus but also helps reduce stress and boost overall well-being.

REFLECTION 3: MANAGING DISTRACTIONS



1. *What are your main distractions that interfere with your study time?*
2. *What have you done to manage these distractions?*
3. *What helps you best to retain focus?*

(Please note: this activity is for your own reflection, not for submission)

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 with 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

Your role in a blended learning environment varies based on several factors, including the type of course, the facilities available, the course objectives set by the lecturer, your goals in taking the course and so on. In general, your role encompasses the following:

11.1.1 Active engagement in learning activities

Whereas lecturers design several learning activities in a course, to help you acquire knowledge most desirably, your role is to acquaint yourself with the learning outcomes and actively engage in the learning activities. Time on task is one of the most important factors for effective learning. This means that knowledge acquisition is better when you deliberately and actively engage with the learning activities.

11.1.2 Taking control of your learning

Blended learning requires you to spend time on self-learning whereby you can access your learning materials and activities at a time and place of your choosing. This requires you to take control of your learning by making learning plans and executing them.

11.1.3 Monitoring your time and your learning

Since blended learning has portions of your learning that happen outside of class where you learn independently, you need to sharpen your time management skills to succeed. While you depend on lecturers and the University to set class timetables, when you study online on your own, that responsibility falls on you.

11.1.4 Seeking help as needed

CILT provides online spaces and platforms for you to send queries and share your challenges in your learning process. You will be oriented to these platforms and methods of seeking help during the student orientation programmes.

ACTIVITY 2: STUDENT ROLES IN BLENDED LEARNING



- 1. What questions do you have about your responsibility to participate in your own learning?*
- 2. What challenges do you think might come up for you in relation to the 'do's and 'don't's'?*

(Please note: this activity is for your own reflection, not for submission)

11.2 Expectations for Students

Blended learning environments are designed to offer you opportunities to attain high levels of competency and mastery. You are expected to aspire to higher achievement goals and work hard to achieve them. Use opportunities to express what you have learned, such as by answering questions, making presentations, participating in discussions, etc.

11.2.1 Do's in blended learning

- a) Attend and engage in all course activities
- b) Visit your courses on Moodle daily (block out time each day to dedicate to completing online activities)
- c) Ensure that you have access to your course outlines to familiarise yourself with the expectations of your courses (their learning outcomes)
- d) Monitor your learning by completing all learning activities and participating in discussion forums on your courses
- e) Seek help when you struggle with your course materials

11.2.2 Don'ts in blended learning

- a) Take your time to learn, but do not procrastinate
- b) Collaborate but don't plagiarise
- c) Be wise with the use of technology; don't misuse it and get distracted
- d) Attend face-to-face lectures when they are scheduled. Do not assume that you can catch up simply by reading course notes on your own

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

ACTIVITY 3: STUDENT EXPECTATIONS OF LECTURERS



1. *What role do you think lecturers have in blended learning in relation to supporting students?*
2. *How can lecturers support you?*
3. *How will lecturers know if you need support?*

(Please note: this activity is for your own reflection, not for submission)

12. General Tips for Learning Online

12.1 Treat an online course like face-to-face classes

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 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 your course activities, so you do not start an assignment the day before it is due

12.2.3 Pair up with a classmate or enlist the help of a friend to check in as an accountability partner

12.2.4 By being organised, proactive, and self-aware, you can get the most from blended and online learning

REFLECTION 4: LEARNING ACCOUNTABILITY AND SUPPORT



1. *How will you hold yourself accountable?*
2. *Who can help you?*

(Please note: this activity is for your own reflection, not for submission)

12.3 Practice time management

12.3.1 Have solid time management skills, without them, you might easily find yourself cramming before classes or handing in substandard assignments

12.3.2 Valuable tips to help you practice and improve your time management skills:

12.3.2.1 Look at the course outline at the start of the semester and take note of the major assignments

12.3.2.2 Mark key assignments on a calendar you check regularly so you know what workload is coming in the weeks ahead

12.3.2.3 Factor in prior commitments that may interfere with your regular study schedule so you can give yourself enough extra time to complete assignments

