Kwame Nkrumah University of Science and Technology, Kumasi

KNUST E-LEARNING POLICY

KNUST
E-LEARNING
POLICY

KNUST
E-LEARNING
CENTRE

KWAME NKRUMAH UNIVERSITY OF SCIENCE
AND TECHNOLOGY, KUMASI-GHANA

FOREWORD

The Kwame Nkrumah University of Science and Technology, Kumasi has a mission to advance knowledge in science and technology through creating an environment for undertaking relevant research, quality teaching, entrepreneurship training, and community engagement to improve the quality of life. To achieve this mission, there is the need to develop the e-learning capacity of the University and this requires that the University has an E-Learning Policy.

This policy aims at establishing the criteria and standards governing the University's drive to promote e-education through the incorporation of modern technology into its demand-driven academic programmes. It is expected that the implementation of this policy will facilitate the acquisition of information and skills and contribute immensely to the development of the nation.

The University is grateful to all those who ensured the initiation, development, and approval of this Policy.

PROFESSOR (Mrs.) Rita Akosua Dickson
VICE-CHANCELLOR
KNUST

Acknowledgement

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1. INTRODUCTION AND OVERVIEW

1.1 BACKGROUND AND JUSTIFICATION

The Kwame Nkrumah University of Science and Technology (KNUST) is the premier science and technology university in Ghana. The University is one of the largest public universities in Ghana. As of December 2021, the provisional results of the 2021 Population and Housing Census (PHC) released by the Ghana Statistical Service revealed that Ghana's population has hit 30.8 million – a significant increase from the 2010 PHC which put the population of the country at 24.6 million. Because of the increase in population, demand for higher education has also increased. In effect, KNUST is faced with a significant increase in the number of people desirous of obtaining admission to the institution. The upsurge in the number of qualified applicants and the limited facilities in the University coupled with the lessons from the COVID-19 pandemic caused the University to move towards a blended form of teaching, learning and research. To meet the demands of prospective students who desire to obtain higher education amidst the above challenges, KNUST has established the E-Learning Centre.

1.2 PURPOSE OF THE POLICY

The goal of this policy is to provide guidelines to ensure that the Centre meets its goal of advancing knowledge in the use of e-learning technologies within the scope of the blended teaching and learning approach (online and in-person) and the gradual deployment of standalone online programs that meet the needs of our major stakeholders.

The Policy was informed by KNUST official documents and papers, e-learning policy documents of other institutions, stakeholder inputs and international best practice. The policy outlines the minimum

requirements that should be met by the KNUST E-Learning Centre (KEC), staff (Teaching and non-teaching) and students to ensure quality teaching, learning and research.

This document outlines the policies and procedures to guide members of the University community and stakeholders in participating in web-enhanced, hybrid, and E-Learning activities.

1.3 Scope of the Policy

The KNUST E-Learning Policy covers the e-learning mission statement, organizational information, types of online education, objectives of the policy, corresponding strategic actions to achieve the objectives and the guiding principles of the Centre. In addition, the document covers support for effective training and guidance, IT regulations, counselling services, professional development of staff, intellectual property policy and support services, and implementation guidelines.

1.4 Hierarchy of the E-Learning Centre

The Board is the highest authority in the hierarchy of the E-Learning Centre. This is followed by the Director, then the Senior Assistant Registrar. Next in the hierarchy are the Instructional Design Department/Unit, the System Support Department/Unit, the Service Support Department/Unit and the Online Assessment Department/Unit who report to the Director. The Registry is headed by a Registrar. Below this level, are the Administrator and Accounts Officer who are on the same level.

Refer to Appendix I for a graphical representation of the organogram.

1.5 KNUST Mission Statement

KNUST exists to advance knowledge in Science and Technology through creating an environment for undertaking relevant research, quality teaching, entrepreneurship training and community engagement to improve the quality of life.

1.6 E-Learning Centre Mission Statement

The KNUST E-Learning Centre exists to promote the use of innovative teaching and learning technologies and pedagogical strategies to facilitate teaching and learning, knowledge creation and service to the community.

