SUNYANI TECHNICAL UNIVERSITY

E-LEARNING POLICY

(STU e-LeP)

2021-2026

Drafted by the E-Learning Committee

April, 2021

PREAMBLE

On March 12, 2020, Ghana recorded two cases of the novel COVID-19 pandemic. Accordingly, on March 15, 2020, the President of Ghana, Nana Addo Dankwah Akufo-Addo, enforced some restriction on some activities. This restriction resulted in the closure of all educational institutions in the country. Consequently, the regulators and authorities of various schools directed that teaching and learning should be done by virtual means. Therefore, on Thursday, May 14, 2020, the Academic Board at its 8th Emergency Meeting held through Zoom, discussed the need for STU to have a comprehensive policy on E-learning. So, a nine-member committee was set up for the task (*please refer to appendix 2 for the composition of the committee*).

TERMS OF REFERENCE

The terms of reference were to:

- to draft a comprehensive E-Learning Policy
- to identify any relevant issue

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CHAPTER ONE

INTRODUCTION

1.0 General Introduction

This introductory section of the STU E-Learning Policy (STU e-LeP) covers the overview of Sunyani Technical University as well as its vision, mission, and core values. Again, the chapter discusses the overview of E-learning, the probable challenges of the STU e-LeP, as well as the methodology used in writing the entire STU e-LeP.

1.1 Overview of Sunyani Technical University

The Technical Universities Act, 2016 Act 922, establishes Sunyani Technical University. Its history dates back to Sunyani Technical Institute in 1967 as a non-tertiary institution under the Ghana Education Service. It was subsequently upgraded to a Polytechnic in January 1997, following the passage of the Polytechnics Law of 1992 (P.N.D.C. L. 321) by the Government of Ghana as a Tertiary Institution of Education. This gave the institution the mandate to run the Higher National Diploma as certified by NAPTEX and accredited by the NAB {now Ghana Technical Education Commission (GTEC)}. The Technical Universities Act mandates the University to award certificates, diplomas, degrees and others subject to the approval of the Council.

Vision

To be recognised as the preferred Technical University in Ghana and Africa for raising the next generation of industry captains for national, regional and global transformation.

Mission

Sunyani Technical University is committed to providing career-focused higher education in engineering, science and technology-based disciplines, TVET, applied arts and related disciplines, emphasising practical-orientation and entrepreneurial development:

❖ To make a major contribution towards meeting the requisite manpower needs of Ghana, Africa and globally.

❖ Through the adoption of the most effective teaching and learning methodologies (including Competency Based Training), applied research, invention, innovation and extension service approaches.

Core Values

The core values, which the members of the Sunyani Technical University would want to advance to inculcate in all who pass through the institution, are:

i.   Pursue and generate knowledge for personal & community use **[excellence]**

ii.   Generate innovations that make the world a better place **[competence]**

iii.   Ignite in our students a lifelong love for learning **[competitiveness]**

iv.   Celebrate and learn from diversity and communalism **[responsiveness]**

v.   Open the world of work ethics to our students **[professionalism]**

i.   Timely and effective delivery **[Responsiveness]**

1.2 Overview of E-Learning

In this 21st century, technology plays a vital role in our daily lives. This situation calls for professionals, academics, and learners to reflect again over their basic beliefs in order to use technology for the re-design or re-engineering of education and training systems. Like the printing press in the 15th century, the Internet gave rise to new hopes for access to education, and heralded a revolution in the spread of knowledge. As early as 2003, when some schools abroad were busy creating online English courses, the e-learning market was already saturated.

E-learning is the kind of learning which is supported by digital electronic tools and media; and m-learning is the kind of e-learning where mobile devices and wireless transmissions are used. Digital learning is any type of learning that is facilitated by technology or by instructional practice that makes effective use of technology and it occurs in all learning areas and domains.

In essence, e-learning is a computer based educational tool or system that enables you to learn anywhere and at any time. Today e-learning is mostly delivered though the Internet, although in the past it was delivered using a blend of computer-based methods like CD-ROM. Technology has advanced so much that the geographical gap is bridged with the use of tools that make you feel as if you are inside the classroom. E-learning offers the ability to share material in all kinds

of formats such as videos, slideshows, word documents and PDFs. Conducting webinars (live online classes) and communicating with teaching staff via chat and message forums is also an option available to users.