12.3.2.4 Create a weekly schedule that you follow, designating certain hours each week for reading, watching lectures, completing assignments, and participating in forums

12.3.2.5 Commit to making your online coursework part of your weekly routine and setting reminders for yourself to complete these tasks

12.3.2.6 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

12.3.2.7 Check in periodically throughout the semester and look at how you are spending your time

ACTIVITY 4: SELF-DIRECTING IN BLENDED LEARNING



- 1. Set a date with yourself to create a study plan. Make it realistic.*
- 2. How will you stick to your plan?*
- 3. Who can help you?*

(Please note: this activity is for your own reflection, not for submission)

12.4 Create a regular study space and stay organised

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

12.4.2 Determine the type of environment which works 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 When setting up your study space, make sure that you:

12.4.4.1 Have a high-speed internet connection

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

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

ACTIVITY 5: GETTING ORGANISED



1. *Plan your space. What resources do you need? What sort of environment will help you to focus on your studies? What are some of the spatial challenges you have? How can you overcome these challenges?*
2. *Set a time to set it up. Is this time for setup in your study plan.*

(Please note: this activity is for your own reflection, not for submission)

12.5 Practice Using Technology

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

12.5.2 It is highly recommended that you familiarise yourself with the eLearning platforms used at UNAM

12.5.3 If you have a course that requires the use of new software or technology, spend time using the tool to practice.

12.6 Avoid Fatigue and Burnout

12.6.1 Zoom fatigue is real; the term describes “the tiredness, anxiety, or worry resulting from overusing virtual platforms, not just Zoom

12.6.2 If you feel tired, overwhelmed, or anxious, taking a break can improve focus and task completion.

12.6.3 You can try to schedule breaks between classes and consider changing their settings to get fresh air, sunlight, or a drink of water

12.7 Reward Yourself

12.7.1 Rewards can help you maintain motivation and morale

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

12.8 Figure Out How You Learn Best

12.8.1 Establish where you will learn, think about when and how you accomplish your best work

12.8.2 Identify the time of the day when you are most productive and schedule your learning schedule around it

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

REFLECTION 4: MANAGING YOUR LEARNING



1. *What technology tools do you need to practice using?*
2. *Have you planned practice time in your study plan?*
3. *Do you have any study plan? Is your study plan realistic?*
4. *Have you allowed enough time for breaks, exercise and other support in your study plan?*

(Please note: this activity is for your own reflection, not for submission)

12.9 Actively participate

- 12.9.1 Participate in your courses' online forums to help you better understand course materials and engage with classmates
- 12.9.2 This might involve commenting on a classmate's post on a discussion board or posting a question about an assignment you are working on
- 12.9.3 Read what other students and your lecturer are saying, and if you have a question, ask for clarification
- 12.9.4 Make sure you check in into your courses as often as you can (preferably multiple times daily)
- 12.9.5 Attend virtual classes that may be organised and login on time

12.10 Leverage your network

- 12.10.1 Most online and blended courses are built around the concept of collaboration, with lecturers actively encouraging you to work together to complete course activities
- 12.10.2 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

REFLECTION 5: PLANNING AND GOAL SETTING



1. *Have you set clear study goals?*
2. *What rewards will you give yourself when you achieve those goals?*
3. *What things do you do to support your own learning, such as colour coding, creating mind maps, and so on?*
4. *How have you built that into your study plan?*
5. *1. Do you need a study partner? Do you have one? How can you get one?*

(Please note: this activity is for your own reflection, not for submission)