1.7 Organizational Information

The Director of the Centre superintends activities and reports directly to the Board of the Centre and the Vice-Chancellor of the University on issues relating to E-Learning in the University. He works closely with his management team that comprises the Registrar of the Centre and Heads of Units of the Centre.

The Board of the E-Learning Centre meets regularly to discuss important issues and offers guidance to the Management to ensure that the Centre fulfills its mandate.

1.8 Objectives of the E-Learning Policy

The objectives of the KNUST E-Learning Policy shall be to;

1. Offer direction on the provision of e-learning support services for staff, students and other stakeholders of the University.

2. Provide direction on how to support and encourage the internal development of e-learning in the University by acquiring the right resources.

3. Help identify and address instructor and student needs in teaching and learning technologies.

4. Direct the E-learning Centre to provide E-learning Representatives for all colleges in the University, including the Institute for Distance Learning for easy assessment.

5. Guide the University on how to encourage and support the use of the Learning Management System (LMS) and other technologies in both face-to-face and online learning environments.

6. Encourage the use of effective technology-enhanced teaching and learning practices among students and staff.

7. Provide quality multimedia assistance for staff and students through workshops and individual assistance.

8. Guide the E-Learning Centre's collaboration with the University Information Technology Services (UITS) to provide support for the integration of technology into teaching and learning.

9. Guide the E-Learning Centre's collaboration with the University Library to provide learning support and digital learning resources.

10. Empower the E-Learning Centre to be responsible for monitoring synchronous and asynchronous online teaching and learning activities in the University.

1.9 Strategic Actions to Achieve the E-Learning Policy Objectives

To enable the realization of the policy objectives, the Centre shall;

1. Work with the colleges, institutes and units to effectively coordinate the e-learning activities of the University.

2. Provide adequate resources such as quality technological devices, multimedia equipment and effective human resource to support and encourage the development of e-learning in the University.

3. Conduct periodic needs assessments to ensure effective online teaching and learning.

4. Deploy E-learning Centre Staff as Lot heads to assist in the management of the LMS.

5. Ensure timely training and coaching for lecturers/facilitators and students of the colleges, for easy access to the Learning Management System (LMS) and e-learning resources.

6. Promote effective technology-enhanced teaching and learning practices among students, staff, lecturers and facilitators.

7. Organize periodic workshops and provide individual and quality multimedia assistance for staff and students.

8. In collaboration with UITS, make relevant resources available on the e-learning website and other related social media handles, to support the integration of technology into teaching and learning.

9. Work with the University Library to provide learning support and digital learning resources to staff and students to support online teaching and learning.

10. Develop procedures, standards and metrics for guiding and monitoring synchronous and asynchronous online teaching and learning activities in the University.

11. Monitor the implementation of the Policy implementation strategies to ensure objectives are being met

2. GUIDING PRINCIPLES FOR E-LEARNING POLICY

This E-Learning policy seeks to provide the necessary guidelines to ensure that the University offers innovative, demand-driven online programs and e-learning services that facilitate the acquisition of knowledge and skills to contribute to the technological development of the University and Ghana at large. The following are the Guiding Principles of the Centre:

2.1 Application of Technology and Innovative Approaches

The University emphasizes technology-enhanced pedagogies and learning methodologies that are flexible, user friendly and relevant. The reliance on modern technologies is assumed.

2.2 Quality Assurance and Improvement

KNUST E-learning Centre shall provide the platform to maintain the highest quality of online teaching and learning through a diverse technology learning experience, exploration and application and continuous professional development of staff. In this regard, KNUST E-learning Centre will continually strive to pursue the use of cutting-edge technologies in its operations.

2.3 Staff-students Cooperation

Online and blended teaching and learning directly rely on the collaboration developed between the pedagogist and the learner. KNUST through its E-Learning Centre shall therefore devise strategies to encourage student-staff collaboration in all aspects of e-education.

