EGERTON UNIVERSITY

E-LEARNING POLICY

2013

Transforming Lives Through Quality Education

Egerton University is ISO 9001:2008 Certified

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Egerton University Vision, Mission and Core values

Vision
To be a world class University for the advancement of humanity.

Mission
Generate and disseminate significant knowledge and offer exemplary education to contribute and innovatively influence national and global development.

Core Values
• Integrity, transparency and accountability;
• Passion for excellence and devotion to duty; and
• Social fairness; professionalism.

Introduction

Background

Over the last decade, e-learning has become increasingly important as one of the means for attaining the objectives of a knowledge society. The Kenya ICT Policy of 2006 places importance on e-learning as a facilitative tool for development the education in Kenya. According to Kenya's National ICT Master Plan, by 2017, Kenya is expected to become Africa's most globally respected knowledge economy. Meanwhile, the new Kenya government elected in March 2013 proposed to provide all primary school children in public schools with laptops as they enter standard as a way to prepare for educating a generation that has capacity to compete on equal basis with those of the West and the East. Therefore, e-learning is no longer an academic discussion but an essential component of our human capacity development strategy going forward. The key reason that e-learning has gained such importance is the need to expand the amount of knowledge that young people must cope with as they prepare for the future knowledge-intensive workplace. E-learning provides the means to expand the knowledge arena from the traditional classroom to the vast array of educational resources on the Internet. It allows for time-independent and place-independent learning. For these reasons, Egerton University views e-learning as a key instructional tool.

History

Egerton University was founded as a farm school in 1939 by Lord Maurice Egerton of Tatton, a British National. In 1950, the school was upgraded to a College. In 1986, the College was gazetted as a constituent college of the

University of Nairobi. In 1987, Egerton College was fully established as a University through an Act of Parliament which was repealed in 2012 and replaced by the Universities Act 2012. The University now has 26,000 students and nine Faculties including Agriculture, Arts and Social Sciences, Commerce, Education & Community Studies, Engineering & Technology, Environment & Resources Development, Health Sciences, Science and Veterinary Surgery & Medicine. It has the following Campuses: Nakuru Town Campus College (NTCC), Nairobi City Campus in the Central Business District and Baringo Campus in Kabarnet Town. The University has an Institute of Women, Gender and Development Studies and runs the Tegemeo Institute of Agriculture Policy and Development.

Status of University Plans and Policies

This e-learning policy forms part of the implementation of the following strategic objectives from the Egerton University strategic plan:

• SOI: Provide quality higher education and training.

• S03: Develop capacity and resources for Distance Education.

• S06: Develop and integrate ICT in teaching, learning, research, and management.

Egerton University has reviewed its ICT Policy and Strategic Plan. These documents comprehensively provide direction and milestones for the development of ICT systems at Egerton University. The University has an intellectual property policy that covers general issues related to intellectual

property rights (IPR). This e-learning policy is intended for the University management, staff, students and partners including communities that interact closely with the University.

Rationale for E-Learning:

Increasing student numbers has placed pressure on public universities to absorb greater numbers of students yet funding constraints do not allow proportionate expansion in staff numbers. Hence, there is pressure to reduce unit cost. E-learning provides opportunities to increase student numbers without heavy investment in teaching staff through use of place- and time-independent access to instruction as well as through the use of e-assessment and online tutoring.

In the KENET e-readiness study of 2009, it was found that about 60% of university students access the Internet via their mobile phones. The trends seems to towards greater familiarity with digital media and web-based services among the youth, hence, contemporary University students are increasingly "digital natives" as opposed to their teachers who are typically "digital immigrants". There is increased learner variation, including greater numbers of older students, and increased demand to cater for individual learners' needs. ICT enables greater interactivity and potentially quicker feedback for learners than conventional instructional methods. E-learning provides much simpler solutions to personalization and flexibility of instruction than conventional instructional methods. Additionally, ICT provides advantages such as easy reproduction of materials, negligible storage space requirements, potentially very strong security and the capability to offer multiple concurrent channels for content access.

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Definitions

For the purposes of this policy the following definitions apply:

- "E-learning" means interactive instruction which is enhanced, supported, mediated, delivered or assessed by electronic means.

- "E-Learning content" means e-learning resources specifically developed as part of official University courses.

- "E-content" in this policy document is used as a short form of 'E-Learning content'.

- "E-Learning module" means a complete e-content package designed and intended for a single University course.

- "ICT" means computer and electronic systems used for the acquisition, creation, processing, storage, retrieval and transmission of digital information.

- "University" means Egerton University

Overall Objectives of E-learning

For Egerton University, adoption of e-learning is expected to help:
1. Raise instructional standards,

2. Provide students with high quality instructional materials,

3. Increase instructional flexibility to the advantage of University students,

4. Increase student motivation and scope of learning,

5. Increase time on task for students thereby improve student performance,

6. Contribute to automation of student assessment, and
7. Improve tutoring without increasing classroom time or number of staff

Policy Components

The implementation and enforcement of this policy is the responsibility of the Deputy Vice Chancellor (Academic Affairs).

Nine policy thematic areas are addressed as follows:

1. Quality Assurance:

a. E-content development shall adhere to the University's e-content quality assurance process and standards.

b. An appropriate e-content quality assurance process shall be established.

c. E-content presentation structure shall be standardized and successfully pass a departmental level peer review process.

d. E-learning modules shall be received and at the Egerton Center for Instructional Support and E-learning (ECISE) and approved by an independent review team coordinated by ECISE.

2. Intellectual Property Rights and Ownership:

a. E-content whose development is initiated and supported by the

University belongs to the University.

b. E-content that is developed independently by a member of staff using his or her own resources belongs to the staff member.

c. Where e-content that fully or partially belongs to a staff member is adopted by the University, the existing University intellectual property policy shall apply.

3. Staff Incentives for Development of E-Content

Staff should be compensated monetarily by payments between KSh. 50,000 and 100,000 for the time and effort spent developing e-content.

4. Capacity Building for E-Learning:

a. All staff involved in development, management or use of e-content shall be provided with appropriate training.

b. Regular refresher courses shall be provided to staff based on needs assessment.