There is a plethora of different e-learning systems (otherwise known as Learning Management Systems, or LMSs for short) and methods, which allow for courses to be delivered. With the right tool, various processes can be automated such as the marking of tests or the creation of engaging content. E-learning provides the learners with the ability to fit learning around their lifestyles, effectively allowing even the busiest person to further a career and gain new qualifications. Some of the most important developments in education have happened since the launch of the Internet. These days, learners are well versed in the use of smartphones, text messaging and using the Internet. Therefore, participating in and running online courses have become simple activities. Message boards, social media and various other means of online communication allow learners to keep in touch and discuss course related matters, whilst providing for a sense of community. In the fast-paced world of e-learning, the available technologies to make a course exciting are always changing, and course content can and should be updated quickly to give students the very latest information. This is especially important if the e-learning training is being given to employees in a sector where keeping up-to-date on industry developments is of the utmost importance. This is one of the reasons why many businesses are now offering training via e-learning. Other reasons includes low costs and the ability for employees to study in their own time and place. Overall, traditional learning is expensive, takes a long time and the results can vary. E-learning offers an alternative that is faster, cheaper and potentially better.

Academics were prominent among the early users of email and the World Wide Web, initially to support their research, access information, or communicate with colleagues, and later to supplement their teaching (Curran, 2004). As a consequence, many of the diverse strategies now in place in traditional universities can be traced to early, often modest, pilot projects and initiatives by individual teachers. While many of these early applications involved little more than making lecture notes, or other instructional materials, available online, some teachers went further, using online technology to communicate with their students, provide access to external resources and – where interest and opportunity coalesced – to develop and teach Web-based courses. Many of these early programmes were developed by staff in departments of Computer

Science or Informatics, where the synergy between research and teaching was strongest, and the essential infrastructure for course development and delivery most accessible; similar synergistic opportunities (in research, marketing, or programme development) stimulated involvement by schools of education, and by departments of continuing education and extension studies. As access to the required facilities became increasingly ubiquitous, and experience of using the technologies grew, online-learning inevitably expanded to embrace a wider range of programmes and institutional staff.

Whether you're a teacher looking to engage your students in a more interactive way, or a corporate trainer hired by a large company to design training curricula, e-learning comes with a lot of benefits that make the creation and delivery processes easier and hassle-free. In the first place, all things remaining equal, e-learning facilities can be accessed at different locations. Thus, unlike traditional classroom learning, e-learning has less boundaries or restrictions. Along with locational restrictions, time is one of the issues that learners and teachers both have to face in learning. In the case of face-to-face learning, the location limits attendance to a group of learners who have the ability to participate in the area, and in the case of time, it limits the crowd to those who can attend at a specific time. E-learning, on the other hand, facilitates learning without having to organize when and where everyone who is interested in a course can be present.

Moreover, designing a course in a way that makes it interactive and fun through the use of multimedia enhances not only your engagement factor, but also the relative lifetime of the course material in question. As companies and organisations adopt technologies to improve the efficiency of day-to-day operations, the use of the Internet becomes a necessity. As multinational corporations expand across the globe, the chances of working with people from other countries increases, and training all those parties together is an issue that e- learning successfully addresses.

With e-learning a teaching staff has the ability to host a lecture without having to spend resources like time, energy, and travelling costs. This can be done virtually, with cameras for both the lecturers and the students, and with the use of microphones to facilitate the same level of interaction that would be possible if the lecturer were physically present in the room. The added benefit comes in when we are able to replay the lecture and gain even more out of it. Students

that missed out can view the recording, or students that attended can watch it again to further their understanding.

1.3 Probable Challenges of the STU e-LeP

Online learning appears to have many advantages for all concerned. Even though there is a positive spin being endowed on virtual learning, there are complications that need to be brought to light. If not properly understood, anticipated and prepared for, these disadvantages can prove to be formidable obstacles to the STU e-LeP.

Computer Literary is an issue that can impede the smooth implementation of the STU e-LeP. Although most of the students and teaching staff of Sunyani Technical University are computer literate, for the STU e-LeP to function effectively, training sessions will play massive role.

Another possible demerit that can impede the smooth flow of the STU e-LeP is Internet access. The lack of access either due to logistics or economic reasons, will exclude participants from the cyber class. This is a limitation for all online programmes that are reliant on Internet access. Quality transmission is another issue of the telecommunications system and other resources required to successfully transmit. For the STU e-LeP to run effectively, quality of transmission has to be worked on.

Design and implementation is another disadvantage to online learning. Designing the cyber course to effectively meet students' needs can be a sizeable responsibility for the lecturer, as there is no one-size-fits all approach to the design of e-Learning, because each course is unique. For this challenge to be dealt with effectively, the ICT directorate could design a template that can facilitate the design of e-learning materials for students.

