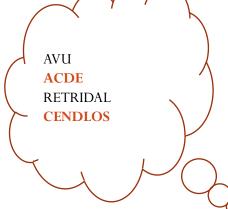
TOPIC: Quality eLearning In Distance Learning: Benefits And Implications For National eLearning Policy In Ghana Hannah Ayaba Tanye(Mrs.)

OUTLINE



Introduction

Background

eLearning Trend in Ghana

Review of Educational Policies Qualitative study for Policy Input Quantitative Study **Literature Review**

The Proposed Study

Education Policies in
Ghana
Government
Collaboration to
promote e-Schools
Efforts for Infrastructure
Development
Education in Ghana

National
eLearning Policies
Accreditation
Collaboration
Pedagogy
Benefits
Security

Introduction: eLearning

- The Advent of the Internet
- The Different ways of Knowledge and skills
 Acquisition
- eLearning Vrs. Face-Face
- The case of SARS, and MERs
- The levels to address eLearning issues

Introduction Cont.: Benefits of eLearning

"eLearning can result in significant cost savings up to 50% in the form of reduce instructor time, labour cost, and travelling cost, and reduce institutional infrastructure" (Ruiz, Mintzer, & Leipzig 2006).

".....expenditure on open and distance education has been shown in other countries to be as low as 30 percent of the total cost of the conventional form of education....."

(Ogunlela & Ogunleye 2015).

Background: Education Policies in Ghana

Education for All –National Action Plan-2003 – 2015

• ICT for accelerated development 2003

ICT in Education Policy 2008

• Education Strategic Plan – 2010-2020, vol 1 2012

• Education Strategic Plan – 2010-2020, vol 2 2012

Background Cont.: Government Collaborations

Geneva 2006 (GE06) Agreement

• Digital Terrestrial Tv

Government of Ghana, Oracle and the New Partnership for Africa's Development (NEPAD)

- Pilot Six Schools
- 459 schools were provided with computer laboratories (eLearning Africa Report Elletson (ed.) 2014)

DANIDA

• 2013-The Eastern Corridor Fibre Optic Infrastructure

Background Cont.: Efforts to Develope Infrastructure



2013-The Eastern Corridor Fibre Optic Infrastructure

•Covers 600 kilometers

•Run through 27 Districts

Source: Ministry of Communications Website

Background Cont.: Education in Ghana

Duration

• 6-3-3-4

Budget (General)

• 6.1 % of GDP for 2015

Funding(for Tertiary) in 2013

- 51% from Government
 - 9% GETfund
 - 40% IGF

GER

• 5.71 in 2005, 12.08 in 2011, 12.02 in 2012 (UNESCO Institute for Statistics)

Background Cont.: Education in Ghana cont.

Increased Enrolment in tertiary level

• 2004 as the base year- 40.6% increase in 2015 (61,750, finance reduced by 18.67 in 2015)".

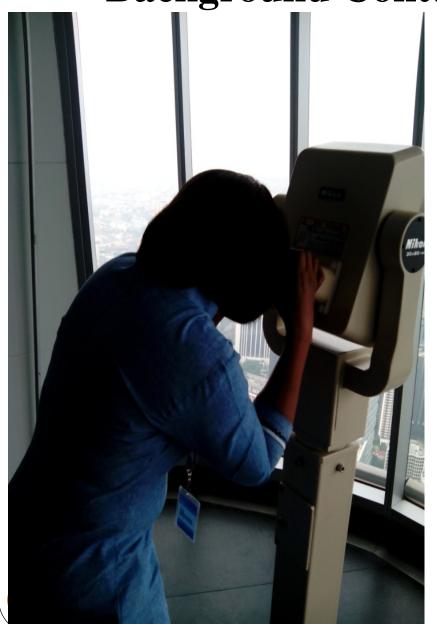
Funding has not kept pace with enrolment growth, it is not surprising that quality is a huge challenge".(Pfeffermann 2015)

Increased number Non-Placed applicants

Strategy

• Distance learning with eLearning Delivery approach.

Background Cont.: The Bigger Picture



•Mass Deployment of Distance learning with eLearning Delivery approach.

•Constitution of a body to monitor the activities of these Distance Learning Centres. eLearning Trend In Ghana: Institutions collaborations

AVU – African Virtual University

ACDE – Africa Council for Distance Learning

RETRIDAL-Regional Training and Research
Institute for Open and Distance Learning

CENDLOS-Centre for National Distance Learning and Open Schooling

eLearning Trend in Ghana Cont.: Problems

"the QA mechanism being adopted for programmes in conventional higher institutions cannot be superimposed on those of ODL and dual mode institutions" (Ogunlela & Ogunleye 2015).

