

**WILLIAM V. S. TUBMAN UNIVERSITY  
HARPER CITY, MARYLAND COUNTY  
REPUBLIC OF LIBERIA**

**TECHNOLOGY-DRIVEN EDUCATION PROJECT (TDEP)—Reducing  
Illiteracy and Elevating Educational Standards in Maryland County, Liberia  
The Mini-pilot Program  
February 22 to April 7, 2010  
A Partnership of the Bailey Institute/Tubman University/LEARNSCAPE®**

TDEP is an initiative of



[www.baileyinstitute.org](http://www.baileyinstitute.org)

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**REPORT SUBMITTED MAY, 2010  
By  
The Tubman University Team**

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# REPORT ON TECHNOLOGY-DRIVEN EDUCATION PROJECT (TDEP) MINI-PILOT AT TUBMAN UNIVERSITY

By

The Tubman University LEARNSCAPE® Team

## Introduction

In January 2010, The Bailey Institute, in partnership with William V. S. Tubman University (TU), Liberia, West Africa, and President Elizabeth Davis-Russell, Ed. D, Ph.D., and in collaboration with LEARNSCAPE® (LS), a leading U.S. educational software company launched the Technology-driven Education Project (TDEP), a one-year pilot program at Tubman University to reduce illiteracy in Liberia. (See Appendix [1] for Project team roster) TDEP is a unique and innovative response to Liberia's need to quickly and cost-effectively reduce a national illiteracy rate of 80%. Tubman University became the beneficiary of this program because in testing its freshmen, the university learned that 90% could not function on the 12<sup>th</sup> grade level. Tubman University, under the leadership of Dr. Elizabeth Davis-Russell, is committed to using technology to address this problem and to transform TU into a 21<sup>st</sup> century institution.

The TDEP Internet-delivered remedial education program is possible through the generous donation by LEARNSCAPE® of its technology, software and the professional guidance of Nancy Huether, Senior Executive. Bailey Institute's team (Craig Esty, Lameck Odhiambo and Jennifer Bailey, Project Director) and Tubman University's faculty and staff collaborated to implement the TDEP mini-pilot. **The TDEP mini-pilot ran from February 22 to April 7, 2010.** The mini-pilot was preceded by a computer literacy assessment among participants and computer training (February 15-19).

## Purpose of the Mini-pilot

The results of the Mini-pilot will be used to assess TU's readiness to implement a Full-pilot (May 31-August 31, 2010), on Internet-delivered remedial education for 200 prospective TU freshmen.

Tubman University's 30-unit computer lab is the operational base for TDEP. Bailey Institute hosts weekly transatlantic meetings with TU using **GoToMeeting®** Web conferencing to monitor progress, provide Training of Trainers (TOT) sessions and mentor faculty and staff.

William V.S. Tubman University opened its doors for instruction on September 14, 2009, and brought higher education back to southeastern Liberia, a West African country of 3.4 million people. Tubman University's facilities in Harper City, Maryland County, Liberia, are inherited from the William V. S. Tubman College of Technology which closed in 1989 when Liberia's Civil War began. The 14 years of war destroyed Tubman and 80% of Liberia's educational institutions. One in 17 people was displaced or lost their lives. Education was on hiatus for 14 years and had a devastating effect on citizens. When Tubman University administered placement tests in 2009 to determine the instructional needs of students, it found 70 % of applicants needed remediation in English and 90% in Mathematics.

**Map showing Harper, Liberia, Home of Tubman University: [www.worldatlas.com](http://www.worldatlas.com), July 2, 2008**



## Comparison to be made between Traditional remedial Education and LEARNSCAPE®

During the mini-pilot, LEARNSCAPE’s educational content would be compared with traditional remedial procedures used at Tubman University, to ascertain the suitability of LEARNSCAPE® as a reputable resource for remedial education for Tubman University’s students.

### Mini-pilot Program Setup—Random Selection of Participants

The Mini-pilot began on Monday, February 22, 2010, and ended on Wednesday, April 7, 2010. The BI/TU/LS partnership determined at the outset, to limit the mini-pilot to 30 students and derive learnings and guidelines for working with 200 students expected to require remedial education in June 2010. Mini-pilot students were selected randomly from the registrar’s list of 63 students, needing remedial work in English, Mathematics or both. Unselected students participated in TU’s traditional remedial program where Mr. Zakamah taught language and Dr. Coker A. J. George, Jr. and Mr. William (Billie) Blamo taught Mathematics. Twenty eight (28) of the 30 completed the program—14 in language courses and 14 in Mathematics courses. Prior to starting LEARNSCAPE® courses, students took ‘LS-Locator’ tests in language and Mathematics to establish learning benchmarks (See Table 1).

