UNIVERSITY OF JOS

eLearning Strategy

Table of Contents

Document Control Information

1. Executive Summary

The University of Jos's eLearning Strategy provides a focus for University-wide five year teaching and learning development through the use of appropriate technology. The aim is to enhance the range of pedagogic uses of eLearning by staff and students and to support the delivery of blended and flexible learning, and to maintain the academic rigor of both undergraduate and postgraduate programs.

Key to achieving this aim will be

1. Providing a robust and intuitive Learning Management System
2. Providing appropriate resources to implement the Strategy, at both faculty and University levels
3. Enabling academic staff to take the lead in developing and delivering eLearning
4. Continuing to carry out research into eLearning to ensure that the University of Jos remains a recognised centre of excellence in this area

The strategy encourages faculties and departments to vigorously explore the use of technology in their teaching and learning processes.

The implementation of the University's eLearning strategy is to be supported by the University's eLearning Committee in conjunction with academic faculties/departments and Information and Communication Technology (ICT)[1] directorate.

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[1] The term Information Communication Technology (ICT) is here defined as the use of any equipment which allows users to communicate or manipulate information electronically.

2. Introduction

ICT has brought in fundamental changes in all aspects of our society today. It is changing the whole operation of education – particularly in Higher Institutions of learning. Education means providing staff and students with an environment that supports the delivery of an excellent teaching and learning experience.

This environment must:

- Support the learning needs of the growing number of students population from diverse backgrounds
- Enable students to develop academically, so that they reach their potential by acquiring the skills they will need in their chosen career and other aspects of their lives
- Support excellent teaching
- Nurture a community where learning is valued

New technologies are not only changing teaching and learning practices, are also bringing about new approaches in research and administration. Change therefore may come not just from explicit focus on technologies relating to learning and teaching, but from pervasive impacts and changes in other functions of the University. All these also emphasises the importance of aligning technical, organisation, pedagogical and staff developments if the full potential of eLearning is to be realised.

New approaches to learning and teaching are emerging, geared towards responding to diverse student and employer demand by utilising new technologies. These new approaches, such as eLearning and workplace learning, may be blended with each other, with campus-based learning and/or distance learning, and in the longer run with mobile learning. A major focus is innovation in approaches to learning and teaching, and enhancement of the quality of the learning experience.

3. The Strategic Framework

The framework is based on the Goal 6, of the University's Strategy, which provides a clear strategic view for effective management of high quality learning through the use of ICT. As such it is important that there is a clear vision, strategic rationale and aims for the development so that all areas of the University can recognise and enhance the nature of their contribution to the provision. The vision statement and strategic rationale are as follows:

Vision: To make the University of Jos an eLearning centre of exellence

The strategic rationale for the development of eLearning provision in the University is as follows:

- To help meet the aims of the University Strategy.
- To contribute to the Learning and Teaching Strategy of the University generally through the provision of flexible, student-centred learning opportunities.
- To contribute to the University's research strategy.
- To support the University's International strategy through collaboration with overseas partners

- To provide a basis for accessing external resources and funds ring fenced for eLearning developments
- To protect and enhance the University's corporate position in the context of a rapidly changing environment in which eLearning has become an important mode of participation.

4 eLearning Goals and Strategies

The following goals and strategies support those in the University's Teaching & Learning Strategies.

Goal 1: Provide a high quality and robust Institutional Leaning Management System (LMS) with appropriate eLearning tools and resources.

eLearning Strategy No	Strategy	Time
1.1	Deliver and maintain a robust, well supported LMS and its components. A regular review to monitor changing academic requirements and the increasing sophistication of available tools should be part of the ongoing support structure.	1-5 years
1.2	Ensure that a variety of appropriate and robust online assessment tools, which match unit learning objectives, are accessible to all teaching staff. Where these tools are not currently available the University should take the lead in their development	1-2 years
1.3	Determine the most appropriate method of funding eLearning activities for long term sustainability	1-5 years