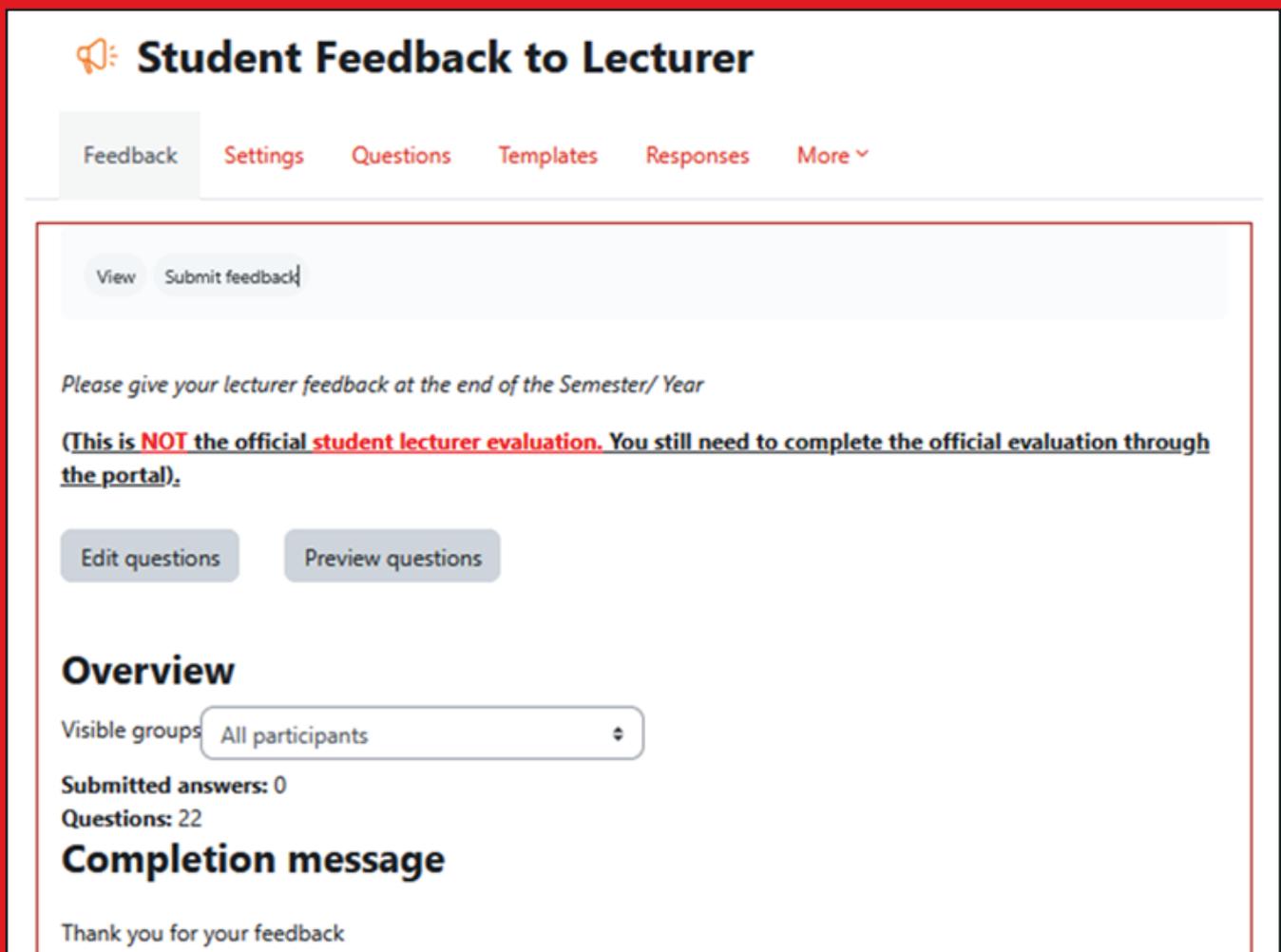
13 Monitoring and Evaluation of Learning and Teaching

13.1 About Student 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' teaching 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 experiences. UNAM conducts two SET surveys:

- (i) One on your online experiences in Moodle. The survey is provided within a course (see below: "Moodle Online Experience Evaluation")
- (ii) One of the student experiences with the module and the lecturer. This survey is conducted twice: one each semester. This survey is provided on the Moodle Dashboard (see also below: "Student Evaluation of Teaching (SET)"). Please click on Module Evaluation to access your modules you would like to evaluate.

Moodle Online Experience Evaluation



The screenshot shows the Moodle interface for "Student Feedback to Lecturer". At the top, there is a navigation menu with options: Feedback, Settings, Questions, Templates, Responses, and More. Below the menu, there are two buttons: "View" and "Submit feedback". A message reads: "Please give your lecturer feedback at the end of the Semester/ Year". A warning message states: "(This is NOT the official student lecturer evaluation. You still need to complete the official evaluation through the portal)". Below this, there are two buttons: "Edit questions" and "Preview questions". The "Overview" section shows "Visible groups" set to "All participants", "Submitted answers: 0", and "Questions: 22". A "Completion message" section displays "Thank you for your feedback".

