LIBRARY & CENTRE FOR EDUCATIONAL TECHNOLOGY

UNIVERSITY OF LAGOS

AKOKA, LAGOS

NIGERIA

LEARNING RESOURCES EFFECTIVENESS GUIDELINES

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1.0   Introduction

The effectiveness of our learning resources guidelines is designed to uphold the university of Lagos dedication to academic excellence. We seek to guarantee that all learning materials and tools we provide to our students are of the highest quality, accessible, and more importantly directly aligned with our educational objectives. In so doing we acknowledge the critical role that effective learning resources play in fostering student engagement, knowledge acquisition, and skill development. Consequently, this guideline establishes a clear procedure for the design, development, selection, utilization, evaluation, and continuous management of appropriate instructional resources. This is our objective across all disciplines and programs. In alignment with the university mission to be "future ready", the guideline provides an inclusive and transformative educational experience that highlights how important it is to choose educational materials that represent the most recent findings, developments, and trends.

Herein we addresses both traditional and digital resources, including textbooks, scholarly articles, multimedia content, software tools, and other educational technologies. In alignment with the university's mission to offer a transformative and inclusive educational experience, it emphasises the need for resources that not only reflect the latest research and innovations but also accommodate diverse learning preferences, distinct cultural perspectives, and accessibility requirements. It guarantees that every resource—regardless of format—is thoroughly assessed to satisfy the university's requirements for relevance and quality.

Moreover, this document outlines a systematic approach for assessing the effectiveness of learning resources through feedback mechanisms, usage analytics, and alignment with learning outcomes. By integrating regular evaluations and updates into the resource selection process, the university aims to create a dynamic and adaptive learning environment that responds to evolving academic demands and technological advancements. The document also shows the use of equitable and inclusive resources for all students with equal access to educational opportunities regardless of their background or skill level.

The guidelines also stress how crucial it is to use data-driven decision-making when choosing resources by faculty and students. The institution can decide which resources to keep, upgrade, or replace by looking at consumption trends, engagement data, and academic performance.

The university management traditionally deploys data to guide our choice in materials we provide to students. This strategy we have seen enables us to contribute meaningfully to their educational experience. It also allows us to support faculty in achieving their teaching objectives, while maintaining the university's reputation as a leader in higher education.

1.1 Scope

This guideline document applies to all students, staff, visitors, and contractors involved in the design, implementation, monitoring, and evaluation of any learning activity. It is accessible and available to students at the University of Lagos. It also applies to those responsible for the currency and maintenance of the University's teaching facilities and resources.

1.2 Purpose

The guideline ensures clarity, efficient management of resources and its associated procedures is to promote a sustainable and flexible pedagogical approach by:

- Establishing a shared understanding of Learning Facilities, Technologies, and Resources, and Educational Support within the context of the Faculties.
- Supporting the learning and teaching pedagogy of the Faculties, regardless of the learning environment (physical, online, or blended).
- Providing a timely single reference point for resources necessary to complete a module or course.
- Promoting effective interactions between students, and between staff and students.
- Facilitating educational innovation.

2.0 Guidelines Principles

The guideline document is underpinned by the following principles:

2.1 Curriculum Design: The curriculum is designed to:

- Address the diversity of learning needs and experiences of the student population.
- Promote student-centered learning and the development of lifelong learning skills.
- Encourage the development of learning communities within, and between student groups and staff, maximizing opportunities for interaction and communication.

2.2   Equitable Access: All students have equal access to learning resources and programs, including IT facilities, library services, course materials, access to academic and administrative staff, complaint resolution avenues, and student welfare services. Each student has access to their administrative and academic records.

2.3   Collaborative Approach: Curriculum designers, e-learning and technology experts, and other stakeholders collaborate on the management and enhancement of Learning Facilities, Technologies, Learning Resources, and Educational Support.

2.4   Continuous Improvement: Systematic review processes incorporates the student feedback, current pedagogical practices, and educational priorities in order to continually improve Learning Facilities, Technologies, Learning Resources, and Educational Support.

2.5   Guideline Application – Learning Resources

Our Learning Resources for a module or course are:
- Accurately aligned with learning outcomes.
- Aligned with the University's Diversity, Inclusion, and Equity Policy thereby maximizing accessibility for all students, regardless of their mode of study or special needs.
- Provided in formats appropriate to the type of content and learning outcomes.
- Reviewed regularly in collaboration with content owners making them relevant, current, and appropriate for approvals or accreditations.