Goal 2: Enhance the integration and co-ordination of the diverse university agencies that currently support teaching and learning

eLearning Strategy No	Strategy	Time
2.1	Review the provision and co-ordination of support for teaching and learning across the university, recognising that embedding of eLearning requires effective co-ordination by several current providers.	1-3 years
2.2	Review the provision of specialist support and training of academic staff in eLearning in order to facilitate effective production of eLearning materials and resources	1year
2.3	Implementing appropriate and sustainable[2] use of eLearning in an integrated, blended[3] educational framework.	1-4 years

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[2] **Sustainable education** describes the efficient provision of student education in an institution that is sustainable because it is academically and economically viable i.e. that sufficient resources are available to deliver the student learning experience.

eLearning Strategy No	Strategy	Time
2.4	Set up a University eLearning Committee	1-5 years

Goal 3: Provide appropriate and sustainable infrastructure and support

eLearning Strategy No	Strategy	Time
3.1	To integrate eLearning fully into the budget process at faculty and University levels.	1-5 years
3.2	Ensure that the ICT infrastructure provides a high quality, scalable and reliable 24/7 service (for both on campus and off campus learners) through its networks, servers, and the LMS	1-5 years
3.3	Ensure that the Institutional LMS is upgraded appropriately to provide staff and students access to up-to-date tools and services	1-5 years
3.4	Provide improved multimedia and conferencing facilities for students and staff	1-5 years
3.5	Review and make recommendations on the teaching and learning infrastructure requirement to support eLearning e.g. physical space, technical support, audio- visual equipment, open access computer facilities and networking.	1-3 years
3.6	Ensure that staff development and training for academic, technical and support staff keeps abreast with changes in eLearning in order to facilitate effective production of eLearning materials and resources thereby supporting a high quality learning environment for students.	1-5 years
3.7	Support opportunities for interoperability of materials through common standards in order to promote sharing and progression	1-5 years
3.8	Provide support and training in order to enable all students, regardless of previous technological experience, to make most effective use of eLearning tools.	1-5 years
3.9	Ensure fair access to computers and technology for all students	1-5 years
3.10	Ensure that all eLearning initiatives match the needs of all students .	1-5 years
3.11	Ensure that academic, administrative and support staff have the capacity to contribute effectively to the development of an eLearning community	1 year

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[3] **Blended learning** implies that, as part of their programme, students experience both flexible and/or online learning as well as more traditional learning. It normally combines on-line and face-to-face approaches to learning. Blended learning can be part of a collaborative partnership where more than one institution is responsible for delivery of the programme.

Goal 4: Encourage academic staff to take the lead in embedding eLearning in teaching, learning and assessment

eLearning Strategy No	Strategy	Time
4.1	Encourage faculties to provide detailed eLearning policies and procedures	1-5 years
4.2	Individual faculties to prepare eLearning implementation plans with particular emphasis on assessment. These to be informed by the outcomes of review the current University Assessment Procedures.	1-2 years
4.3	Recognize the need for academic staff to have time to develop eLearning capabilities. Specifically, effective and innovative eLearning practice should count as evidence for promotion on the grounds of excellence in teaching.	1-5 years
4.4	Each department or faculty to appoint a member of academic staff to be responsible for eLearning, to give advice in relation to staff development and to implement relevant faculty eLearning policies.	1-5 years
4.5	To promote and support the role of eLearning to provide academic input into the development of eLearning across the University.	1-2 years

Goal 5: Encourage continuous evaluation and assessment of eLearning processes

eLearning Strategy No	Strategy	Time
5.1	Update and review the eLearning strategy regularly	1-5 years
5.2	Monitor the development and the implementation of the eLearning strategy and report annually	1-5 years
5.3	Introduce various way of evaluating the effectiveness of teaching and learning practices	1-5 years
5.4	Encourage innovative curriculum design for eLearning	1-5 years
5.5	Encourage the participation and involvement of students in the assessment of eLearning processes	1-5 years

Goal 6: Support the development of research into eLearning

eLearning Strategy No	Strategy	Time
6.1	Promote research into eLearning	1-5 years
6.2	Facilitate collaboration and exchange of ideas with other national and international research centres	1-5 years

6.3	Develop a research action plan for eLearning that contributes to the University's research strategy	1-5 years
6.4	Encourage the provision of support to funding eLearning research	1-5 years

