



UNIVERSITY OF LAGOS

E -LEARNING POLICY

JUNE 2020

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FOREWORD

1.0 INTRODUCTION

The University of Lagos in keeping with its Vision and Mission had embraced technology to provide seamless access to high quality education including through blended learning by the Distance Learning Institute (DLI) and Center for Information Technology and Systems (CITS). Accordingly, the next stage of mainstreaming e-learning requires deliberate and conscious planning to further advance the objectives of the University for the maximum benefit of all stakeholders.

1.1 Vision

“To be a Top-class Institution for the pursuit of excellence in knowledge, character and service to humanity.”

1.2 Mission

“To provide a conducive environment for teaching, learning, research and development, where staff and students can interact and compete effectively with their counterparts globally.”

1.3 Core Values

- Commitment to Excellence in Learning and Character
- Conducive and Friendly Learning Environment
- Integrity and Respect
- Continuous Improvement of Staff Professionalism and Competence
- Commitment to Continuous Improvement of all Facilities
- Enforcement of Innovative Culture and Ethical Conduct

1.4 E-Learning Vision Statement

To be a top class institution in the delivery of tertiary education through the deployment of e-learning and related technologies.

1.5 E-learning Mission Statement

To provide a conducive and digitally-enabled environment for teaching, learning, research and development, where staff and students can interact and compete effectively with their counterparts globally.

1.6 Definition of Terms

For the purpose of this Policy, e-learning includes:

- **Learning Management Systems (LMS)**-Platforms for housing all e-learning resources of the University and for facilitating interaction among the students and the instructors, as well as managing interactions between the users and the contents (resources) housed on the LMS.
- **Modular Object-Oriented Dynamic Learning Environment (MOODLE)**-an open source web-based and mobile ready LMS adopted by the University.
- **Blended Learning** means not less than 30% online and not more than 70% face-to-face.
- **Computer Managed Learning (CML)**-The use of computers and smart devices to support learning.
- **Synchronous Online Learning**-Online learning activities that involve real-time participation of learners & instructors.
- **Asynchronous Online Learning**-Online learning activities that may not necessitate real-time participation of learners and instructors
- **Individual Online Learning**-Any online learning activities that involves a student interacting alone with learning contents.
- **Collaborative Online Learning**-Online learning activities that allow students to learn and work together as a group.
- **Real time online Teaching**-Online synchronous teaching from instructors to students done through Big Blue Button, Zoom platform and other platforms that may from time to time be recommended by the CITS.
- **Student**-validly registered student of the University.

- **Instructor/facilitator**– includes University of Lagos Lecturers, Adjunct Lecturers, Invited Lecturers, Occasional Lecturers, Visiting Lecturers, e-Tutors and any other persons so authorized by the Senate or Council of the University.

1.7 Objectives of the Policy

This Policy provides fundamental guidelines for the sustainable development and improvement of e-learning in the University of Lagos. The Policy is set to achieve the following specific objectives, among others:

- Providing a basis for coordinated actions by all stakeholders to finance, develop and accelerate requisite structures and interventions for the sustenance of e-learning in the University.
- Widening access to and enhancing the quality and effectiveness of the e-teaching and learning experience of lecturers and students respectively.
- Establishing and streamlining standards in the preparation of course materials, delivery and assessment.
- Serving as a point of reference for all stakeholders in e-learning in the University
- Providing a benchmark for measuring e-learning standards of the University.
- Re-enforcing the existing University policy, rules, codes of conduct for staff and students for the purpose of e-learning interaction and activities.

1.8 Scope of the Policy

The Policy document broadly deals with overarching principles applicable to e-learning in terms of standardization of formats of presentation, course contents, delivery, assessments, learning environment and evaluation.

2.0 SELF LEARNING RESOURCES DEVELOPMENT

Self-Learning Resources are learning content and materials written in a way that does not require any intermediary (teacher/instructor) to explain the content. It enables the learner to study independently.