Table 1 -- Participants’ characteristics and the level of their activities in the mini-pilot program

Description	Language		Mathematics		Total	
	Number	%	Number	%	Number	%
1. Participants (Students)	15	100	15	100	30	100
a) Female	8	62	4	33	12	48
b) Male	5	38	8	67	13	52
a) Active	13	87	12	80	25	83
b) "Inactive" *	2	13	3	20	5	17
2. Locator Test	13	87	12	80	25	83
3. Basic Skills	13	87	12	80	25	83

\* “Inactive” means these students did not participate in the program though selected randomly.

### The Computer Laboratory

The computer laboratory is a cornerstone of President Davis-Russell’s vision to ‘build a 21<sup>st</sup> Century University.’ Mr. Michael Topor, Director of Student Development and Remedial Services reports there are 30 working computers. TU plans to install 17 additional computers by summer 2010. However, these computers will not be available on June 1, for the start of the full-pilot. Dr. Davis-Russell has ensured that access to technology and the computer laboratory are a priority for the university.

**Figure 1, Students working on LEARNSCAPE® courses at Tubman University’s Computer Laboratory.**



### The Computer Literacy Survey

Mini-pilot participants completed a computer literacy survey on February 17, 2010, prior to the start of LEARNSCAPE® courses. Twenty four students (11 female and 13 male), returned the form for a retrieval rate of 87%. The survey confirmed computer illiteracy among 92 % of respondents. On the positive side, 75% of respondents expressed “A strong desire to be engaged in the ‘use of technology’ – computers – in the learning process.” The high level of computer illiteracy is consistent with national results of Liberia’s Census of Liberia Report (2008), which states, “Southeastern Liberia is ‘sparsely populated’ has ‘scanty social amenities,’ especially in higher education.”

### Basic Computer Training—Process and Content Covered

Basic computer skills training ran from February 15-19, prior to the start of LEARNSCAPE® courses. Training covered the log-in process, access to LEARNSCAPE® courses, the Locator Test, how to input and output data from the computer, keyboarding, typing, Microsoft WORD, and introduction to the Internet. Students were encouraged to spend as much time as possible in the lab to improve their computer skills. Undoubtedly, this brief and intense training was overwhelming and tested students’ dedication to the learning process. The TDEP team has concluded that four days of training is insufficient. To be most beneficial, two weeks is the recommended time for computer training in the full-pilot.

The Computer Lab Schedule:

Six hours of computer access were reserved for participants daily, between 8:00 AM and 4:00 PM (GMT), with a break from 12:00 to 1:00 PM. Students were encouraged to complete two hours of work, uninterrupted during this time. To reduce tardiness and absenteeism and to keep a record of participants' use of the lab, all students were required to sign-in from 8:00 AM to 9:00 AM with the option to stay on for the second hour or choose a convenient time to complete the second hour. Mini-pilot participants always had a choice of preferred hours. Students completed Locator tests and a few were exceptional in subject-specific tests. No student completed the required 60 courses (See Table 2).

Table 2 -- Participation and performance of students registered for the LEARNSCAPE® mini-pilot

**Remedial English - LEARNSCAPE®**

Random Student Number	Locator Test Grade	Average to Mar 12	Average after Mar 12	Number of Settings
1	86	0	75	16
2	80	90	82	24
3	70	0	75	25
4	79	0	80	32
5	71	0	78	35
6	70	0	73	23
7	73	0	80	22
8	70	0	80	26
9	90	80	85	28
10	81	0	85	34
11	72	0	85	24
12	75	0	78	22
13	76	0	71	31
14	70	0	73	31

**Remedial Math - LEARNSCAPE®**

Random Student Number	Locator Test Grade	Average to Mar 12	Average after Mar 12	Number of Settings
1	85	70	80	39
2	89	0	80	19
3	70	85	90	31
4	65	80	80	32
5	70	79	90	10
6	71	0	60	9
7	82	65	80	25
8	72	0	78	34
9	68	0	80	6
10	73	75	80	39
11	72	80	82	44

Traditional Remedial Programming versus the LEARNSCAPE® Program:

Two remedial programs were carried out simultaneously--the LEARNSCAPE® program and the TU's traditional remedial program. Grades recommended for students in the two programs are given below in Table 3. Regrettably, Mathematics scores for the traditional lesson portion are not available. Instructors reviewed and compared both programs indicating: "LEARNSCAPE® content provides unique technological advantages that strengthen students' education during and beyond the university-stay."

