



UNESCO-ICHEI

International Conference for Higher Education Digital Transformation

February 28, 2023

Experience Sharing of IIOE Nigeria National Centre Project

Empowering Institutional Policy for Digital Teaching and Learning in Nigeria



Ahmadu Bello University, Zaria



Partner Higher Education Institutions

Project Key Objective

- Support **Implementation of Institutional Policies** for Digital Teaching and Learning in Nigerian Higher Education Institutions (HEIs) (using the ABU's Teaching and Learning Policy (TLP) as Case Study)

Project Key Activities

- Activity 0: Public Sensitization Seminar
- Activity I: Training of Trainers (ToT) Sessions
- Activity II: Institutional Policy Workshop
- Activity III: Digital Literacy Enhancement Programme

DELIVERABLES

D1: Customised ToT Programmes on Online Course Design and Development

5-Day, 10-Session ToT Programme

- **Day I:** Introducing Online and Blended Teaching
- **Day II:** Skills Required for Production of OBTL Content I
- **Day III:** Skills Required for Production of OBTL Content II
- **Day IV:** Skills Required for Production of OBTL Content III
- **Day V:** OBTL Teaching (Virtual) Platforms & Wrap-Up

Day I Template

Day I: INTRODUCING ONLINE AND BLENDED TEACHING	
Aim	Sensitizing the teacher trainees on the post-Covid status of education; OBTL: Its benefits and limitations; how to convert the physical teaching methods to OBTL methods
Outcomes	• Teacher trainees should be acquainted with the pros and cons of OBTL while acknowledging the need to embrace it • They should understand that teaching is student-centered and apply this in the context of the modules/courses they develop • Redesign their modules/courses to account for and ameliorate factors that may cause students to fail and/or dropout
Session I	• OBTL: What is it, what are its benefits and challenges, what makes it different from the traditional face-to-face approach and how does it allow us to teach better? • Factors impacting student success in OBTL. Understanding student success in higher education and specifically in online learning and how do we know if they are learning/have learned? • Mapping existing course(s) on a timeline over the period of a semester: the main events, assessments, interventions, etc. • Identify and collaboratively discuss key moments in the design and delivery of existing courses that impact on student success or failure and what could be done from a range of stakeholders to address these key moments or design decisions
Session II	• Designing blended and online teaching and learning and developing a rubric to evaluate the draft redesign • Developing course feedback at the end of every course • Revising the student success redesign rubric • Introduction and application of ADDIE • Choosing your technology: Low-band-width/immediacy • Getting the mix right: Choose a technology and create a feature for your course and determining the interaction mix • The role of discussion forums in a blended course and factors to consider when creating an online, asynchronous discussion forum • Mapping your redesigned assessment strategy, what materials/content do you currently have and how will you use it in the new blended format and finalizing the blueprint for the redesign

D2: Fifty five (55) Trained (and Certified) Teacher Trainers (from the IIOE National Centre and Partner HEIs) on Online Course Design and Development



**Prof. Paul Prinsloo
(UNISA)**

Category C: Certificate of Attendance (55)



Category B: Certificate of Mastery (Attendance + Assessments) (37)



Category A: Certificate of Excellence (Production of Quality Course) (0)