5. eLearning Strategic Action Plan

Strategy Ref	Objective	Responsibility	Progress to date	Proposed Target Dates
1.1	• Deploy an institutional LMS and provide staff and students training on how to use it • Ensure the LMS is accessible 24/7 and kept updated • Develop acceptable user interfaces for ease of use • Review LMS in relation to academic requirements • Establish eLearning enrolment procedures and principles	University Management, ICT Directorate	Systems are in place specifically for eLearning investments. A project funding methodology is being used to track all resource and revenue issues.	**May 2008 / ongoing**
1.2	• Develop course outline template for adoption by the University • Develop programme and course learning outcomes tools • Design online assessment metrics and tools	University Management, eLearning Implementation Committee, Academic Office, JCPC	Course Outline Template developed by JCPC through Departmental Initiatives and is being used by some staff	**Dec 2008**
1.3	• Integrate eLearning fully into the budget process at Department, faculty and University levels • Allocate budget for eLearning training for staff and students	University Management, Bursary	Current budget for teaching exists, but not specifically for eLearning activities	**Dec 2008 / ongoing**
2.1	• Faculties to define eLearning targets and prepare implementation plans • Departments to indicate how agreed eLearning targets defined by faculties will be met • All first courses to be on the LMS • Faculty ICT co-coordinators be giving the responsible for promoting eLearning targets	University Management, eLearning Implementation Committee, Faculties and Departments	Some courses materials being uploaded onto the LMS	**May 2009 / ongoing**
2.2	• Create and make available to staff open access resources on eLearning pedagogy • Develop and deliver eLearning workshops to both staff and students	University Management, eLearning Implementation Committee, Faculties and	Some eLearning training workshops on how to use the LMS had been organized by JCPC through DI activities	**Dec 2008 / ongoing**

			Departments		
2.3		• To review the capacity to deliver eLearning • To ensure that academic, administrative and support staff have the capacity to contribute effectively to the development of an eLearning community and can meet the University's strategic objectives for eLearning	University Management, eLearning Implementation Committee, Faculties and Departments	Partially in place	**Dec 2008 / ongoing**
2.4		• Setup a University eLearning Implementation Committee	University Management	eLearning Strategy Development committee setup	**Oct 2008**
3.1		• Determine budgetary requirements for the development of eLearning • Integrate eLearning fully into the budget process at Department, Faculty and University levels	University Management, Faculties and Departments	Current budget for teaching exists, but not specifically for eLearning activities	**Dec 2008 / ongoing**
3.2		• Review ICT and Develop ICT infrastructure strategy • Implement ICT Use Policy	University Management, ICT Directorate	User policy already developed, and infrastructure development on the way	**Dec 2008 / ongoing**
3.3		• Support the continued development of the LMS • Ensure upgrades are frequently made	University Management, ICT Directorate	Partially in place	**May 2008 / ongoing**
3.4		• Design and setup multimedia lab • Provide training on the use of the multimedia lab • Provide video conference facilities across in each of the campus	University Management, ICT Directorate, JCPC	There is JCPC budget for setting up two multimedia labs	**Dec 2008 / ongoing**
3.5		• Develop adequate technical and pedagogical support • Provide enough access point for staff and students • Provide adequate power backup	University Management, ICT Directorate, Education Faculty and JCPC	Partially in place	**Dec 2008 / ongoing**
3.6		• Organise training for ICT staff to ensure adequate support • Develop skills in the delivery of eLearning support	University Management, ICT Directorate	Partially in place	**June 2008 / ongoing**