1.4 METHODOLOGY

Various business analysis tools were used in writing this document. These include document analysis, organizational modeling, and brainstorming. On document analysis, the committee downloaded and scrutinized some open-access e-learning documents. Examples of these documents are UNESCO's Handbook on Facilitating Flexible Learning during Educational Disruption: *The Chinese Experience in Maintaining undisrupted Learning in COVID-19 Outbreak,* The Ghana ICT for accelerated Development (ICT4AD) Policy, and Navajo Technical University's Student E-Learning Policies and Procedures. Organisational modeling was used in

describing the roles, responsibility, and reporting structure of the various stakeholders of the STU e-LeP. Here, the key stakeholders identified were the regulators of technical and vocational education in Ghana, STU Governing Council, the Academic Board, teaching staff, and students. During the various meeting sessions, brainstorming was used in generating ideas needed for writing the report.

CHAPTER TWO

EDUCATIONAL DISRUPTION

2.1 POLICY CONTEXT

A disruption is an abrupt discontinuity. Therefore, educational disruption is a break which has the propensity of destabilizing the established arrangement of an educational system. This disruption could be constructive or destructive. The constructive educational disruptions may come about as a result of a change in educational systems, processes, procedures, programmes, curricula, or mode of learning. Such a constructive interruption may emanate from a change in government or a change in educational policy from regulators, school authorities, or other stakeholders. The constructive disruption usually brings about innovation in educational setups. Sometimes, this constructive disruption is welcomed by series of protests from some stakeholders of education.

The destructive educational disruptions, on the other hand, may emanate from calamitous situations such as prolonged industrial actions, epidemic, pandemic, and endemic. This may also occur when there is any form of natural or unnatural disaster such as earthquakes, hurricanes, tsunamis, floods, fire, wars, civil unrests, military takeovers, or coup d'états. Any of these catastrophic educational disruptions could have serious negative consequences on educational activities.

For instance, on 12th March 2020, two cases of the novel COVID-19 pandemic were confirmed in Ghana. Consequently, on the 15th of March 2020, President Nana Akufo-Addo ordered the closure of all educational institutions in Ghana. This situation affected all basic school children (in kindergarten, primary, and junior high schools), and all tertiary education students. Accordingly, the regulators and authorities of schools directed that teaching and learning should take place online. This pandemic exposed some ICT and e-learning flaws of most educational institutions, as clear-cut policy about how e-learning should be conducted was not available. This chapter of the STU e-learning Policy is a guide to management concerning its role in the conduct of e-learning on STU campus; especially should a disruptive educational disruption emerge.

2.2 POLICY OBJECTIVES

The objectives of this chapter are to:

- guide management regarding the conduct of e-teaching and learning on STU campus,
- identify and address faculty and students' needs about online teaching and learning,
- support and encourage the internal development of the e-learning programme, and
- encourage and support the use of the STU E-Learning System.

2.3 POLICY DOCUMENT

Subject	:	Virtual Teaching and Learning
Policy No.	:	STU e-LeP 2
Purpose	:	To serve as a guide for the Academic Board in writing directives on e-teaching and learning
Directed To	:	Academic Board

POLICY STATEMENT: Whenever any form of destructive educational interruption occurs, the Academic Board shall issue a directive for full teaching and learning to take place through the STU E-learning System. The content of the directive shall include duration and frequency for the e-teaching and learning, e-assessment, examination and logistical support for staff and students.

GUIDELINES:

1. Whenever any form of negative educational disruption occurs, lecturers will be required to offer their teaching services on the STU E-Learning System. The normal time table would guide lecturers in terms of when to deliver their e-teaching, and the duration of lessons. Alternatively, heads of departments can be tasked to design fresh time tables for the period of educational disruption.
2. The frequency of the e-teaching should be at least once a week.

3. In the event where a destructive educational disruption occurs, the Academic Board, in consultation with the University Council, shall direct teaching and learning to continue through the E-Learning System.

4. The Vice Chancellor shall communicate the decision of Academic Board to the various faculties.

5. In line with the directives of Ghana Technical Education Commission (GTEC) and other regulators, continuous assessment marks and conduction of examination on the e-learning shall be determined by the Academic Board.

6. The duration of the e-learning shall be set by the Academic Board.

PROCEDURE:

STEP 1: Whenever any form of destructive educational disruption occurs, the Academic Board shall hold a meeting to discuss the need for full e-teaching and learning.

STEP 2: The Vice Chancellor shall communicate the decision of the Academic Board to teaching staff and students.

STEP 3: Online teaching and learning shall take place on the E-Learning System as determined by the Academic Board.