The version of Learning Resources released to students are stored and managed via the centralized LMS and, where appropriate, on the University campus.

All University Learning Resources comply with copyright legislation and third-party licensing agreements. Informed consent is needed to use student contributions from previous sessions, as per the Intellectual Property Policy and Copyright Policy.

Learning Resources are generally adapted through input by the Centre for Educational technology for Special Needs Students, ensuring that they are appropriate for the content and/or learning objectives. Decisions on any adaptations involves the Director of Academic Affairs. Any approved adaptations reflects the Diversity, Inclusion, and Equity Policy where applicable.

3.0   Types of Learning Resources

Here at the University of Lagos, we provide **Learning Resources** for our students across all academic programmes as we keep in focus and prioritise students with physical challenges:

3.1   Libraries and Digital Repositories

- We have the university main library as a two-floors complex at the Akoka campus, and another two-floors library at the College of Medicine, Idi-Araba, Campus.
- Each of our twelve Faculties, some of the institutes like the Distance Learning institute and also departments have established physical libraries with subject-specific collections (Science, Engineering, Law, Arts, etc.)
- E-books, academic journals, research databases (e.g., JSTOR, IEEE Xplore, PubMed)
- Audiobooks and e-texts (for students with visual impairments)
- Braille versions of key texts

3.2   Laboratories and Practical Facilities

- Science labs (Physics, Chemistry, Botany, Microbiology, Cell Biology and genetics, Geology etc.)
- Engineering workshops (Mechanical, Electrical, Civil, Petroleum and Gas etc.)
- Clinical skills labs (for Medical Science and Pharmacy)
- Art studios, architecture studio, creative arts performance spaces etc.

3.3   Lecture Content and Supplementary Materials

- Recorded lectures (video and audio versions)
- Transcripts and captions for all videos
- Interactive modules and simulations (virtual labs, 3D models)

3.4   Assistive Technology and Accessible Tools

- Screen readers, speech-to-text software
- Adaptive keyboards, mouse alternatives
- Captioning tools and hearing aid-compatible devices
- Specialized note-taking apps for students with mobility or learning disabilities

3.5   Learning Management Systems (LMS)

- Moodle platform and Blackboard that are accessibility-compliant
- Downloadable materials in multiple formats (PDF, DOCX, EPUB)
- Discussion forums and collaborative tools

3.6   Specialized Resource Centers

- Writing centers (for Humanities, Law, Education students)
- Math and Science help centers (computer labs with technicians and tools)
- Engineering design centers and innovation hubs (with 3D printers, accessible design software)
- Makerspaces in the ground floor at the main Akoka library
- Legal clinics (for Law students)

3.7   Fieldwork

- Accessible transportation for field trips and clinical placements
- Appropriate fieldwork equipment

3.8   Counseling and Academic Support

- Academic advisors are assigned for each class level
- Study skills workshops, career counseling

Counselling programs including those for students with physical challenges. Contact emails: counselling@unilag.edu.ng; phone nos. 0811-378-6226 or 0901-669-6232; Webpage: counselling.unilag.edu.ng

3.9   Communication and Collaboration Platforms

- Online forums such as Zoom, Google meet, and Microsoft Teams with accessibility options
- Virtual meeting platforms supporting live recording and sharing of lectures

3.10   Physical Infrastructure

- Wheelchair-accessible classrooms, labs, and libraries
- Elevators in the Arts block and main Senate administrative building. Ramps are provided for access into most main buildings.

4.0 Physically Challenged Students Support

The University of Lagos provides support options for students with physical challenges, ensuring an inclusive learning and working environment. This facilitates their well-being while actively encouraging applications from other prospective students. Our institution is committed to eliminate all forms of harassment and discrimination including those associated with physically challenged persons.

4.1   Admission Arrangements

Applicants that disclose a disability during the admissions process are referred to the Counselling Unit. During the preliminary sessions the students receive accurate information regarding available support.

4.2   Reasonable Adjustments

The University makes reasonable adjustments to prevent substantial disadvantages for physically challenged students. Adjustments are:

- Alternative teaching methods
- Examination and assessment modifications
- Support for field trips and placements
- Access to assistive technology

Adjustments are based on Medical or Educational assessments conducted at our Medical centre and also Centre for educational technology supported by the Counselling Unit.

Exams and Assessments – Accessibility Standards
Inform students of deadlines for requesting exam adjustments.
Learning Support Teams & Quality Assurance Office handles formal exams. Whilst academic staff manage in-class assessments and coordinate with LST where support staff are involved.