2.1 Course Material Development

Self-Learning Resources are in different media formats namely

1. Course content in study sessions (A Study session is the weekly topic according to the Quality Assurance Work Plan template).
2. Study sessions in PowerPoint presentations
3. Audio- Recorded Radio Lecture
 - Voice-over study sessions
4. Audio-visual- studio-recorded virtual course facilitation videos
 - self-recorded videos using CAMTASIA software.
5. Video clips/workshop/laboratory simulations/Clinical practice/studio practice/Creative performance

This section outlines the framework, principles and guidance for the development of self-learning resources. The University of Lagos recognizes

1. That the self-learning resources represent a critical interface between the university and its students.
2. That the self-learning resources are produced in a manner that ensures academic standards and ease of utilization.
3. The need to schedule and manage the production of self-learning resources in a way that maintains high standards for both design and production.
4. The obligation to obtain copyright clearances for all self-learning resources prior to their delivery.
5. The production of the self-learning resource rests primarily with the course lecturer(s), Heads of Departments and the Learning Management Technology Unit.

2.2 Online Course Content Development

The design and development of course content will proceed according to the six-phase process outlined in the university template. Course content will be developed and revised in alignment with the university's strategic educational plans and developed using principles of learner-centeredness, clear and measurable outcomes, appropriate and accessible use of web-based and other technologies.

2.3 Stages of Course Content Development

Stage 1: Training of Course Lecturers.

A specialized training will be organized for course lecturers to build their capacity in developing self-learning content in accordance with global best practices. The training will be guided by the university template for course content development.

Stage 2: Content Editing

The developed course content will undergo a detailed content editing by a specialist in the area i.e. like a peer review to make sure that the course lecturer adhered strictly to the approved course outline/synopsis.

Stage 3: Plagiarism Test

All course content submitted must be subjected to plagiarism test. The university makes use of Turnitin software for the test. The report on the index of similarity generated by the Turnitin will be made available to the Head of Department. The requirement of acceptance by the University of Lagos is less than 20% maximum with 7-word count. Any course content that passes the Plagiarism Test will then be sent for language editing.

Stage 4: Language Editing

Language editing follows immediately after the content editing and plagiarism test. The course content is subjected to language editing by specialists in both English and ODL language. This is to

ensure that the content written contains grammatically correct statements, is interactive, conversational, self-learning with appropriate use of ODL language.

Stage 5: Submission to the Learning Management Technology Unit

This unit will mediate between course lecturers and CITS team. The course content so developed will be sent to the Learning Management Technology Unit to ensure that it meets (i) online instructional design compliant, (ii) consistency with the approved university template, (iii) easy navigation for optimal learning by students.

Stage 6: Upload to LMS

The developed course content that satisfied all the foregoing requirements will be uploaded on the LMS. The final approval to upload will be given by the Head of Department.

Link= Template for online Course Development

Link= Preparation of Power Point

Link= University Camtasia Software

Link = University Work Plan Template.

3.0 ONLINE COURSE DELIVERY

The online course delivery will be enabled through the university Moodle LMS to ensure students tracking and grading with more complex interactivity plus other social networking platforms.

The university will make use of innovative social and educational technologies and the best possible mix media formats to improve the quality of its course delivery. The delivery method shall be determined by the nature of course, student capabilities, and accessibility to materials at their disposals.

The following principles should be considered in choosing appropriate methods;

- (A) The method should encourage active student engagement.
- (B) The mode of delivery should build upon students' experience and knowledge to enable them create new knowledge.
- (C) Where learning outcomes can only be achieved through practical-based experience, practical-integrated learning should be used. (practical/lab/workshop courses) the course lecturer will identify the mode of delivery for any such section.
- (D) Use of the library resources includes OERs should be encouraged.
- (E) Course lecturers and E-tutors assigned to each course will work collaboratively to ensure that learning is delivered effectively.

3.1 Use of Multi-Media Technology

The use of current and emerging flexible technologies will be utilized in delivery of self-learning materials. The course delivery mode should be aligned to the Moodle LMS and add-ons or plugins as may be required. The policy suggests the underlisted which is not exhaustive.

