

The Praxis of Quality Assurance in Open Distance Learning Contexts

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ABSTRACT Scholars contend that quality assurance at open distance learning (ODL) contexts/institutions should solely be the prerogative of 'top' management structures and, that academics should be exonerated from this task. However, some disagree on the ground that academics are part of management because they are expected to manage research, teaching, and community engagement (core business of academics), and conversely, that management structures at ODL institutions are state-owned or state funded, deliberately designed efforts geared to assure quality in research, teaching and community engagement processes within these institutions. These processes do not just call for insights into governments' education priorities but, also for insights and competences in the promotion of the quality of what is taught and why it's taught. The paper assumes that grounding insights and competences to enhance quality in teaching, research and community engagement, reflexivity is seen as an integral element of the process of ongoing quality assuring processes. For achieving this outcome, the exploration is informed by a social critical and praxis framework, noted as a broad base framework for quality assurance processes in ODL institutions.