



E-LEARNING POLICY

Policy Statement

The policy statement is an expression of First Technical University, Ibadan's decision to take full advantage of contemporary and emerging technologies to enhance learning by complementing or supplementing conventional face-to-face mode of instruction with electronic-based platforms. Electronic (or online) teaching technology will be deployed with the sole aim of providing relevant and timely information, training, and coursework to enhance learning experiences by removing the barriers of both time and space. This policy envisions two modes of academic programs namely, Conventional (or regular, otherwise known as face-to-face) and Distance learning modes and anticipates the deployment of electronic technology as medium of instruction only to be varied in proportion based on program mode.

Required Procedures for the Implementation of E-learning in Regular Programme.

Introduction

The goal of this document is to enact the modus-operandi of eLearning courses as well as to articulate the responsibilities of all parties involved (faculty, staff, students, and management) with the ultimate view to establishing guidelines that border on academic integrity, quality and teaching effectiveness at First Tech-University, Ibadan. The document shall be revised with input from all parties involved at least once every two years by the University senate and given wide publicity by hosting same on the university website. The guidelines stipulated here are only relevant to eLearning in the context of supplementing or complementing regular face-to-face with online mode whether synchronously or asynchronously. In other words it is meant for the regular students of First Technical University.

A regular programme in the context of this document envisages at least 70% face-to-face mode and 30% online mode. However, in special circumstances of societal disruption, epidemic or pandemic which may make conventional mode out rightly impossible, the university senate may decide as appropriate based on the exigency of the moment.

1. Students' Registration

At the time of registration, ICT unit will ensure that students' enrolment are photo-identified in the system. This is intended to eliminate impersonation and to ensure that the same student enrolled on the course is the one attending the online lectures and taking the prescribed tests and exams. This requirement will ensure that the First Technical University is in compliance with appropriate security measures.

Students without pictures in the university online system will receive an alert during course registration with the necessary deadline to respond. ICT unit to ensure that this option is enabled.

2. Hardware Provision

Even though students are open to varieties of devices for internet schooling. It will be most rewarding if learners on the same LMS platform utilize similar devices such as will be compatible. This will make software evaluation easy thus making for platform review that will uniformly address the targeted users. It is on this note that this document recommends that upon matriculation students should each be given a laptop with the Minimum System Requirements as follow: CPU- Intel Core i3, RAM-8GB, Storage-128 GB SSD or 1 TB HDD, Display-13.3-inch FHD, Battery-7 hours, GPU-Intel Integrated Graphics with at least 2GB VRAM. The initial school fees upon registration should take care of the fund.

3. Course Delivery

3.1 The university should ensure students have access to:

- information that sets out the respective responsibilities of the University for the delivery of the programme, course, or element of study;
- Course handbook to show the intended learning outcomes and teaching, learning and assessment methods of the course(s);
- a clear schedule for the delivery of their study materials and for assessment of their work.

3.2 The university should ensure that students can be confident that:

- study materials, whether delivered through lecturers or through web-based or other distribution channels, meet the expectations of the University in respect of the quality of teaching and learning-support material for a programme or element of study leading to one of its awards;
- the provision is subject to Annual Monitoring and the NUC BMAS.

4. Learner support

4.1 Students should receive a clear and realistic explanation of the expectations placed upon them for study of the programme or elements of study, and for the nature and extent of autonomous, collaborative and supported aspects of learning.

4.2 Students should have access to:

- a schedule for any learner support available to them through timetabled activities, for example tutorial sessions or web-based sessions;
- clear and up-to-date information about the learning support available to them locally and remotely for their programme or elements of study;
- documents that set out their own responsibilities as learners, and the commitments of the University and faculties for the support of a programme or element of study.

4.3 Students should have:

- from the outset of their study, an identified contact, either local or remote through email or telephone who can give them constructive feedback on academic performance and authoritative guidance on their academic progression;
- where appropriate, regular opportunities for inter-learner discussions about the programme, both to facilitate collaborative learning and to provide a basis for facilitating their participation in the quality assurance of the programme;
- appropriate opportunities to give formal feedback on their experience of the programme.

4.4 The university should ensure that students can be confident that:

- staff who provide support to learners on these programmes have appropriate skills, and receive appropriate training and development;
- support for learners, whether delivered through lecturers or through web-based or other distribution channels, meets the expectations of the University for the quality of learner support for a programme of study leading to one of its awards.