- Technologies such as audio CDs, DVDs, online distributions of content and information, audio and video podcasting would be used to compliment and facilitate content delivery.
- Multimedia platforms such as telephone conversation, audio and video
 - conferencing, SMS and MMS will be used to aid content delivery.
- Access to individual course texts and a wealth of external resources.

- Links to online library-programme-specific databases e-books and e-journals
- OER (Open Education Resources)
- Dynamic course content
- Lectures with simple interactive elements
- Audio-Visual content
- Video lectures with interactive transcripts
- Simple animation
- Simulations
- Opportunities for students to reflect on learning (discussion forums as a means
 - of reflection) plus student and tutor contributions.
- Study Journals
- Collaborations
 - Webinars
 - Browser – based web conferencing software
 - Online tutorials
 - Student-to-student video calls
- Formative Assessment- Quizzes
 - Activities
 - Essay feedback

4.0 ASSESSMENT

Assessment is an integral part of the learning process. Assessment protocols when properly designed should enable students achieve the learning outcomes of the course in terms of content knowledge, skills and attitudes as well as a broader range of transferable skills and employability attributes.

4.1 Forms of Assessment

Assessment will primarily be of two types: Formative and Summative. Formative Assessment is designed mainly to provide students with feedback from which they can learn and which will help them improve on future performance. Formative evaluation is periodical and can occur at any time during the teaching of a course as continuous assessment. Summative Assessment on the other hand is the end of course or end of semester examination given to students. It is intended mainly to identify and measure a student's achievement. Students receive a grade or mark for summative assessment.

Assessment can have both formative and summative purposes so that students have the chance to practice and develop their learning over time in preparation for summative evaluation. This policy implies that effective course design includes both formative and summative assessment opportunities.

4.2 Principles of Assessment

The following principles will inform all forms of online assessment in the University of Lagos:-

1. Assessment shall be aligned to specific learning outcomes and specific skills expected of the learners.
2. Valid assessment shall be designed and structured to provide an objective evaluation of knowledge, theoretical, practical and analytical skills acquired by the learners.
3. Reliable assessment ensures accurate and consistent judgement of learners' performance across a cohort over time.

4. Assessment should be fair and give all students a reasonable chance of succeeding. All students should have had the opportunity to acquire the knowledge and skills being assessed.

4.3 Designing Assessment for E-Learning

1. Computer-Based Assessments (CBAs): These may take a variety of different forms. The defining characteristic is that the computer marks or assesses the responses provided by the students. CBAs can take the form of objective type questions, quizzes and problems. CBAs can be adapted to different levels of learning and used in different disciplines but are particularly useful for large classes. They can be used for both formative and summative assessment.
2. Tutor-Marked Assessment (TMAs): Tutor-marked assessments as distinct from the computer marked tests is marked by the tutor. These can take different forms like the under listed:
 - i. Short answer questions
 - ii. Essay questions.
3. Other forms of online assessments: Moodle offers tools to support a variety of formative and summative assessment activities and these can be used to diversify assessment for students.

Examples include:

- Database: Moodle database allows students to add individual entries which might be text, links, images or other files, together with structured information about these.
- Wiki: A Wiki is an online writing space that multiple contributors can share and edit. Students can use it to create a resource on a particular topic or theme. It supports the assessment of structure and organization.
- Forum: A forum allows individuals to exchange ideas by posting messages and comments. It allows students to develop their ability to comment on and critique other

viewpoints. Activities can be designed to assess construction of an argument, critically, digital literacies or collaborative working.

- Blog: A blog is a web page where the writer can make regular additions over a period of time with the most recent usually displayed first. Hyperlinks, images, audio and video can be used for both formative and summative assessment.

4.4 Marking and Feedback

Feedback is an integral part of the assessment process and it is meant to aid learning and improve future work. This section will consider the following attributes:

a. Purpose of feedback: Feedback should serve any or some of the following purposes.