CHAPTER THREE

ELECTRONIC TEACHING

3.1 POLICY CONTEXT

Electronic Teaching (e-teaching) involves electronic systems that communicate and cooperate with learners at many levels. These systems might use the World Wide Web or CD/DVD-ROM and asynchronous learning environments to provide lectures outside the classroom.

In modern times, Information and Communication Technology (ICT) can be used to aid "traditional" face-to-face classroom teaching. That is not all about e-teaching. The role of the lecturer in e-teaching is not limited to being the presenter of knowledge alone. E-teaching requires more from lecturers. It enables teachers to package learning opportunities in an increasing number of alternative ways so as to meet the varying needs of different students.

E-teaching enables individualized instruction and provides opportunities for individual students to learn at their pace and according to their individual learning styles. For this reason, even traditional classroom teaching is commonly supplemented by e-teaching and learning. In traditional lecture-based education, students and teachers are at the same place at the same time, learning the same lesson. This methodology assumes that all students learn best by listening to their teacher present the day's lesson. The traditional approach holds that teachers (and perhaps the textbook) are the principal sources of knowledge delivered to students. This situation does not encourage excellence, competence, competitiveness, responsiveness, and professionalism as stated in the core values of STU.

In contemporary tertiary education, e-teaching and learning system is needed for every institution that desires to achieve competitiveness and respond to changing situation. In the light of this, chapter three of the STU E-Learning Policy will direct the use of partial e-teaching during normal times, where face-to-face classroom teaching is fully activated.

This strategy is also in consonance with Goal 4 of the United Nations' 2030 Agenda for Sustainable Development, which highlights inclusive and equitable quality education and promotion of lifelong learning opportunities for all. Consequently, chapter three of the STU e-learning Policy is a blueprint for the teaching staff regarding how e-teaching on STU campus should be done during normal times of face-to-face classroom teaching and learning.

3.2 POLICY OBJECTIVES

The objectives of chapter three, which are in consonance with the Ghana ICT for Accelerated Development (ICT4AD) Policy, are to:

- supplement traditional face-to-face classroom teaching at STU,
- promote ICT awareness and computer literacy among lecturers of STU,
- promote electronic distance education and training to complement face-to-face campus based education and training systems, and
- facilitate electronic teaching of technical and vocational education and training to enhance middle level management in science and technology.

3.3 POLICY DOCUMENT

Subject	:	Virtual Teaching
Policy Number	:	STU e-LeP 3
Purpose	:	To complement face-to-face classroom teaching
Directed To	:	Teaching Staff

POLICY STATEMENT:

At the beginning of every semester, the STU E-learning System will be used to augment classroom teaching and learning.

GUIDELINES:

1. HoDs shall allocate courses to course lecturers before or immediately after vacation.
2. At the beginning of every semester, HoDs shall remind their teaching staff about the usage of the E-Learning System.
3. In every semester, all assignments shall be posted on the E-learning System. However, quizzes and exercises can be conducted on face-to face basis.
4. Course outlines shall at all times be uploaded onto the E-learning System.
5. Lecture notes, slides, and other materials shall be uploaded onto the system for students to download.
6. Computation of students' continuous assessment marks shall include 5 marks for attendance to the e-learning system. The 5 marks shall be given when the course lecturer is downloading the assignments submitted via the system.

PROCEDURE:

1. **STEP ONE**: At the beginning of every semester, course lecturers shall upload teaching and learning materials and course outlines onto the e-learning system.
2. **STEP TWO**: In the second week of the first month of every semester, course lecturers shall upload at least one assignment onto the system.
3. **STEP THREE**: Course lecturers shall mark uploaded assignments. However, if the assignment is in an electronic form (e-test) the grading can be done on the system.

CHAPTER FOUR

ELECTRONIC LEARNING

4.1 POLICY CONTEXT

E-learning is a learning structure based on dignified and official teaching which is carried out with the help of electronic resources. While teaching can be based in or out of the classrooms, the use of computers and the Internet forms the major component of E-learning. E-learning can also be termed as network enabled transmission of skills and knowledge, and the delivery of education is made to a large number of recipients at the same or different times. At the onset, e-learning was not accepted wholeheartedly (by most of the stakeholders of education in Ghana and other countries) as it was assumed that this system lacked the human element required in learning.

However, with rapid progress in technology and the advancement in learning systems, e-learning is now embraced by a lot of educational institutions and other stakeholders. The production of computers was the basis of this revolution and with the passage of time, most people especially students have smartphones, tablets, computers, and other electronic gadgets, which have tools used for classroom learning. Because of this, hard copy materials are gradually getting replaced by electronic educational materials like optical discs or pen drives which have the propensity of storing large volumes of electronic educational materials. Thus, knowledge can also be acquired via the Internet, which can be accessible any place where there are internet signals.