The LEARNSCAPE® mini-pilot program officially ended on April 7, 2010 with 27 of 30 registered students completing the program and improving basic skill levels significantly by an average of one-two grade levels (Table 3). The biggest boost for the mini-pilot was the sight of participants leaving the computer laboratory with a little more swagger to their steps buoyed by their confidence in having successfully computers for the first time, to improve their language and Mathematics skills.

Table 3 -- Remedial Education: Letter Grade and % of Student's Results in Traditional vs. LEARNSCAPE®  
Sample of Scores

No.	LEARNSCAPE® Language Results	Traditional Language Results	LEARNSCAPE® Mathematics Results	Traditional Mathematics Results -- %	Traditional Mathematics Results
1.	<b>A</b>	<b>C</b>	<b>C</b>	76	C
2.	<b>B</b>	<b>C</b>	<b>C</b>	70	C
3.	<b>C</b>	<b>C</b>	<b>C</b>	97	A
4.	<b>C</b>	<b>C</b>	<b>A</b>	70	C
5.	<b>C</b>	<b>C</b>	<b>C</b>	70	C
6.	<b>C</b>	<b>B</b>	<b>C</b>	90	A
7.	<b>B</b>	<b>B</b>	<b>B</b>	77	C
8.	<b>C</b>	<b>C</b>	<b>B</b>	70	C
9.	<b>C</b>	<b>B</b>	<b>B</b>	84	B
10.	<b>C</b>	<b>B</b>	<b>C</b>	82	B
11.	<b>C</b>	<b>C</b>	<b>B</b>	82	B
12.	<b>C</b>	<b>C</b>	<b>B</b>	83	B
13.	<b>B</b>	<b>C</b>	<b>C</b>	68	C
14.	<b>C</b>	<b>C</b>	<b>C</b>	95	A

## Summary of Mini-pilot (TDEP) Outcomes

Students and instructors concurred that the LEARNSCAPE® content provided adequate review and coverage of the MOE's K-12<sup>th</sup> Grade curriculum in English and Mathematics (Table 4, Appendix [2]). TU staff determined that 93% of LEARNSCAPE® content compliments the Liberian K-12 curriculum. Cultural adjustments are recommended for questions that consistently received neutral answers.

### Students' Feedback on LEARNSCAPE® and the Technology-Driven Education Project (TDEP) Mini-pilot

*"LEARNSCAPE® makes English appear so easy and makes me love the subject matter. I recommend that you continue this program so other students may build their skills in English."* Viola D. Jones, College of Health Sciences

*"I want to congratulate LEARNSCAPE® for the tireless efforts towards my remediation in English. I would like this program to continue at Tubman University because it has built up my skills in English."* Zeway Carr.

*"The LEARNSCAPE® program introduced me for the first time to computers and Internet. I am grateful to all who took time to plan this program."* Amos D. Kouh, College of Agriculture and Food Sciences.

*"The LEARNSCAPE® courses were similar to the courses I did in high school and never understood well. I used the computer for the first time for the Math program."* Chaariesetta W. Dubos, College of Management.

*"The LEARNSCAPE program was my first time using computers to learn. Some questions were difficult but I overcame them in the end and built my English skills. I would like the university to continue using this program."* George V. Bonjar, College of Technology.

*"The LEARNSCAPE program gave me computer knowledge and the courses reminded me of work I did in high school. Please keep this program in Liberia so our brothers and sisters can benefit as we did."* Henrietta H. Marriam, College of Health Sciences.

*"I had forgotten most of the work I did from K-12<sup>th</sup> Grade due to the civil war. Mathematics refreshed my memory and I gained knowledge of computers and the Internet. Keep LEARNSCAPE® forever."* Rufus W. Wilson, College of Technology

*"LEARNSCAPE® reminded me of my primary and secondary education and makes me want to study Mathematics. I also improved my computer skills."* Emmanuel Wilson, College of Management.