- To justify a mark
- To offer constructive criticism
- To help students in future work
- To stimulate dialogue with students
- To encourage and motivate a student
- To outline the performance of a cohort as a whole.

b. Modes of feedback

- Written feedback: written feedback can take many forms including (i) a few sentences or paragraphs at the end of an assignment (ii) comments posted to an online text or space, such as a blog or e-portfolio.
- Spoken feedback: it is also possible to give oral feedback either face to face (to individuals or groups) or delivered in real time using a web concerning such as Skype or Zoom. Oral asynchronous feedback can be provided using audio or video. For example, spoken feedback could be recorded using podcasts or screen casting software (such as Camtasia and uploaded to the LMS).
- Automated feedback: CBA provides automated feedback. Assessment software can provide feedback for correct and incorrect MCQ responses. The most important

advantage of this is instantaneous delivery of feedback.

- Peer feedback: This type of feedback requires peers to comment on each other's work can be a constructive way of increasing the availability of feedback without overburdening the course lecturers.

4.5 Timing

A short turnaround time makes feedback more meaningful to students and allows them to draw upon it for future work. A 2-week turnaround time is recommended.

4.6 Academic Misconduct

Plagiarism, misrepresentation of student identity and other dishonest acts which are prohibited under the University's Examination Misconduct Guidelines shall be upheld and become automatically applicable in the online learning environment. Non-conformity with the rules therefore constitutes gross misconduct and any student who engages in such acts shall be liable to face the Examination Misconduct Committee and if found culpable, be sanctioned according to applicable regulations of the University.

- Links:
- (1) Take the plagiarism test
 - (2) Assessment Toolkit
 - (3) University Academic Regulations

5.0 STUDENT SUPPORT

Student Support is an important and integral component of any form of e-learning programme. The various learner support services and resources provided are to help the students succeed in their studies and to manage other areas of life that may affect their academic performance. The Learner Support Services will be categorized into 3 broad areas.

5.1 Learners Analytic

- collection, analysis, and reporting of data about learners and their contexts for preparation for online class

5.2 Information Services

Student will be provided timely information about the following:

- The contact details of the course lecture(s) and E-tutor(s) for the course.
- The course listings for the programme and the levels
- How to access the LMS
- Mode of delivery of the course and the various online activities to be performed.
- The percentage assigned to the online activities for the course.
- Types and criteria for assessment and timelines for submission.
- Percentage of total award for the course assigned to online continuous assessment
- Mode of examinations for the course
- Timely feedback on learning and assessment of learning.
- Students will be guided on appropriate online ethical behaviours.
- Provide accessible up-to-date and usable information to students who may require it.

5.3 Support for Skill Acquisition

The University will assist the students in acquiring the necessary skills that will enable them benefit from the online learning platforms.

These include:

- Basic ICT skills needed to navigate online learning platforms.

- Training on how to navigate and optimally utilize the Moodle LMS for their learning.
- Adopting effective study skills and habits that would enable them achieve success in their study.
- Encourage students to develop personal skills and qualities necessary for success in their academic pursuit.
- Develop effective time management skills.

5.4 Guidance and Counselling Services

Students will be encouraged to make use of the Guidance & Counselling service provided. These include:

- Availability of well trained and motivated Help Desk officers to provide support and render robust assistance to the needs of students when it arises.
- Availability of professional trained counsellors to provide impartial and individualized services to guide students in making informed decisions concerning their studies and academic pursuit.
- Availability of well-trained E-tutors to interact and provide online learning support for students.

5.5 Follow up on Student Engagement

- Level of Interaction
- Identifying target courses
- Curriculum improvement
- Student learning outcome, behavior, and process
- Personalized learning
- Improved instructors performance
- Post-educational employment

6.0 LIBRARY SERVICES

The University Library shall provide effective services that will meet the information needs of students and staff. Students shall be informed by the instructor prior to or on the first day of class of available library resources and services.