5. Assessment of students

5.1 Students should have access to:

- information on the ways in which their achievements will be judged, and the relative weighting of units, modules or elements of the programme in respect of assessment overall;
- timely formative assessment on their academic performance to provide a basis for individual constructive feedback and guidance, and to illustrate the university's expectations for summative assessment.

5.2 The university should ensure that students can be confident that:

- those with responsibility for assessment are capable of confirming that a student's assessed work is the original work of that student only, particularly in cases where the assessment is conducted through remote methods.

5.3 For the purpose of assessment:

- A *High-stakes test* is defined as any test contributing substantially ($\geq 25\%$) to the final grade. If the class is designed so that high-stakes closed-book testing is required (a course where students cannot display mastery of the course through alternative means), the test must be held on campus. Students who are unable to take such a test on campus may have to reach an agreement with the instructor for alternative testing arrangements prior to the exam.
- There may be a fee associated with off-campus testing for which the students will be responsible. Student picture IDs must be checked prior to administering high stakes test off campus.
- It is expected that exams would normally be written by students within the campus. Online tests may be taken in students' location. However, in stringent circumstances, Senate may consider a situation on its own merit.

5.4 For ensuring the integrity of assessments:

Instructors should establish a culture for academic integrity in online courses just as they would in an onsite course. Faculty can include an academic honesty statement for every assignment and exam. For example, include a "Yes/No" statement in online assessments: "I pledge my honour that I have not violated the First Technical University Honour Code during this assessment/ examination." Alternately, have the students include that statement in their assignments.

Student's work should also be cautiously subjected to plagiarism test, using tools such as Turnitin, SafeAssign, etc. This is in addition to orientating the students on what constitute plagiarism.

6.0 Miscellaneous Assessment Practices:

1. Randomize questions in a test/quiz so that each individual student gets the questions in a different order. If possible, randomize the answers in multiple choice exams. This would minimize collaboration of two or three students who might try to take the test together, in a computer lab.
2. Use of timed tests requires students to know the information prior to beginning the exam, and reduces the chance that they will discuss questions with distant or nearby "consultants." This also prevents students from looking up answers in their notes, textbook or on the internet.
3. Use testing software that keeps track of the time a student takes to answer each question. At the end of the exam, instructors should be able to identify the outliers and patterns in the amount of time it takes to answer each question.

4. Narrow the testing window (the test will be administered on a specific date and time only), so that plagiarism can be minimized.
5. Check the document "properties" for the "creation date, time and author" of submitted documents (e.g., Word, Excel, pdf files).
6. Use unique question sets, whereby one topic may have 5-10 questions in it and the computer will randomly assign 1-2 questions from that topic to each student.
7. Require students to turn off their cell phones and other communication devices during the exam.
8. Limit the amount of time it takes to answer a question (for example, set a 45-second time limit for a multiple-choice question).
9. Display test questions one at a time. This makes it more difficult to copy the test and forward it to others. For example, the copy-paste feature of the webpage could be disabled using Respondus LockDown Browser feature on Blackboard.
10. Assign a password right before the test. The password would be changed for those students who are taking the test on a different date and time. A new password should be assigned for each test.
11. Don't post grades or provide feedback to students until all testing is done.
12. Prompt all students to complete the exam so that they can't re-enter the test.
13. If possible, develop and administer numerous tests throughout the semester. This would not only help curb cheating in online tests, but it also helps instructors to regularly assess student performance and intervene with those who are falling behind.
14. If possible, faculty should offer more open-book exams to build positive relationships with students, enhance learning outcomes, and make subject material meaningful.
15. Develop tests containing higher-order level questions that require analysis, synthesis, evaluation and application, rather than simple recall or comprehension. Similarly, assignments and exams that emphasize written work and problem-solving should be encouraged to minimize plagiarism and enable critical thinking and originality of ideas. Examples include essays, and/or online discussions.

7.0 Continuous Professional Development

Every lecturer should undergo in the first instance an initial and regular training on Online Pedagogical Skills and Techniques. The training should be hands-on and regularly updated. To ensure a follow up of the training and effective integration, a help desk is urgently require where lecturers can receive regular support and assistance when stranded or stuck.

8.0 Students Assessment of Lecturers on Online Teaching

In the light of the shift to blended learning, students' assessment scale of lecturers should take cognizance of their online performance. Thus an assessment scale that would provide valid, reliable and useful feedback should be developed and provided for lecturers so as to have a prior information of institution's expectation of them. The psychometric properties of the instrument must also be made public; this is with a view to assisting other institutions who may want to adopt or adapt the instrument.