### The Tubman University Team

President Elizabeth Davis-Russell led the Tubman University Team. Other participants who collaborated in achieving established goals are: Dr. Cyril E. Broderick, Dr. Anthony Dioh, Mr. Dan Bestman, Mr. Oultarcious D. K. Zakamah, Mr. Othello Kwaidah, Mr. Michael Topor, Mr. Alexander Toby, Mr. Francis Fuka, and Mr. Daniel Kupati (See appendix [1] for complete team roster).

Because of the University's emphasis on teaching and reporting of students' performance, TU faculty in the Mini-pilot worked with Mr. Michael Topor, the Director of Remedial Education. Mr. Oultarcious Zakamah and Mr. Augustus O. Kwaidah served as 'language' instructors and in scheduling day-to-day activities. Mr. Topor served as the day-to-day contact and mentor for LEARNSCAPE® students and direct liaison to the US teams at the Bailey Institute and at LEARNSCAPE®.

## Training the Trainers (TOT) and Mentoring

Mr. Kwaidah, with input from the Bailey Institute team, designed the assessment instrument TU faculty and staff used for comparative analysis of the LEARNSCAPE® content with Liberia's K-12 curriculum provided by the Ministry of Education (MOE). (See Appendix [2]; Table 4-Attached). Mr. Zakamah who was not computer literate prior to the mini-pilot received computer training and became computer literate in order to access and analyze the LEARNSCAPE® content and mentor students. Two outstanding graduates of the mini-pilot will serve as lab assistant for students in the full pilot, thereby taking TOT outcomes to another level and strengthening institutional capacity at TU.

The Bailey Institute/LEARNSCAPE® Team served effectively as mentors to the Tubman University team during the mini-pilot and their knowledge of LEARNSCAPE® encouraged and boosted the desire of the TU team to adopt the program. Telephone conversations, outside of **GoToMeeting**, between Dr. Bailey and members of the TU team, especially with Mr. Topor, provided strong mentoring and support. Dr. Lameck Odhiambo (BI team) worked with Mr. Kwaidah and other TU team members to construct the LEARNSCAPE® assessment instrument. Technical issues were addressed through telephone conversations and email between Craig Esty and Craig Moore (BI Team) Dr. Dioh, Mr. Toby, Mr. Kwaidah, and Dr. Broderick. Dr. Davis-Russell and Dr. Bailey communicated on strategy and progress.

## Technology and Electrical Power in Rural Harper—Home of Tubman University

Electrical power and Internet access are of vital importance to the TDEP collaboration. TU staff responsible for the physical plant and the electrical power supply are: Mr. Alexander Sceres (Director) and his assistant, Mr. Alexander Freeman. TU staff responsible for information technology are: Mr. Francis Fukah and his assistant Mr. Daniel Kupati; as Vice President for Administration, Dr. Joe Isaac, has oversight for these functions and has recognized LEARNSCAPE® as a priority for the university.

## GoToMeeting (GTM)—Weekly Trans-Atlantic Virtual Meetings

During the mini-pilot, the Bailey Institute/Tubman University/LEARNSCAPE collaborative convened a weekly meeting at 2:30 PM GMT, to conduct training of trainers (TOT) sessions, to mentor TU staff in using LEARNSCAPE® software and understanding the enrollment process, to track progress, report problems and provide timely assistance. GoToMeeting sessions provided instantaneous communication among the Tubman University/Bailey Institute/LEARNSCAPE® team.

### GTM Successes

Multiple meetings and regular information sharing about LEARNSCAPE® ensued over an intense 6-week between 'ground zero' at Tubman University and the coaches and cheering squad at the Bailey Institute and LEARNSCAPE® on the East Coast of the United States. US and Liberian team members discussed and reconciled pressing questions, kept a chat log and followed-up email.

### GTM Challenges

- 1) Initiating the subscription and sign-up for GTM from Liberia was slow and cumbersome. Currently, Bailey Institute has purchased GTM access and will initiate meetings from the US.
- 2) GTM participants often seemed unfocused or disjointed in their responses. A prepared agenda provided in advance did not reduce this problem. Quite possibly, the newness of multiple technologies (GTM and LEARNSCAPE®) may be a factor and we expect improvements over time. A shorter agenda and meeting time may be considered for the full-pilot.

- 3) Importantly, to improve the GTM experience, participants must sign in 15 minutes early and have prepared responses to submit to the Chat log.
- 4) The U.S. time change in spring created a 1-hour difference and TU had to readjust schedules, classes and meeting times. The US team is now alerted to avoid this problem in fall 2010. While the US made time changes, they were apparently not well communicated to the Liberian team.