Besides, e-leaning has proved to be the best means in the corporate sector, especially when training programmes are conducted by Multinational Corporations for professionals across the globe and employees are able to acquire important skills while sitting in a board room, or by having seminars, which are conducted for employees of the same or different organisations under one roof. Most of the schools which use e-learning technologies are a step ahead of those which still have the traditional approach towards learning. No doubt, it is equally important to take forward the concept of non-electronic teaching with the help of books and lectures, but the

importance and effectiveness of technology-based learning cannot be taken lightly or ignored completely. It is believed that the human brain can easily remember and relate to what is seen and heard through moving pictures or videos. It has also been found that visuals, apart from holding the attention of students, are also retained by the brain for longer periods. Various sectors, including agriculture, medicine, education business, service industries, and government setups are adapting to the concept of e-learning which helps in the progress of a nation.

The Ghana ICT for Accelerated Development (ICT4AD) policy has recognized key role that ICTs can play in widening access to education to a wider section of the population; and in literacy education and for facilitating educational delivery and training at all levels (ICT4AD, 2003). The STU E-learning System and the enforcement of this policy can help achieve this goal. Therefore, chapter four of the STU e-learning Policy is a clear-cut plan for students of STU regarding how e-learning should be conducted.

4.2 POLICY OBJECTIVES

The objectives in this chapter are in line with the Ghana ICT for Accelerated Development (ICT4AD) Policy:

- To promote e-learning among students of STU,
- To promote ICT awareness, application, and computer literacy among students of STU,
- To promote electronic distance education and training and virtual learning systems to supplement face-to-face campus-based education and training systems, and
- To facilitate electronic learning of technical and vocational education and training.

4.3 POLICY DOCUMENT

Subject   :   Virtual Learning and Assessment
Policy Number: STU e-LeP 4
Purpose   :   To assist students in learning their registered courses electronically
Directed To   :   Junior Members (students)

POLICY STATEMENT: In every semester, students shall visit the e-learning platform, at least once a week to download learning aids (for example: course outlines, course materials, and assignments) and also upload completed assignments, and other forms of assessments given to them by their course lecturers.

GUIDELINES:

1. Participation in e-learning courses shall be mandatory.
2. The attendance shall be tracked by course lecturers, HoDs, and Academic Deans.
3. Students shall login into the STU e-learning System, at least once a week.
4. It is the responsibility of the student to download materials or upload assignments.
5. Students shall take part in forum discussions.

PROCEDURE:

1. **STEP ONE**: At the beginning of the semester, students shall register their required courses before getting access to the e-learning system.
2. **STEP TWO**: In the first month of every semester, students shall download the course outlines and other learning materials of their various courses.
3. **STEP THREE**: Students shall download course assignments anytime course lecturers upload them.
4. **STEP FOUR**: Completed assignments shall be uploaded on the e-learning system before the deadline set by the course lecturer.
5. **STEP FIVE**: Students shall be required to take active part in forum discussions.

CHAPTER FIVE

ELECTRONIC ASSESSMENTS

5.1 POLICY CONTEXT

Electronic assessment (e-assessment) comes about as a result of using web-specific tools for various forms of assessment. It can be used to assess theoretical knowledge (using e-testing software) as well as practical skills (using e-portfolios or simulation software). It is also called online/computer-based assessment in which the information technology is used to assess students' academic progress. The STU e-assessments shall comprise e-continuous assessments and e-end-of-semester examinations.

Whether there is a disruptive or constructive educational disruption, e-assessment has a lot of benefits. Most universities have embraced e-assessment, in order to obtain and develop accurate and faster method of assessing students, rather than using the traditional method (paper-test). Most computer-literate students prefer forms of e-assessment, because they can have more friendly interfaces which resemble the usual learning environments. E-assessment is fast in providing immediate feedback as compared to paper test. Furthermore, since most students use various smartphones, e-assessment data can be stored on students' phones for future use.

However, implementation of e-assessment in higher education could face some challenges. One, STU may have inexperienced students with computer or online challenges. But, training, seminars, and workshops on the effective use of the STU School Management System can help address this challenge. This training can be done at the beginning of each semester. Again, the e-assessment training for students shall be incorporated in the Level 100 Computer Literacy I and II Courses.