2.4 Flexible learning in academic freedom

In line with the University's core values of "ethical and scholarly questioning in an environment that respects the rights of all to freely pursue knowledge" and the concept of flexible learning, the University through the E-Learning Centre shall accept and promote diversity of views, beliefs and inclinations within the limits of law and order, during online teaching and learning.

2.5 Inclusivity and equity

KNUST's e-learning policy is committed to upholding equal rights and opportunities for all staff and students without prejudice to ethnic background, religious beliefs, language, gender, or any other socioeconomic or health circumstances.

3. INSTITUTIONAL ARRANGEMENT TO FACILITATE THE IMPLEMENTATION OF THE POLICY

3.1 RESPONSIBILITY FOR IMPLEMENTATION

The E-learning Centre Director shall be charged with the day-to-day responsibilities of ensuring the implementation of the E-Learning policy and reporting on same to the E-Learning Centre Board. The University Management shall ensure that the requisite resources are provided to the E-Learning Centre for the pursuit of the objectives of this Policy.

3.2 INCENTIVES/MOTIVATIONS FOR ONLINE TEACHING AND LEARNING

The E-Learning Centre shall establish an award scheme to recognize lecturers and students who are exceptional in the use of the University's LMS for teaching and learning. This shall include the Distinguished Online Instructor, and the Distinguished Online Learner Award. The E-Learning Centre Director shall be responsible for the establishment of the selection committee(s) to guide the selection of award winners based on pre-established criteria.

4. E-LEARNING PEDAGOGY POLICY

4.1 Types of Online Education

The following section describes the different types of online education, which would be run by the University:

a) Digital Literacy

Introducing staff and students to the knowledge of online learning resources, digital devices and the psychology of online education.

b) E-Learning class sessions

Learners can access primary content and instructions from the Learning Management System (KNUST virtual classroom) using a variety of tools including, but not limited to, video conferences, e-mails, texts and voice chats, discussion boards, and web pages. Specific technologies employed will vary by class and facilitator. Depending on the teaching style of the facilitator and the course content, instruction can take place synchronously (all participants of the course login to the LMS at the same time) or asynchronously (participants login to the LMS as their schedules permit), or a combination of the two.

c) Online Learning

A form of distance learning that provides an opportunity for learners to use a computer network (internet) to distribute educational content via two-way communication among teachers and learners in an educational institution.

d) Distance Learning

This is carried out remotely by using electronic communication and is not bound by geographical locations. Distance learning provides a more flexible course schedule for family men and women and/or working-class students. Distance Learning can also take a blended form where classes are conducted in person and online. Online classes in the distance mode can also be synchronous or asynchronous.

e) Hybrid/Blended courses

Hybrid classes provide an opportunity to take advantage of both online learning and face-to-face interaction utilizing e-learning technologies. Students must attend face-to-face class instructions or online courses and log in to their e-learning environment. This type of class session applies to both regular courses and courses taken in the distance learning mode.

f) Web-Enhanced Courses

Web-enhanced classes are traditional face-to-face courses that use tools in the e-learning environment to expand student learning beyond the boundaries of the classroom. They are typically classes that are enriched via the use of discussions, activities and reading assignments over the internet.

4.2 E-Learning Services Provided

The E-Learning support provided by the Centre includes:

1. Designing and maintaining a PowerPoint template to provide a standard outlook for the online class sessions.

2. Organising workshops and online tutorials on course development standards, policies and best pedagogical practices.

3. Assisting with the development of course materials, including general advice on course organization of materials, as well as assistance with file formatting for online and blended teaching and learning.

4.3 Curriculum, Courses and Learning Resources

In the design and deployment of online curricula, Faculty will generate and gather course content that follows Ghana's Copyright Act, 2005 (ACT 690) and KNUST's Teaching and Learning Policy, as well as best practices recognised by Accreditation Service for International Colleges or Schools (ASIC). In line with the above:

1. Faculty will cite all relevant sources for words, concepts and ideas from other authors that are utilised in the delivery of instruction.