"...pedagogy is most critical for the success of online programme.." (Hardt & Misite 2008).

eLearning Trend In Ghana Cont.: Problems



Literature Review: Impact of Government Leadership

European Foundation of Quality in eLearning (Dondi & Morett 2007).

Assigning appropriate responsibilities to the government and the ministries can result in effective eLearning (Elameer & Idrus 2011).

Government is the most influential change agent (eLearning Africa Survey report 2012, 2013, 2014).

Literature Review Cont.: Lack of National initiatives in Accreditation, Collaboration, IS

- 1. Can make eLearning implementation stagnate(Adali 2009, Elameer & Idrus 2011).
- 2. Can cause Universities authorities not obliged to seek accreditation (Adali 2009).
- 3. Can result in drained valuable resources (Durah, Alraddadi, Alzubi, and Alzubi 2011).
- 4. Can overlook number of individuals who are qualified to perform accreditation duties in ministries (Banya 2015).
- NB: 3.3% of students indicated that security issues are neither important nor unimportant (Shonola & Joy 2014).

Literature Review cont.: Mainstream eLearning Practice

Gaebel, Kupriyanova, Morais, & Colucci (2014)

- 49% of Respondents revealed they have institutional eLearning policies while 16% indicated that they have national eLearning policy.
- eLearning benefits from pedagogical point of view was averaged 67.3 %.

Summary of eLearning Practice									
Type of Course	% Mainstream Practice	% individual Faculty							
		Practice							
Online courses	14	44							
Online degree programmes	5	28							
Blended courses	27	49							
Blended degree programmes	8	37							
Joint online programmes	3	22							

Literature Review Cont.: Benefits Awareness Gap

Elearning Africa Survey Report 2012, 2013, 2014

• 49% of respondents indicated that institutions in Africa have experienced failure in the use of technology for learning.

• 35% of respondents indicated that government is doing enough to promote eLearning.

• 30% indicated that teachers are aware of eLearning benefits while 55% of the respondents indicated that government is aware of eLearning benefits.

Literature Review: Recommendations/Facts

• Institutional involvement in Accreditation Issues (Ogunlela & Ogunleye 2015, Keil & Brown 2014, Dondi & Morett 2007).

- Political regime has influence on eLearning policy (Erichsen, & Salajan 2014). Therefore local factors in the mix is necessary in obtaining quality eLearning in Ghana.
- Information security affects on eLearning quality (Liu, Huang & Lin 2012).

Proposed Study: Research Questions

- 1. In which ways can faculty pedagogy change be facilitated for quality eLearning?
- 2. How should curricula accreditation be conducted to promote quality eLearning?
- 3. In which areas should Government demand Institutional Information security policy compliance for quality eLearning?
- 4. How can the challenges in Institutional collaboration be alleviated to promote quality eLearning?
- 5. What is the extend that perceived attributes of eLearning system influence its diffusion?
- 6. What characterizes earlier adopters and late adopters of eLearning system?

Proposed Study Cont.: Theoretical Background

• Diffusion of innovations(Rogers, 2003)

• Information System Success Model (DeLone & McLean, 2003)

Agency Theory(Ross & Mitnick, 1970s)

The Proposed Study Cont.: Methodology

The Study is in two parts

1. A review of five (5) national educational policies in Ghana.

2. The second part which is in two phases

- Phase one: a quantitative method. The study Propose perceive security and investigates it effects on eLearning diffusion.
- **Phase two:** a qualitative method. Would elicit data from lecturers in relations to accreditation issues, collaboration, institutional security measures, and institutions monitoring.

Proposed Study Cont.: Findings For Part One

Probability Table of word frequency- based on total occurrence

Themes	a	b	c	d	Е	F	g	h	i	j	Total
Frequency	9	94	5	64	0	22	2	0	94	65	355
Probability	0.0254	0.2648	0.0141	0.1803	0	0.0620	0.0056	0	0.2648	0.1831	
(4 d.p.)											

(a=pedagogy, b=curriculum/curricula, c=instructional design, d=course, e=lecturer identity, f=incentives, g=management support, h=student involvement, i=strategy, j=collaboration (total occurrence = 355, total number of standard words = 78484, probability based on five documents (355/78484) = 0.0045)

Proposed Study: Research Output

The study attempts to:

- provide data from the universities perspective as an input for national eLearning policy debate.
- address the lack of the perspective of perceived security at the individual level as a facilitator to the diffusion of innovations(eLearning practice).
- Help reduce the dropout rate of distance learning students.
- facilitate good pedagogy and curriculum design.

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