3.7	• Organise workshops on pedagogical developments • Develop skills in the delivery of eLearning support	eLearning Implementation Committee, Faculties and Departments		**Dec 2008 / ongoing**
3.8	• Ensure a high quality of student support for all eLearning students • Ensure accessibility issues and compliance with relevant regulations • Address issues raised by 24/7 access	University Management, eLearning Implementation Committee, Faculties and Departments, ICT Directorate	Maths and English department have started providing students training on how to use the LMS	**May 2008 / ongoing**
3.9	• Improve computer labs for students access to the technology	University Management, ICT Directorate, Faculties and Departments	Partially in place	**ongoing**
3.10	• Ensure that the academic standards and quality assurance of eLearning programmes are as rigorous as for other provision • Monitoring and Review academic standards	University Management, eLearning Implementation Committee, Faculties and Departments	Academic standard in place	**Dec 2008 / ongoing**
3.11	• Provide adequate awareness • Provide adequate training • Identify best practices	University Management, eLearning Implementation Committee, Faculties and Departments	Partially in place	**Dec 2008 / ongoing**
4.1	• Departments and Individual faculties to prepare eLearning implementation plans • Recognise the need for academic staff to have time to develop eLearning. • Encourage effective and innovative eLearning practice which should count as evidence for promotion on the grounds of excellence in teaching. • Consider awarding contributions to eLearning with fellowship and/or with a teaching prize.	University Management, eLearning Implementation Committee, Faculties and Departments	Not in place	**Dec 2008 / ongoing**

		• Staff development and to implement relevant faculty eLearning policies.			
4.2		• Departments and Individual faculties to prepare eLearning implementation plans with particular emphasis on assessment.	University Management, eLearning Implementation Committee, Faculties and Departments	Not in place	**Dec 2009**
4.3		• Develop a workload model and allocate academic staff time for eLearning development • Provide more training on eLearning	University Management, eLearning Implementation Committee, Faculties and Departments	Not in place	**Dec 2008 / ongoing**
4.4		• Faculties to appoint eLearning champions (consideration is to be made on the role of unit ICT coordinators)	eLearning Implementation Committee, Faculties and Departments	Not in place	**Dec 2008 / ongoing**
4.5		• Review eLearning take-up	eLearning Implementation Committee, Faculties and Departments	Not in place	**Dec 2008 / ongoing**
5.1		• Review eLearning strategic document	University Management, eLearning Implementation Committee	Not in place	**Sept 2009 / ongoing**
5.2		• Monitor the implementation of eLearning in each faculty and departments • Report eLearning developments and development annually	University Management, eLearning Implementation Committee, Faculties and Departments	Not in place	**Sept 2009 / ongoing**
5.3		• Develop eLearning evaluation strategy	eLearning Implementation Committee, Faculties and Departments	Not in place	**Sept 2009 / ongoing**
5.4		• Encourage effective and innovative eLearning practice which should count as evidence for	University Management, eLearning Implementation	Not in place	**Sept 2009 / ongoing**

	promotion on the grounds of excellence in teaching. • Consider awarding contributions to eLearning with fellowship and/or with a teaching prize.	Committee, Faculties and Departments		
5.6	• Develop and implement online course review by students • Form staff-students committees in each department to review eLearning provision	University Management, eLearning Implementation Committee, Faculties and Departments	Not in place	**Dec 2008 / ongoing**
6.1	• Maintain an active research and development in eLearning • Recognise the need for academic staff to have time to develop eLearning research • Support staff to publish in eLearning related areas • Encourage effective and innovative eLearning practice which should count as evidence for promotion on the grounds of excellence in teaching • Consider awarding contributions to eLearning with fellowship and/or with a teaching prize	University Management, eLearning Implementation Committee, Faculties and Departments	Not in place	**Dec 2008 / ongoing**
6.2	• Facilitate collaboration and exchange of data with other research centres • Develop and maintain eLearning fellowship scheme • Identify new opportunities for collaboration through subject networks and research partnerships	University Management, eLearning Implementation Committee, Faculties and Departments	Not in place	**Dec 2008 / ongoing**
6.3	• Develop an eLearning research action plan	University Management, Research Committee**,** eLearning Implementation Committee,	Not in place	**Dec 2008 / ongoing**

		Faculties and Departments		
6.4	• Adopt JCPC's eLearning Fellowship Programme • Provide seed funding to support the development of eLearning research • Organise eLearning workshops and support interested staff to attend relevant eLearning conferences • Encourage strategies to attract external funding to support eLearning activities	University Management, Research Committee, eLearning Implementation Committee, Faculties and Departments	Not in place	**Dec 2008 / ongoing**