#### Key Learnings from the Mini-pilot

1. Schedule a longer training period so students complete all 60 hours of LEARNSCAPE Courses;
2. Station at least two technicians in the computer lab at all times to answer technical questions and trouble-shoot problems for users;
3. Administer the computer literacy survey to all students prior to using LEARNSCAPE programs;
4. Extend computer literacy training to two weeks prior to commencing LEARNSCAPE instruction;
5. Provide extra access to the computer lab for students who are not computer literate;
6. Initiate more classes at TU that provide orientation to computer technology;
7. Employ as lab assistants the most outstanding graduates of the mini-pilot;
8. Provide weekly reports, on the full pilot that demonstrate full knowledge of LEARNSCAPE® and the requirements for successful delivery of the program;
9. Use the weekly **GoToMeeting** conferences as a resource for training and trouble-shooting difficult issues;
10. Increase the number of computers from 30 to 47 to enhance TU's capacity to deliver remedial education and support sustainable Technology-Driven Education Project (TDEP).
11. Reduce technological breakdown of computers, fluctuations in the supply of electric power, and interruptions in Internet access to better support the full-pilot.
12. A large pool of faculty, staff, and students are eager to benefit from LEARNSCAPE®. TU is "turned on" by technology and excited by this innovative learning opportunity.

***Table 5, below is an analysis of the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis of the TDEP mini-pilot***

**Table 5 -- STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT) ANALYSIS  
OF  
TECHNOLOGY-DRIVEN EDUCATION PROJECT (TDEP)  
The Mini-Pilot at Tubman University, Harper, Liberia: February 22 to April 7 2010**

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• TU’s Vision to become a 21<sup>st</sup> century institution</li> <li>• Complete Institutional Commitment to TDEP through administration, faculty and staff</li> <li>• Committed partnership with Bailey Institute to support TU’s vision through MOU</li> <li>• Working computer lab—30 computers</li> <li>• Regular, generator-supplied electrical power—22 hours daily</li> <li>• Internet Connection via Satellite—22/5</li> <li>• Students and faculty “turned on by technology”</li> <li>• Access to LEARNSCAPE®’s premium Internet-delivered adult education program</li> <li>• LEARNSCAPE®’s proven ability to elevate students’ grade levels in just 6 weeks</li> <li>• Computer literacy improves students’ self esteem and academic success</li> <li>• TOT sessions (virtual) build skills of faculty and staff</li> <li>• Use of <b>GoToMeeting</b> Web Conferencing for weekly transatlantic meetings that kept the project on track</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Need to build the technology skills of faculty and staff</li> <li>• Insufficient computers to meet the needs of 200 students scheduled for the full-pilot</li> <li>• Rushing through the Computer literacy training would hamper success in the LEARNSCAPE courses.</li> <li>• Students and faculty did not complete all 60 hours of LEARNSCAPE® courses</li> <li>• Faculty and staff need to have full understanding of the LEARNSCAPE® software, monitoring and enrollment process</li> <li>• Develop skills in strategic planning, measurement, record keeping report writing and data analysis for each segment of activity</li> <li>• Learning curve for TU team to develop comfort in using <b>GoToMeeting</b> to report and address issues</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Strengthen Technological training among more faculty and staff</li> <li>• Introduce high quality Internet-delivered courses in Mathematics, Science, languages etc.</li> <li>• Increase # of computers in current computer lab (in progress)</li> <li>• Construct facilities for additional computer labs (in progress)</li> <li>• Pursue funding to expand TDEP (in progress)</li> <li>• Use the TDEP data gathered at Tubman University to frame a model for using technology-driven education to eradicate illiteracy throughout the world.</li> <li>• Convene a global conference on eradicating illiteracy—present models and best practices.</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Persons or institutions who do not participate in technology-driven education could minimize its importance and slow progress</li> <li>• Failure to acquire appropriate funding to sustain TDEP could retard progress</li> <li>• Lack of in-country presence by US partner slows progress in key areas: 1) Training and mentoring in the use of technology software and hardware, planning and management skills etc; 2) Understanding and addressing technology needs and training; 3) First-hand assessment of strategic potential for expanding the use of technology-driven education to elevate educational standards in a wider variety of educational contexts and geographies;</li> </ul>

## **LAUNCHING THE TDEP FULL-PILOT**

### The Full-Pilot of Technology-Driven Education Project (TDEP)--Starting June 1, 2010

Some 250 in-coming freshmen have been admitted to TU for fall 2010. Approximately 200 will require remedial training; 37 'transfers' from other post high school institutions and eight students who passed the West African Examination Council test in Category I or II will not require placement tests. TU is expecting 200 freshmen to be enrolled in the TDEP full-pilot. LS-Locator testing began on April 23. Computer training will run from June 1-June 14 followed by LEARNSCAPE courses.