2. There should be compliance with acceptable international standards and practice (must have Education for Sustainable Development (ESD) element and be sensitive to the local environment in which they work) including the Sustainable Development Goals (SDGs), as reflected in KNUST's Gender Policy and KNUST PLAN2K25 Strategic Plan on Gender Balance.

3. All curricula should be approved for online study by the academic board.

4. KNUST is the owner and possesses copyright of the curriculum and materials developed.

5. All commissioned course writers should be ethical and exhibit high standards of academic integrity and shall be personally liable for copyright breaches.

6. The E-Learning Centre will develop and provide templates for designing course materials on the LMS.

7. The E-Learning Centre shall observe a strict put-up and take-down policy that ensures that all online course materials are up to date.

4.4 Online Courses;

All online courses of the University shall;

    i.   have facilitators that make use of appropriate e-learning technologies in their delivery,

   ii.   incorporate ICT tools and competencies to enhance students' experience,

  iii.   challenge students' aptitudes and attitudes for their practice and

  iv.   require that all students and lecturers/facilitators be taken through an orientation on technology-based learning environment.

4.5 Online Teaching and Learning Materials

The following shall be assured:

    i.   Provision of quality learning materials, in electronic format, to facilitate learning.

   ii.   Provision of the appropriate course materials and training modules including teaching guides, slides, and video recordings by Facilitators/instructors in collaboration with the E-learning Centre.

  iii.   Approval of all teaching and learning materials by the E-learning Centre.

  iv.   Ensuring all teaching and learning materials of a course satisfy intended objectives, learning outcomes and self-assessments and learning track activities.

   v.   Preparation of course materials and study guide to conform with the KNUST E-Learning standards for online and blended course development rubrics (see https://elearning.knust.edu.gh)

5. E-LEARNING ADMINISTRATIVE POLICY

5.1 Working Hours

The office hours for staff providing E-learning administrative support shall be from 8:00 a.m. to 5:00 p.m. on weekdays. Weekend duties and any additional working hours within the weekday will be eligible for additional compensation.

5.2 Service Policy

Colleges and faculties will receive regular training in the Learning/Content Management System for proficient delivery and management of course modules and e-learning environment adjustments.

5.3 Real-Time E-Learning Collaboration Tools

Colleges and faculties will receive regular training for proficient management and facilitation of real-time student-faculty interaction, mostly about hybrid learning and blended learning. Students will also receive regular training for efficient use of real-time student-faculty interaction services. Colleges and faculties will receive regular training for proficient delivery and management of asynchronous and synchronous course content within the e-learning environment.

5.4 E-Learning Orientation for Students

The Centre recognizes the challenges that most people who are new to E-Learning technologies face. Most learners who have had considerable contact with some online learning tools sometimes need some considerable level of assistance in adjusting to new or other technologies. To ensure that inability to use the tools does not become a

hindrance to learners, the Centre prepares, updates and uploads lecture materials on Digital Literacy on the Learning Management System for users to acquaint themselves with the tools and technologies before graded course instruction begins. These materials can be accessed asynchronously.

5.5 E-Learning Orientation for Newly Appointed Staff

KNUST's Strategic Plan emphasizes the necessity to produce, recruit, develop and retain highly qualified and experienced staff. Every effort shall be made to ensure this desire becomes a reality. The Centre organizes regular synchronous online training sessions for newly appointed staff. Among others, the orientation sessions may include reviews on the following for successful completion of the course material: study guide, instructor information, course completion expectations from the student, course modules, forums, assessments, grading methods, library access, technical requirements, filing and records keeping and online communication skills.

5.6 Registration Procedures

The E-Learning Centre in collaboration with the UITS will carry out the following:

1. Assist students with their online course registration

2. Offer continuous support for students

3. Facilitate the provision of online course delivery schedules

4. Facilitate the enrolment of students in their assigned courses

5.7 Evaluation and Assessment

For evaluation and assessment, the E-Learning Centre will:

1. Support the facilitation of online assessment for students when applicable.

2. Collaborate with the Quality Assurance and Planning Office to help in the assessment of lecturers at the end of every semester.

3. Provide opportunities for periodic user experience evaluation of the Learning Management System and the University's e-learning technologies.