Accessibility of computer and the Internet is another challenge. As a solution to this problem, the university should ensure that the computer laboratories are well resourced with state-of-the-art computers and internet access for students. However, when students are outside the campus, they

may have to relocate temporarily to environments where they could have access to computers and the Internet so that they can accomplish their e-assessment tasks effectively. Alternatively, students could come to the university campus where they can have access to the computer laboratories and the internet service.

Again, on the part of the lecturer, there could be difficulties in downloading and scoring large e-assessment responses from students. This challenge could be dealt with if the departmental Examination Officers are directed to facilitate the downloading of e-assessment documents. Again, the e-test automatic grading feature on the STU Online System can help deal with this challenge. Given the current state of the STU Management System, another e-assessment component for group/individual presentation and simulation should be introduced. However, lecturers can depend on free video conferencing platforms for such e-presentations should the need arise.

5.2 POLICY OBJECTIVES

The objectives of this chapter are to:

- guide teaching staff in conducting e-assessments,
- guide students in responding to e-assessment tasks,
- promote the use of the Internet in conducting assessments at STU, and
- reduce printing cost incurred at STU during mid-semester and end-of-semester examinations.

5.3 POLICY DOCUMENT

Subject	:	Virtual Assessments
Policy No.	:	STU e-LeP 5
Purpose	:	To serve as a blueprint for e- assessments at STU
Directed To	:	Teaching Staff and Students

POLICY STATEMENT: In every semester where face-to-face and electronic teaching and learning activities are fully activated, electronic assessments of students shall be used partially on the STU E-Learning System. However, whenever any form of destructive educational interruption occurs, full e-continuous assessment (and if possible, e-end-of-semester examination) of students shall take place on the STU E-learning System.

GUIDELINES:

1. In every semester, computation of continuous assessment shall be 10, 10, and 20 marks.
2. In normal times, where both online and face-to-face teaching are fully activated, the breakdown of the continuous assessment marks shall be:
   a) Participation in e-learning activities: 10 marks
      (Attendance/Quizzes/Assignments/Exercises)
   b) Face-to-face Quizzes/Assignments/Presentation: 10 marks
   c) Online/Classroom Mid-Sem. exam: 20 marks

3. In situations where only e-teaching and learning are fully activated, the breakdown of the continuous assessment marks shall be as follows:
   a) Participation in e-learning activities   :10 marks
      (Online Assignment/Exercise)
   b) Online Quizzes/Mini-Project/etc   :10 marks
   c) Online Mid-sem. Exam   :20 marks
4. In the first month of every semester, at least, one form (i.e. quiz, assignment, e-test, mini-project etc) of e-continuous assessment shall be conducted on the system.
5. In the second month of every semester (depending on the situation), either online or face-to-face mid-semester examination shall be conducted at a designated period.
6. In times of destructive educational disruption, the regulator' (GTEC) directives on end-of-semester examination shall be complied with.
7. Periodically, training, workshop, and seminar on e-assessment shall be conducted for staff and students.

PROCEDURE

1. **STEP ONE**: The breakdown for the continuous assessment marks shall be as follows:
   a) Participation in e-learning activities: 10 marks
      (Online quiz/Assignment/Exercise)
   b) Quizzes/Assignments/Presentation: 10 marks
   c) Online/Classroom Mid-sem. exam: 20 marks

2. **STEP TWO**: In the first month of every semester, at least one form (i.e. quiz, assignment, e-test, mini-project etc) of continuous assessment shall be conducted on the system.

3. **STEP THREE**: In the second month of every semester, online or face-to-face mid-semester examination shall be conducted at a designated period. This procedure, however, shall depend on the situation or the preference of the lecturer.

4. **STEP FOUR**: In the third month of the semester, the remaining forms of continuous assessment shall be conducted either on the system or on face-to-face basis. But, in situations where any form of negative educational interruption occurs, E-test and other forms (i.e. quiz, presentations, simulations, role plays, assignment, e-test, mini-project etc) of assessment on the system shall be fully utilized.

CHAPTER SIX

LOGISTICAL SUPPORT FOR E-TEACHING AND LEARNING

6.1 POLICY CONTEXT

Logistics are the overall process of managing how resources are acquired, stored, and transported to their final destination. In general, logistics simply means coordinating the movement of people and items so that everything flows smoothly, though by definition it can refer to a wide variety of things in the business context. Logistics can be split into five types by field: procurement logistics, production logistics, sales logistics, recovery logistics, and recycling logistics. Effective electronic teaching and learning requires a lot of tools for both students and teaching staff. With technological advancements, there are a lot of tools and applications that can be deployed in managing electronic teaching and learning. Some of these tools and applications are ProofHub, SurveyMonkey, Skype, Zoom, Moodle, Google Classroom, Canvas, Computers, and Smart Phones. All these tools and applications require the use of stable internet connectivity.

