

**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

**Literature Review**

The Proposed  
Study

AVU  
ACDE  
RETRIDAL  
CENDLOS

Review of Educational  
Policies  
**Qualitative study  
for Policy Input**  
Quantitative 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 Develop 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



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# **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	E	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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# THANK YOU



## Questions

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## Comments