Evaluation feedback

Available from 16 June 2025, 5:00 AM

Student Feedback to Lecturer

Completion ▾

Please give your lecturer feedback at the end of the Semester/ Year

(This is NOT the official student lecturer evaluation. You still need to complete the official evaluation through the portal).

Student Evaluation of Teaching (SET)

The screenshot shows a university dashboard with a navigation bar at the top containing 'UNAM 2025', 'Home', 'Dashboard', 'My courses', '2024, 2023, 2022, NBS Courses', 'Online Support', and 'Help Resources for Lecturers'. The main content area is titled 'Dashboard' and features a 'Calendar' widget for 'February 2026'. The calendar shows days from Monday to Sunday, with the 4th of February highlighted in red. To the right of the calendar are three widgets: 'Upcoming events' (stating 'There are no upcoming events'), 'Courses' (with a '>>> Courses >>>' link), and 'Module Evaluation' (showing a checkmark icon and the text 'No open surveys available').

CILT encourages students to provide us with valuable feedback during these processes and activities. Students can find more information about Student Evaluation of Teaching on our CILT website. Click [HERE](#) to access further information. We can also provide you with Guides, kindly contact us using email addresses listed under Section 14, for more information.

The Value and use of SET Reports

- 13.1.1 Students' voice is an essential element of a comprehensive strategy for improving teaching and enhancing learning
- 13.1.2 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
- 13.1.3 Data from students are used by lecturers to adjust their teaching and assessment

13.1 About Student Evaluation of Learning and Teaching

- 13.2.1 Analyse and compare how the evaluation feedback provided fits in with their own teaching goals and their faculty/school/department's expectations for teaching
- 13.2.2 Check patterns and themes in your 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
- 13.2.3 Use your feedback to improve their teaching methods, enhance your learning experiences and improve your performance
- 13.2.4 Inform you that your honest opinions and constructive feedback are valued and used for improving learning and teaching
- 13.2.5 Inform you that lecturers are interested in both positive and negative feedback on the course/module
- 13.2.6 Inform you about the kind of feedback they find most useful

For any queries on SET, you may contact the Monitoring and Evaluation (M&E) unit, at LTE Section in CILT.

Tel: +264612064671/3906

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

OR Email: set@unam.edu.na

14. How to contact us?

eLearning (Moodle LMS) Queries	Online Queries/ eTicketing
<p>Digital Learning Systems Email: elearningdesk@unam.na</p>	<p>Access the eticketing system here: https://elearning.unam.edu.na/support/ Tutorial on using eticketing system: https://youtu.be/3m0YJBu-pnw</p>
Academic Integrity/ Plagiarism related Queries	
Turnitin	Use of Turnitin in Moodle
<p>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</p>	<p>Turnitin has been integrated into Moodle. For any queries related to the use of Turnitin in Moodle, students should first consult their lecturers/ research supervisors. When such queries cannot be resolved, students may send a ticket at: https://elearning.unam.edu.na/support/ Use help-topic: Originality Checking Queries</p>
Online Exams	Video Lectures (Digital Media Unit)
<p>For issues related to exams administered online please email: onlinexamssupport@unam.na</p>	<p>For issues with online video lectures please email: digitalmedia@unam.na</p>
Work Integrated Learning and Internships Enquiries (Industry and Cooperative Education Unit)	Student Lecturer Evaluation (Monitoring and Evaluation Unit)
<p>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, Email: jnghipandwa@unam.na Tel 061 206 4774 CWIE Support: cwie@unam.na</p>	<p>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-mails: StudentEvaluationSupport@unam.na set@unam.edu.na</p>
Availability of course study materials on Moodle	
<p>Send a ticket to our online ticketing at: https://elearning.unam.edu.na/support/ Then select the Help-Topic: Study Guides or Notes onMoodle</p>	



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