6.1 Library Resources

Print Resources: Lecturers and Students may request for print materials (textbooks, journals and monographs) online through the library's Online Public Access Catalogue (OPAC) and receive e-mail response when request material is available. Having confirmed availability of a textbook from the OPAC, they may further request for scan print material(s) by sending an email to: library@unilag.edu.ng

The OPAC shall be accessed at: [<http://librarydb.unilag.edu.ng/newgenlibcxtxt/Home?ld=1>]

E-Resources: Lecturers and students shall have access to utilize the library electronic databases available at: [<https://library.unilag.edu.ng/search/e-resources/scholarly-databases>]

i.

Open Educational Resources (OERs):

OERs are learning materials in any medium that reside in the public domain and have been released under an open license that permits access, use, repurposing, reuse and redistribution by others with no or limited restrictions. Such materials include course materials, modules, student guides, teaching notes, textbooks, research articles, videos, assessment tools and instruments, interactive materials such as simulations and role plays, databases, software, apps (including mobile apps) and any other educationally useful materials.

In order to improve quality of teaching and learning, instructors shall identify OER materials relevant for their courses and sent to the library for integration to the Learning Management System (LMS).

6.2 Library Services

1. Access to Information Resources: Students at remote sites are required to access

information resources to support their learning.

2. Consultation Services: Consultation can be conducted through e-mail (library@unilag.edu.ng) or scheduled remote site visits to the library website (<https://library.unilag.edu.ng>)
3. Electronic Reference Service: The library shall provide personalized assistance irrespective of location and time. The provision of electronic reference services shall include among others: face-to-face reference service, e-mail reference service, interactive reference service using chat technology, links to Ask Librarian on the library website, frequently asked questions (FAQ), feedback form service which users can ask questions and receive answers online. For more information go to: <https://library.unilag.edu.ng/help/ask-a-librarian>
4. Information Literacy: The library shall offer information literacy programs for students and staff by providing online and in person guides, subject and class-based lists, as well as research strategies to help students in determining useful scholarly resources,
5. Institutional Repository: The Institutional repository, managed by the library is a platform created to preserve the intellectual content of the university. The use of the repository is to deposit publications or research output for ease of accessibility to researchers and also serve a multiple purpose of preservation, archiving, and dissemination of information for knowledge sharing amongst learners.

6.3 Library Services and Disability

To ensure that the requirements of students with disabilities are taken into account, the library shall provide inclusive services. However, students with disabilities are responsible to willingly discuss their disability and special needs in order to receive reasonable library services. Such students must register at the Readers' Services Department at the beginning of the academic session to identify the type of information and adaptive technologies that will be required from the library.

The library shall provide the following support services for students with disabilities

- Appointment for in-depth assistance (Virtual reference services)

- Transcription and conversion of print resources to accessible format
- Provision of assistive technologies and technical requirements (Internet, hardware, and software)

For more information go to: <https://library.unilag.edu.ng> .

7.0 VIRTUAL LEARNING ENVIRONMENT DELIVERY SYSTEM

7.1 Learning Management System (LMS)

The Learning Management System adopted by the University is *Modular Object-Oriented Dynamic Learning Environment (MOODLE)*. The LMS supports both synchronous and asynchronous learning modes with facilities for real-time online teaching. Students' enrolment for courses shall be fully automated and effected based on their course registration. Students shall only therefore be enrolled for courses on the LMS only if they have duly registered for such courses during course registration process.

Course coordinator shall verify the authenticity and integrity of the content uploaded by them and as delivered to students by the lecturers assigned to courses.

7.2 Information Technology Network Management

The Centre for Information Technology and Systems (CITS) of the University of Lagos is positioned to efficiently facilitate technology-driven learning, with the deployment of an effective Learning Management System (LMS) over an assortment of facilities that are of notable high-end configuration. The University shall make necessary provisions to strengthen seamless full campus-wide wireless Internet coverage for her three campuses at Akoka, CMUL and Radiography. This will provide the underlying connectivity necessary for efficient online and blended learning especially when the students are physically present on campus.