Computers and smart phones play significant role in electronic teaching and learning. They help us in several ways. For example, they help us to find applications in medicine, industrial process, aviation industry, making bills in various shops and malls, creating presentation slides in application software for making notes and delivering lectures in colleges, universities and a lot more. In short, the computer plays an all-rounded role in the field of education of students. Internet connectivity, application software, printers, and projectors are other logistics needed for smooth conduct of electronic teaching and learning in every education institution.

The success of STU online teaching and learning will depend on the logistics available for both staff and students. Consequently, a lack of adequate logistics will have a negative effect on the university's decision to lead the market in terms of excellence, competence, competitiveness, responsiveness, and professionalism. Again, efforts should be made to improve teachers' online teaching ability (through training, workshops, and seminars) since some STU teaching staff may be unfamiliar with most synchronous and asynchronous online teaching tools and applications.

6.2 POLICY OBJECTIVES

The objectives of this chapter are to:

- guide the Management of STU in providing logistics for e-teaching and learning,
- guide the teaching staff in knowing the logistical supports to be given to them by the Management.
- help the registered students identify e-learning logistical supports provided by the Management.

6.3 POLICY DOCUMENT

Subject	:	Logistical Support
Policy No.	:	STU e-LeP 6
Purpose	:	To guide the Management in allocating resources for e- teaching and learning logistics for students and teaching staff of STU
Directed To	:	The Management Team

6.4 POLICY STATEMENT: At the beginning of every semester, the Management of STU in consultation with the University Council and the Academic Board shall provide the teaching staff and students with the needed logistics (as enshrined in 6.5 of this policy).

6.5 GUIDELINES:

1. The E-learning Platform shall have the following features: simulation, video conferencing, forum, automatic grading and recording of e-test on the continuous assessment form.

2. In situations where the E-learning platform cannot have the features mentioned in Guideline 6.5.1, STU shall purchase appropriate platforms to facilitate e-teaching. Some of these platforms are Voov, Zoom, Skype, Google Mate, Microsoft Teams, Google Classroom, Free Conference Call, and other relevant platforms.

3. A monthly subscription of data (as determined by the Management) shall be allocated to all teaching staff every semester. Additionally, the Internet service on campus shall be strengthened for the teaching staff to carry out their e-teaching activities.

4. There should be a monthly allocation of data for all registered students every semester.

5. Each department shall be supplied with at least one personal laptop.

6. Each department shall be supplied with at least one mobile projector.

7. For the next five years, STU shall pilot 2 smart classrooms.

6.6 PROCEDURE

1. **STEP ONE**: At the beginning of every academic year, all registered students shall be given SIM cards with monthly data allocation.

2. **STEP TWO**: At the beginning of every academic year, all teaching staff shall be provided with a monthly data allocation (as determined by the Management).

3. **STEP THREE**: A registered video conferencing platform shall be available for all teaching staff.

4. **STEP FOUR**: Face-to-face electronic teaching and learning equipment (laptop and mobile projector) shall be available in all departments.

5. **STEP FIVE**: Automatic grading and recording of e-tests shall be available for recording e-test results onto the continuous assessment section of the score sheets.

CHAPTER SEVEN

MONITORING AND EVALUATION

7.1 POLICY CONTEXT

Monitoring is the systematic process of collecting, analyzing and using information to track a programme's progress toward reaching its objectives and to guide management decisions. Monitoring usually focuses on processes, such as when and where activities occur, who delivers them and how many people or entities they reach. Monitoring is conducted after a programme has begun and continues throughout the implementation period. Monitoring is sometimes referred to as process, performance or formative evaluation.

Evaluation is the systematic assessment of an activity, project, programme, strategy, policy, topic, theme, sector, operational area or institution's performance. Evaluation focuses on expected and achieved accomplishments, examining the results chain (inputs, activities, outputs, outcomes and impacts), processes, contextual factors and causality, in order to understand achievements or the lack of achievements. Evaluation aims at determining the relevance, impact, effectiveness, efficiency and sustainability of interventions and the contributions of the intervention to the results achieved.

Monitoring and evaluation can be used to demonstrate that programme efforts have had a measurable impact on expected outcomes and have been implemented effectively. It is essential in helping managers, planners, implementers, policy makers and donors acquire the information and understanding they need to make informed decisions about programme operations. Monitoring and evaluation help with identifying the most valuable and efficient use of resources. They are critical for developing objective conclusions regarding the extent to which programmes can be judged a "success". Monitoring and evaluation together provide the necessary data to guide strategic planning, to design and implement programmes and projects, and to allocate, and re-allocate resources in better ways. The success of the STU E-Learning Policy, to a large extent, will depend on the monitoring and evaluation of all stakeholders. Specific stakeholders whose

monitoring and evaluation activities will be instrumental are the Management, Deans, HoDs, Examinations Officer, Academic Board and the Quality Assurance Control Unit (MEDHAQ).