4. Endeavour to conduct periodic assessments or reviews for Heads of Department, academic staff and coordinators of various online programs to assess their program's level of adherence to the standards set by the Centre.

5.8 College Online Education Committee

Every college shall have the College Online Education Committee made up of the College IT Head, the E-Learning Lot Head and one college member appointed by the Provost of the College. The College Provost and Director of the Centre can attend any meeting held by the Committee. The Provost and the Centre Director shall be notified of such meetings at least three days in advance.

5.9 Recruitment Policy

The hiring of persons into the Centre will depend on their qualifications and competencies.

a) Systems Support Unit

Persons interested in being hired into the Systems Support Unit should have competency in educational technologies, knowledge in computer programming, networking, data management, multimedia designs, and development, or any such related fields.

b) Service Support Unit

Persons interested in being hired into the Service Support Unit should have competency in educational technologies, basic IT skills, multimedia designs and development, good communication skills, excellent

customer relations, competency in working with contemporary Learning Management Systems, troubleshooting, or any other related skills.

c) Instructional Design Unit

Persons interested in being hired into the Instructional Design Unit should have competency in instructional design, curriculum design, and online/blended pedagogical methods. The persons should also have work experience in higher education instructional design and technology-enhanced pedagogy.

d) Online Assessment Unit

Persons interested in being hired into the Online Assessment Unit must have competencies in computer-based applications for online examination and proctoring services. Interested candidates should also be proficient in technologies for learning assessment and tracking.

6. E-LEARNING ENVIRONMENT

6.1 E-Learning Expectations

a) Students

Students must ensure that their devices meet the minimum technology requirements that support internet connection to complete online courses. Students may check with the E-Learning Centre to ensure that they (students) have access to the minimum technology requirements.

Facilitators must give prior notice to students in the instance where synchronous online classes have to be re-scheduled.

b) Lecturers/Facilitators

i. Lecturers/Facilitators MUST ensure that all live classes are recorded and made available to the E-Learning Service Support Unit for further management.

ii. Lecturers/Facilitators MUST make use of the E-Learning Centre's PowerPoint Template (PPT) for their slide preparation. Lecturers/Facilitators who do not have the approved templates of the Centre must request it through an E-Learning representative.

iii. Lecturers/Facilitators SHALL attend an orientation to familiarize themselves with the online learning ethos and ethics.

c) New Lecturers

New lecturers should consult their respective Heads of Department or Programme Coordinator (where applicable) for extra guidance on e-learning practices within the context of their colleges.

They should request for E-learning PPT design template for their slide preparation. Heads of Department or Programme Coordinator. They should also communicate with the Program Coordinator regarding class schedules. New lecturers MUST ensure all live online classes are recorded and made available to the E-learning Service Support Unit for further management.

d) Assignments and Feedback

Facilitators are encouraged to upload assignments on the LMS. Where there are challenges, Facilitators may contact the Centre for assistance. Such assistance should be solicited at least two days ahead of assignment upload.

Students and faculty must answer all forms of academic communication in time.

e) Procedures

Given the physical and temporal separation between faculty and students, it is important to consider the methods of communication – student-faculty interaction and student-to-student interaction – that will be used in the course when developing a study guide. The interaction may occur during faculty office hours, or it may take place via telephone, E-mail, electronic chats, on-site meetings, video teleconferencing, or other methods. Appropriate interaction for a course depends upon the course delivery mode and the technologies used by the facilitator/lecturer. All courses should be prepared for the LMS before the course begins, including clear student-faculty interaction strategies.

f) Student-Faculty Interaction or Communication with Students

Feedback to student assignments will be delivered in a timely fashion by the facilitator/lecturer. The longer the delay, the less effective the course becomes. Online class sessions should provide interaction between the student and facilitator/program coordinator/lecturer regularly (this makes access to hybrid and blended learning much easier and more

approachable). Grades for student progress throughout the course will be posted within an appropriate time frame. Student contact hours for courses will be determined according to the credit hours assigned to the course.