4.3   Accommodation Requirements and Adaptations

The University after assessment provides suitable housing for physically challenged students in the halls of residence where possible. Applicants are encouraged to provide evidence of their physical challenge when requesting adjustments.

4.4   Learning Support to Physical challenged Students

Where appropriate, the Counselling Unit collaborates with the Centre for Educational technology to support students and faculty to process academic access. This may include non-medical support. Further details are available with the Counselling Unit.

4.5   Staff Development

The University offers disability-related training to academic staff through staff development program. Workshops are offered to enhance staff understanding of inclusive learning, teaching, and assessment strategies for supporting physically challenged students effectively.

5.0   Mechanism to Routinely Monitor Effectiveness of Learning Resources

Access to high-quality learning resources and monitoring their effectiveness are crucial to supporting students' academic endeavors at the university of Lagos. We are intentional about fostering an environment that is conducive to intellectual growth and scholarly achievement. We deliver increased access to relevant resources critical in shaping students' learning experiences and outcomes.

In an increasingly digitalized academic landscape, our students have access to a diverse array of materials, ranging from textbooks and scholarly journals to multimedia resources and online databases. All together, these assets richly enhance their understanding of course content, how to carry out quality research, and also developing their critical thinking skills.

Whether pursuing undergraduate studies, graduate research, or professional development, we are committed to providing our students are exposed to current, accurate and comprehensive resources to support their learning journey.

We utilize the underlisted to operationalize this initiative;

5.1   Undertake a Needs Assessment: This focuses on the identification of specific learning outcomes for each course and determination of the resource needed. We adopt a co-creation strategy by collaboration of critical stakeholders such as; faculty, librarians, and the end-users (students) to collate input on required and desired resources.

5.2   Selection of Resources: In this case we source for a wide range of educational materials that directly support the course objectives, including textbooks, journal articles, multimedia, and digital tools. More importantly, the sourced educational materials are obtained from credible, peer-reviewed, and up-to-date sources. These resources are selected to enhance critical thinking, problem-solving, and innovation.

5.3   Accessibility and Inclusivity: Students at the university of Lagos like everywhere else have different learning styles. Consequently, our choice digital resources are selected to meet accessibility standards. Additionally, we ensure we are not stereotyped and explore provision of multiple formats (text, audio, video). Such endeavour is to accommodate diverse learning preferences by students. We take extra caution to ensure our resources are culturally inclusive and sensitive to our stakeholders and global audience.

5.4   Integration and Delivery: Our resources at the university of Lagos are adaptable for integration into the Learning Management System (LMS) for easy student access. This is to facilitate the smooth delivery of both print and digital resources, minimizing barriers to access.

5.5   Evaluation and Feedback: Through surveys and course evaluation we collect student and staff feedback on the usefulness and effectiveness of resources. We then analyze the usage from the LMS to monitor engagement and resource utilization.

5.6   Continuous Improvement: The Library and Center for Education Technology periodically collaborate to review learning resources at the beginning of the academic session for relevance, effectiveness, and alignment with learning goals. The guideline involves other stakeholder mechanism from representatives of; Academic Planning unit, Quality Assurance unit and Student representatives (who are end users) that will have the mandate to make recommendations on the update or replacement of outdated materials. The review team further advises on the procedures to introduce innovative resources as new technologies and research emerge.

5.7   Faculty and Student Support: The Library and entre for Education Technology is mandated to conduct training sessions for faculty on the effective use of digital tools and resources. The ad-hoc unit also collaborates with the office of the Dean of Student Affairs during the freshers orientation programme whence the offer guidance to students on how to navigate and utilize learning materials effectively.

6.0   Conclusion

The Guidelines for the Effectiveness of Learning Resources at the University of Lagos is a document that espouses the critical framework to enhance the quality of the educational experience especially for our undergraduate students. We are intentional to provide the enablement to ensure that our learning materials are relevant, accessible, and aligned with the set academic goals. By following a structured approach that includes needs assessment, resource selection, accessibility, integration, and continuous evaluation, the university of Lagos is committed to providing students and faculty with the resources necessary to foster academic excellence and innovation.

This document emphasizes the importance of collaboration between stakeholders—faculty, librarians, technology experts, and students—while also promoting equity and inclusivity in the provision of learning resources. Through reviews and feedback, the university is able to adapt our resources to meet the evolving needs of both the academic community and the broader educational landscape. Ultimately, this guideline document underlines the university's dedication to maintaining a high standard of teaching and learning, ensuring that all students have access to the tools and support they need to succeed in their academic journeys.