7.2 POLICY OBJECTIVES

The objectives of this chapter are to:

- help the Management assess the progress and challenges of E-Learning activities on campus,
- enable the Quality Assurance Control Unit evaluate the effectiveness of electronic teaching and learning on campus,
- assist Deans and HoDs in determining their scope in terms of monitoring and evaluating electronic teaching and learning on campus.

7.3 POLICY DOCUMENT

Subject	:	Monitoring and Evaluation
Policy No.	:	STU e-LeP 7
Purpose	:	To guide MEDHAQ in monitoring and assessing the effectiveness of online teaching and learning at STU.
Directed To	:	MEDHAQ

7.4 POLICY STATEMENT: In the course of every semester, MEDHAQ shall monitor and evaluate the effectiveness or otherwise of electronic teaching and learning on campus.

7.5 GUIDELINES:

1. During various departmental meetings and gatherings, HoDs shall remind students and teaching staff in their respective departments about the University's policy about online teaching and learning.

2. At the beginning of every semester, the Registrar shall issue a memo to all teaching staff and students about the University's policy on online teaching and learning.

3. MEDHAQ shall monitor and evaluate the progress of online teaching and learning regularly.

4. Deans, HoDs, and QACU shall submit Online Teaching and Learning Assessment Reports to the VC on semester basis.

7.6 PROCEDURE

STEP 1: At the beginning of every semester, HoDs shall remind the students and teaching staff in their various departments about the University's policy about online teaching and learning.

STEP 2: At the beginning of every semester, registry shall issue a memo reminding all teaching staff and students about the University's policy on electronic teaching and learning.

STEP 3: In the course of the semester, the Management team, HoDs, Deans, Directors, Examinations Officer, and the Quality Assurance Control Unit shall monitor and evaluate electronic teaching and learning activities on campus.

STEP 4: At the end of every semester, HoDs shall submit a Monitoring and Evaluation Report of E-teaching and learning activities (in their departments) to the VC through their various Deans.

STEP 5: At the end of every semester, QACU shall submit a Monitoring and Evaluation Report about online teaching and learning activities to the Vice Chancellor.

ACKNOWLEDGEMENT

The University acknowledges the work done by the members of the policy draft committee for working tirelessly to deliver on their terms of reference. It is believe that this policy would be useful in delivering to our students and the University, successful E-Learning activities to supplement in person teaching and learning especially in times of emergency.

Members of the E-Learning Policy Draft Committee were:

1. Dr. Edward Owusu   -   Director, QAAP/Chairman
2. Dr. B. K Ayawli   -   Director, IRIL/Member
3. Dr. Yaa Boateng-Marfo   -   HoD, Pharmaceutical Sciences/Member
4. Dr. Emmanuel Nsiah Ankomah   -   HoD, Building Technology/Member
5. Dr. Kwadwo Boateng Prempeh   -   HoD, Accountancy/Member
6. Mr. Adu-Tutu Felix   -   Examinations Officer/Member
7. Mr. Albert Cosmos Gershon   -   Director, ICT/Member
8. Mr. Asumadu Tabiri Kwayie   -   HoD, Material Engineering/Member
9. Pln. Frank Kofi Owusu Debrah   -   Planning Officer, Member/Secretary

APPENDIX 1

Composition of the STU E-Learning Committee (Standing):

1. Director, Quality Assurance and Academic Planning   -   Chairman
2. Director, Information Communication Technology   -   Member
3. Director, International Relations and Institutional Linkage -   Member
4. Dean of Students' Affairs   -   Member
5. Dean, Faculty of Applied Science and Technology   -   Member
6. Dean, Faculty of Engineering   -   Member
7. Examinations Officer   -   Member
8. Planning Officer   -   Member/Secretary

Functions of the Standing Committee:

i. The standing committee shall meet at least once every academic year to revise the policy.

ii. Again, the committee shall render any online teaching and learning task prescribed by the Academic Board or the Vice Chancellor.

REFERENCES

Handbook on Facilitating Flexible Learning During Educational Disruption (2020). *The Chinese Experience in Maintaining Undisrupted Learning in COVID-19 Outbreak*. Beijing: Smart Learning Institute of Beijing Normal University

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