6.2 Teaching and Learning Policy

KNUST faculty or facilitators are admonished to use KNUST's Policy on Teaching and Learning and the E-Learning Centre's approved standards for online teaching and learning which includes;

1. Course layout on the LMS,

2. Study guides

3. Lecture materials

4. Minimum number of recommended online activities (assignments, discussions, quizzes, live classes, etc)

5. Approved templates and formats of slides (PPT) for any course online.

6.3 Code of Conduct

a) Code of Conduct for Faculty

The following are not permissible:

1. Discrimination and harassment of all forms

2. Cyberbullying

3. Cyber-crime such as hacking, and wiretapping, among others

4. Posting of offensive material

5. Plagiarism (refer to KNUST Teaching and Learning Policy Section 3.6).

The following are encouraged:

1. Being considerate and respectful

2. Observing online presence during synchronous and asynchronous sessions

b) Code of Conduct for Students

The following are not permissible:

1. Discrimination and harassment of all forms
2. Cyberbullying
3. Posting of offensive material
4. Plagiarism
5. Sharing of user credentials with other students
6. Inappropriate conduct, abusive language, among others
7. Impersonation
8. Posting of inappropriate materials
9. Noisy background during live online sessions

The following are encouraged:
1. Being considerate and respectful.
2. Observing online presence during synchronous and asynchronous sessions.
3. Respect for other users during online forums on the LMS.
4. Fair and sincere assessment of a facilitator's online work, materials, and delivery of content.

6.4 STANDARD FOR LECTURE VIDEOS

a) Storyboarding

The facilitator must provide a script detailing either a summary of the key talking points of the lecture or a scripted version of the whole lecture.

The facilitator must make him/herself available for video recording sessions. This would be done by the Service Support Staff and the facilitator.

b) Attire for Video Production

The facilitator/instructor must endeavour to dress decently or appropriately for video recording sessions.

c) Camera setup for Classroom

There should be a video setup in the classroom for online facilitation.

d) Duration

Video duration in an asynchronous (pre-recorded) lecture session should not exceed 45 minutes. It is advised that, as much as possible, lecturers/facilitators should stick to the allotted instructional time for their online lectures during synchronous sessions.

e) Standards for Production

The quality of lecture videos, lighting, and sound must meet the existing standards of the Centre (refer to https://elearning.knust.edu.gh).

f) Set

All Recording spaces should be soundproof.

g) Standards for audio

The quality of audio recordings for online learning shall conform to the required standards of the Centre (refer to https://elearning.knust.edu.gh)

6.5 STYLES FOR VIDEO PRODUCTION

a) Screencast

The Studio setup for a screencast video should typically be like that of a radio station where the microphone is hanging 90° above the facilitator's vocal waves. The facilitator then looks directly at the computer screen when teaching.

For lessons with calculations, where the facilitator must write on a Wacom tablet, the microphone should be a table mic to enable the facilitator to always talk directly into the microphone even when his/her head is down. Where the facilitator is using a guide on the monitor screen separate from the Wacom screen, the microphone should be placed 45° from the mouth or vocal waves of the facilitator.

b) Weatherman

The background for a weatherman video can be an image or anything related to the type of Course being delivered. Attire for a weatherman video should not be green, as a green backdrop would be used.

c) Slides off

There should be a lapel that is neatly tucked away into the attire of the facilitator. A microphone that is out of the frame and set 90° above the facilitator can also be used.

Shooting should be done with one or more cameras with different sets in the same studio to enhance the appeal of the video.

Recommended device is the teleprompter.

6.6 STANDARDS FOR E-LEARNING LECTURE SLIDES DESIGN.

The standard of lecture slides must meet the existing standards of the Centre (refer to https://elearning.knust.edu.gh).

6.7 Technology Support

E-Learning Centre's Service Support team will assist faculty in the design and implementation of online teaching and learning sessions. The E-Learning Lot Heads for the various Colleges shall be the liaison between students and College IT Heads.