7.3 Learning Management Technology Unit (LMTU)

The University shall establish a Learning Management Technology Unit to drive technological innovations for e-learning and shall be responsible for the following activities:

- 7.3.1 Ensuring that content development by lecturers complies with online instructional design and meets global best practices.
- 7.3.2 Developing content design framework for the University in line with global best practices.
- 7.3.3 Overseeing the design development and production of course materials in mixed media format.

- 7.3.4 Organizing training for content developers.
- 7.3.5 Coordinating the recording and production of lectures.
- 7.3.6 Ensuring quality assurance of all the materials produced conforms with the global best practice.

Content creation and design shall be the responsibility of the Lecturers. The University shall however make available the services of instructional designers (learning designers) to guide Lecturers in content creation and learning design. The CITS and UNILAG media will also be on hand to provide requisite support services as may be necessary for content transformation and conversion to online learning formats.

7.4 Data Management

Online learning precipitates a high volume of data generation. Data and information generated on the LMS through the online learning process shall be under the custodianship of the University through CITS.

At the beginning of each session, a new category is created on the LMS to manage each semester and session for semester based programmes and another category for session based programmes. At the end of each session the content for that session shall be archived. Instructors are responsible for exporting any element they wish to reuse in their courses for the new session before such contents are archived.

7.5 Data Security

Communication between users' browsers and the LMS shall be encrypted. However, it is the responsibility of the user to ensure that the email account password is well protected. The email account is user's digital identity and the password should never be shared with anybody. Any accounts found to be compromised shall be suspended for a stipulated period before such account can be reactivated. Data security will be enhanced by continuous and timely subscription to software firewall securities and anti-virus to secure network and devices.

7.6 Information Technology Helpdesk Officers

The Centre for Information and Systems(CITS) shall provide both online and physical helpdesk services for complaint management, problem resolution and information access on matters relating to Network Infrastructure, LMS, University Enterprise Resource Planning (ERP) Systems, Email systems and other E-services provided by the University. The online helpdesk can be assessed at [<http://helpdesk.unilag.edu.ng>]

8.0 ROLES OF ACADEMIC UNITS

The E-Learning Policy and its provisions shall align with all Academic Regulations as approved by the Senate of the University to ensure consistency with the processes and responsibilities of Faculties, Departments and Units in the institution. The Heads of Academic Units shall assume responsibility over and exercise oversight of programmes, curricular provisions and assessment of the online courses to ensure conformity with the rigour and integrity of the conventional face-to-face instructional mode.

9.0 QUALITY ASSURANCE MECHANISMS

The University of Lagos e-learning Quality Assurance is determined by the relevance of learning materials and adequacy of services provided for students to achieve desired standard performance which is in tandem with her mission statement and core values. It is one core area that aims at revitalizing the quality and standard of teaching, learning and research.

Four Quality Mechanisms shall be deployed:

- Quality Control
- Quality Assurance
- Quality Improvement
- Feedback Mechanism

9.1 Quality Control

This process will be implemented before the commencement of online teaching and will be jointly implemented by Academic Affairs Unit, Academic Planning Office, Centre for Information and Technology System (CITS) Unit and Quality Assurance & SERVICOM Units with the goal of providing required standards for online teaching and learning.

9.2 Quality Assurance

This proactive process will be applied during online teaching and learning by Quality Assurance Unit with the aim of improving the quality delivery of course content.

9.3 Quality Improvement

This process will be deployed for the enhancement of infrastructure in information technology (Hardware, software and the virtual learning environment).

9.4 Feedback Mechanism

Students will provide feedback through an appropriate instrument for course improvement.

9.5 Monitoring Mechanisms

The Quality Assurance & SERVICOM Unit shall work with the Director, Centre for Information Technology Systems (CITS) to monitor the e-learning programme on the Learning Management System by implementing the following guidelines:

1. Student Log Files - every activity of students will be captured with the aim of tracking students' attendance, participation and submission of assignment in various courses across all faculties.
2. Course Page Information - availability of course work-plan detailing weekly topics, objectives, activities and registration details of students.
3. Report from Centre for Information Technology Systems - monthly information on network connectivity, access to Unilag LMS, regularity of electricity supply and feedback from Helpdesk.
4. Administration of Monitoring Instrument-questionnaire will be administered to students based on pedagogical approach, forms of assessment & feedback, Helpdesk response, relevance of technologies and software adopted during teaching & learning process, and teacher/student interaction.