### TU's Readiness to Host the TDEP Full-Pilot

TU will hire two new staff members to instruct and mentor students in the full-pilot and two outstanding graduates of the mini-pilot are identified to serve as lab assistants. Grounded in technology, language and mathematics student assistants extend the Training of Trainers (TOT) process beyond the faculty. This increases the value of TDEP and in time, will build institutional capacity exponentially.

### The TDEP Full-Pilot -- Challenges of the Rainy Season

Liberia's rainy season begins in June and coincides with the start of the full-pilot. The rainy season brings wetness, lightning and thunder which affect the electrical supply, Internet connectivity, and could disrupt access to the Internet-delivered LEARNSCAPE® courses. Despite these "Challenges of nature" TU's technicians are prepared to support the full pilot session for 200 plus students.

### Computer Lab Schedule for the TDEP Full-Pilot

TU has requested 17 additional computers for its lab and anticipates they will not arrive prior to the start of the full-pilot. The university has developed a schedule that utilizes the 30 computers currently in the lab and will coordinate several sessions of 30 students working throughout the week. To meet the needs of 200 students registered for 60 courses in the full-pilot. The following schedule is proposed:

<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FIRDAY</b>
Language		Language		Language
	Mathematics		Mathematics	

### Conclusions

1. The LEARNSCAPE® mini-pilot accomplished its mission of elevating the grade levels of 14 students in language and in Mathematics. This is 100 % passing!
2. LEARNSCAPE® graduates describe the program as commendable. They recommend it to others and acknowledge that LEARNSCAPE® has made a significant impact on their lives.
3. This first-time opportunity to use computer technology in the learning process has bolstered the academic confidence of TU's students who now see themselves as 'computer literate.'
4. Computers are not readily available to Liberians and participants feel extremely fortunate to have had the opportunity to participate in the LEARNSCAPE® mini-pilot program.
5. When compared with traditional remedial education, mini-pilot results show that TU's students can rapidly improve academic performance through LEARNSCAPE®.
6. LEARNSCAPE® is wholly suitable for TU's remedial education and academic training.
7. TU is prepared to run a full-pilot for 200+ freshmen using LEARNSCAPE®, starting June 1, 2010.
8. See Table 5 (page 10), for the SWOT Analysis of the TDEP mini-pilot.

### Selected References

1. Liberian Institute of Statistics and Geo-information services (LISGIS). 2009. Republic of Liberia 2008 Population and Housing Census Final Results. Liberian Institute of Statistics and Geo-information services (LISGIS).
2. Ministry of Education, R. L. 2008. A System in Transition – The 2007/08 National School Census Report. Ministry of Education, Republic of Liberia.

### Acknowledgements

The TU Team wishes to thank Dr. Elizabeth Davis-Russell for bringing technology-driven education to Tubman University to ensure the university operates as a 21<sup>st</sup> Century institution. Ms. Nancy Huether of LEARNSCAPE provided steady support from the outset through her willingness to use technology to enable others to achieve their fullest potential.

We commend Dr. Jennifer Bailey for her unflinching belief that technology-driven education is the quickest, most effective and cost-efficient means of building academic skills in a post-conflict society such as Liberia. In Maryland County, 1<sup>st</sup> year university students range in age from 22-55 and perform at a variety of different educational levels. Dr. Bailey identified Tubman University as the beneficiary for this pioneering program in Technology Driven Education and saw LEARNSCAPE® as a means by which the BI/TU team could fulfill the objective of quickly elevating academic performance of TU's students. We also extend our thanks to Mr. Craig Esty, Dr. Lameck Odhiambo and Mr. Craig Moore of the Bailey Institute for being magnanimous and courteous in providing assistance.

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## APPENDIX [1]

### Team Roster -- Technology-driven Education Project (TDEP)\* Bailey Institute-Tubman University-LEARNSCAPE® Team

NO.	NAME	POSITION	SUBJECT AREA	EMAIL ADDRESS	TELEPHONE
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