It is the responsibility of faculty members, including Deans, Heads of Department, Program Coordinators, Facilitators, E-Learning Lot Heads, and College online teams to ensure faculty and students are supported in their efforts to deliver effective E-Learning services.

6.8 Design

The E-Learning Representatives of the Colleges will assist in the online upload of content, and ongoing management of course modules.

The Faculty Registrars, Deans of Faculty, Heads of Departments, and Program Coordinators will coordinate the implementation support. Management and coordination of course offerings are performed in conjunction with faculty and student resource requirements.

6.9 Content – Virtual Classroom Component

In addition to the standard course dashboard and content/design, the virtual classroom site should include and utilize, at the minimum, three instructional components such as:

i.   Discussions

ii. Assignments

iii. Study Guides

iv. Instructional Support (i.e., pre-recorded video presentations, lesson reviews, lecture materials, live class sessions, links to online resources, etc).

6.10 Faculty Support Resources

The E-Learning Centre in collaboration with the KNUST Library will guide Faculty and Students to access accredited Open Educational Resources (OERs) for effective online and blended teaching and learning.

6.11 Procedures

Colleges and faculties that are new to the E-Learning environment will receive training from the E-Learning Centre or Representatives.

Adjunct/part-time facilitators or lecturers located away from KNUST's campuses or instructional sites may have this requirement waived by the E-Learning Director if they have prior teaching experience using e-learning technologies. If they have not had any experience in using e-learning technologies, the E-Learning Director will be responsible for ensuring they receive such training before teaching an online/ blended course.

6.12 Intellectual Property Policy

Intellectual property, disclosure procedures, royalties and proceeds participation, equity and management, infringement, and production of instructional resources by faculty should follow standards set by the University (see KNUST Intellectual Property Policy).

6.13 Partnerships and International Collaborations Policy

The KNUST E-Learning Centre has some existing collaborations with some International Organizations. The Centre shall work with the International Programs Office (IPO) to streamline these collaborations under the guidelines and regulations set by the Office. The Centre's partnerships and collaborations shall conform with and be subject to directives set by the International Programs Office of the University.

6.14 Persons Living with Disability

The KNUST E-Learning Centre recognizes that People With Disabilities (PWD) who are members of the University community are an integral part of the online academic space. The Centre would progressively work for the inclusion of tools that would assist PWDs in the online academic space. (see KNUST Disability Policy).

7. POLICY REVIEW AND AMENDMENT

This policy is subject to the KNUST Statutes. Where any provision of this policy conflicts with superior regulations, appropriate measures shall be taken by the Quality Assurance and Planning Office and the E-Learning Centre to address same. The policy shall be subject to periodic reviews and changes to conform to modern trends. QAPO shall liaise with the E-Learning Centre for such reviews and amendments.

8. GLOSSARY OF WORDS

Academic Freedom - is the belief that the freedom of inquiry by students and faculty members is essential to the mission of the University, and that instructors should have the freedom to teach or communicate ideas or methodologies.

Asynchronous - is a student-centred teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people.

Online Assessment – refers to electronic and computer-based assessments/examinations in all their diverse forms.

Blended Learning - refers to a mixing of different learning environments. It combines traditional face-to-face classroom (traditional course) methods with more modern computer and web-based mediated activities.

Content Management System - (*CMS*) allows publishing, editing, and modifying content as well as site maintenance from a central page. It provides a collection of procedures used to manage workflow in a collaborative environment. These procedures can be manual or computer-based.

Cyberbullying - is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

E-Learning Representatives -refers to E-Learning Lot Heads and their assistants.

Ground Courses are Traditional Courses offered at the local campus.

Hybrid Learning - This is another way to say "Blended Learning", which refers to the mixing of different learning environments. It combines

traditional face-to-face classroom (traditional course) methods with more modern computer and web-based mediated activities.

Impersonation - an act of pretending to be another person for the purpose of taking a course on their behalf or writing an exam on their behalf.

Learning Management System - (*LMS*) is a software application for the administration, documentation, tracking, and reporting of training programs, classroom and online events, e-learning programs, and training content.