10.0 IMPLEMENTATION, MONITORING AND EVALUATION

10.1 Implementation

- (i) This e-Learning Policy shall be implemented through appropriate organs of the University including the Departments, Faculties, Academic Affairs and Quality Assurance & SERVICOM.
- (ii) Priorities will be identified for each academic year within the planning period and a schedule of actions prepared and circulated to those identified as having responsibility for implementation.
- (iii) Annual reports from key stakeholders will be used to monitor progress and measure impact and will inform decision-making about the following year's targets and priorities.

10.2 Monitoring

Monitoring and evaluation shall reflect the goal, objective and scope of e-learning based on prior established mechanism including Quality Assurance and SERVICOM Unit and Committee.

10.2.1 A formal evaluation shall be conducted within the first semester of implementation, and subsequently every year.

10.2.2 Implementation and Evaluation shall seek to identify any training, IT, content, or process issues that need to be addressed including:

- (i) A review of course evaluations at College, Faculty, Departmental or Unit levels.
- (ii) Measurement of user knowledge change on the basis of pass rate per module.
- (iii) Evaluation of platform used by tutors and students at College, Faculty, Departmental or Unit levels.
- (iv) Measurement of university-wide indicators to reflect number of users, number of resources, etc.

- (v) Process evaluation to essentially determine if the programme is meeting targets.
- (vi) Assessment of the level of satisfaction and acceptability among students, course instructors and related stakeholders.

10.3 Evaluation

By the end of the first year of implementation of E-Learning in the University of Lagos, it is anticipated that:

- 10.3.1 E-learning will continue to be sustained and firmly embedded in the curriculum as a means of enhancing the quality of teaching, meeting students' expectations and responding to the needs of the workplace.
- 10.3.2 UNILAG will continue to put investment strategies in place to ensure adequate provision for IT infrastructure, digital resources and user support tools necessary for the use of e-learning.
- 10.3.3 All lecturers and students of UNILAG will continue to have access to the competencies, skills, training and support needed to make effective use of e-learning methods and technologies.

11.0 INTELLECTUAL PROPERTY RIGHTS

The extant *University of Lagos Intellectual Property Policy, 2016*, shall generally apply to this section as guiding principles in the implementation of intellectual property issue in this Policy and to ensure sustainability of e-learning policy at all levels in the University of Lagos:

11.1 The College, Faculty, Department, or Unit that originates materials reserves the right to decide the conditions under which the material will be shared except in the following cases:

- (i) The material is specifically paid for or commissioned by the University or the University provides other forms of contributions in kind either financial, logistics or material. In this case, the University will determine the conditions under which the material will be shared.
- (ii) The material is developed as a result of a specific collaboration, in which case the guidelines governing that collaboration will prevail.
- (iii) Materials produced which do not indicate any specific conditions for sharing will automatically be considered to have been shared according to the applicable University regulations, Intellectual Property Policy of the University or this E-Learning Policy.

11.2 Materials created by staff as part of their job responsibilities will be owned by the University unless they are the creative force behind the work and/or have made a substantial intellectual contribution. In that case the same guidelines that pertain to item 11.1 (ii) above shall apply.

- (ii) Materials created by non-staff of the University may only be used subject to prior consent of the owner for usage for purely academic purposes subject to Art. 3 (a) of the University of Lagos Intellectual Property Policy, 2016.

11.3 This policy presumes that students will not be creators of e-learning materials. Students who assist with creating or producing e-learning materials shall be acknowledged as collaborators. In the event that students are involved in developing e-learning contents as part of their university education, the authorship rights shall be domiciled in the University but the students will be appropriately attributed or acknowledged.

12.0 CITATION

This Policy shall be cited as “The University of Lagos E -LEARNING POLICY, 2020”

APPENDICES