Plagiarism - it is the practice of copying or using someone else's work or ideas without acknowledging or referencing them and passing them off as one's own.

Screencast - This is when the slide or presentation is the only visual in the recording with the facilitator or lecturers voice in the background as audio.

Service Level Management - is the primary management of IT services, ensuring that agreed services are delivered when and where they are supposed to be delivered. The Service Level Manager is dependent upon all the other areas of Service Delivery providing the necessary support that ensures the agreed services are provided in a secure, efficient and cost-effective manner.

Slides Off - In this style of video, students can see the facilitator with no slide or lecture material. The facilitator only appears in the frame to teach or deliver content. It is opposite to the screencast type of educational video.

Storyboarding - This refers to the lecturer or facilitator providing a list of the topics he/she wants to cover and the various units they fall under.

Synchronous - teaching a group of people learning the same things at the same time in the same place, as with video conferencing tools (live teaching).

Talking Head - The talking head educational video is almost like the weatherman video but in this case, only the shoulder and upper parts of the facilitator is cast onto the lecture slide.

Totally Online - When a course is taught entirely in virtual space or cyberspace in regards to computer technology.

Weatherman - The weatherman style of educational video makes use of a background that has the slide or instructional manual as the background with the image of the facilitator cast over it.

Web-based- The underlying structure is supported by the internet. i.e. "world wide web".

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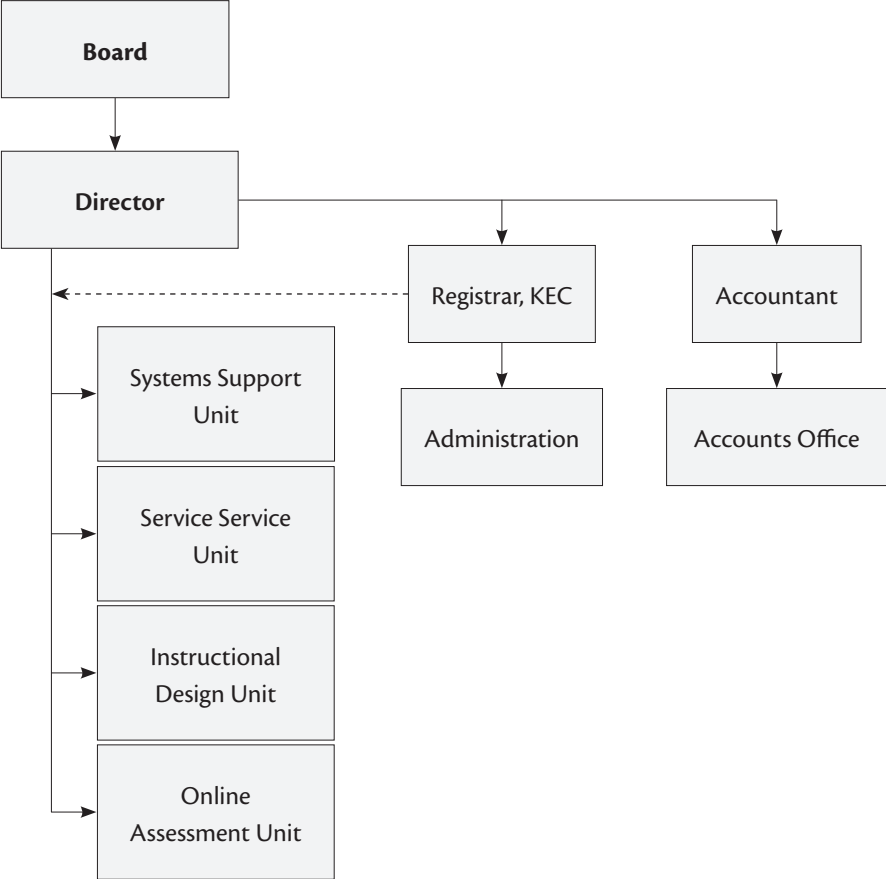Kwame Nkrumah University of Science and Technology. (2018). *Intellectual Property Policy.*

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APPENDIX