D3: Assessment Rubric or Guidelines for Online Course Assessment

RUBRIC	FACTORS/CONCERNS	VERY GOOD (more than 80% of the factors)	SATISFACTORY/SUFFICIENT (between 60-80% of the factors)	UNSATISFACTORY (less than 60% of the factors)
To assess course redesign based on sociological and integration concerns	Gender, health status, financial status, religion, marital status, family background, state of origin, academic background, academic performance, etc.	The redesign creates many opportunities to get more understanding of students' background	The redesign creates some opportunities to get more understanding of students' background	The redesign does not attempt to consider or understand students' background
To assess course redesign based on psychological concerns	Attitude, physical fitness, mental fitness, past behavior, motivation, peer pressure	The redesign provides good and smooth interactions for learning to progress with timely feedback to enhance students; motivation, attitude and fitness towards achievement of learning outcomes	The redesign provides adequate interactions for learning to progress with timely feedback so as to enhance student's motivation, attitude and fitness towards achievement of learning outcomes	The redesign does not consider the influence of students' interactions within the University on their psychology and ability to fit in within the University's environment and succeed
To assess course redesign on the basis of types of transitions (Congruent, Different, Diverse & Discordant) the students might undergo	Make-up (classes, discussions, tutorials, tests/exams, etc.), course feedback, etc.	The redesign is flexible enough to manage students transition by providing make up when key aspects of teaching, learning or assessment are affected due to situations beyond the students' control	The redesign creates some flexibility to manage students transition by providing make up when key aspects of teaching, learning or assessment are affected due to situations beyond the students' control	The redesign does not attempt to consider situations during students' transition that may affect their ability to succeed
A useful blend between online, face-to-face or blended opportunities to get a better idea of whether students are learning and making progress?	Policy (like the ABU TLP), QA framework, monitoring & evaluation, ICT Labs, Internet access, academic advisers, LMS, guidance & counselling, etc.	The redesign is well blended between online and face-to-face with students in all aspects of teaching, learning and assessments with opportunities for feedback on students' progress or challenges. The University creates enabling physical and online environment to support students with different challenges and provides some support for students based on the nature of their challenges	The redesign is fairly blended between online and face-to-face interactions with students in all aspects of teaching, learning and assessments with opportunities for feedback on students' progress or challenges. The University provides some support for students based on the nature of their challenges	There is no proper blending of online and face-to-face interactions with students in the design of the course. Students with challenges are not provided support by the University

Note: The factors/concerns (listed here) are generic. Teachers need to define specific factors appropriate to their courses and the redesign should be assessed on those factors.

D4: Four (4) Quality Online Courses

(Life Sciences, Engineering, Social Sciences & Medical Sciences)

LOWER ORGANISMS OF PUBLIC HEALTH CONCERN

Team Members

Dr. Adama Yahaya

Dr. Habiba Iliyasu Atta

Maryam Abdurrazaq

Murjanatu Muhammad Abdullahi

Dr. Wandayi Emmanuel Amlabu



Life Sciences

Dr. Adama Yahaya

Course Developer



Dr. Habiba Atta

Course Developer



Abdurrazaq Maryam

Course Developer



My name is Abdurrazaq Maryam

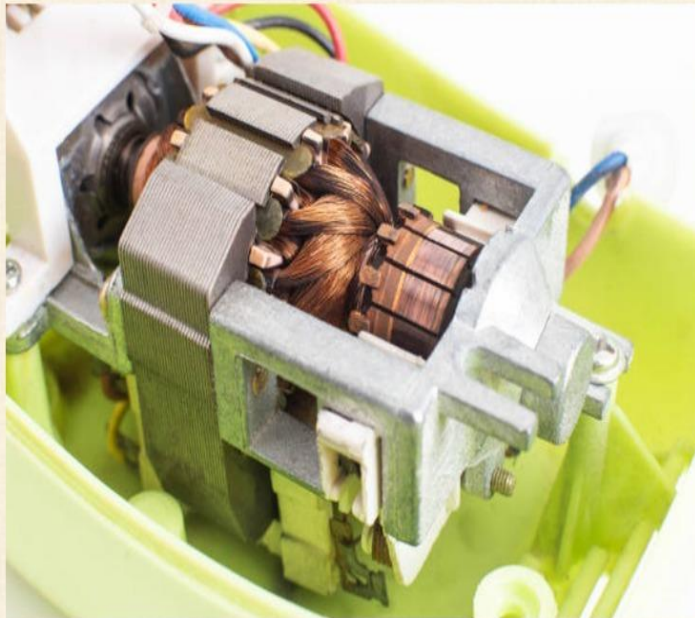
Murajanatu Abdullahi

Course Developer



An All Female Team

Introduction to DC Electric Machines



Engineering Team

Dr. Isiyaku Yau

Engr. David Enemali Abah

Engr. Aminu Jibril

Engineering



Social Sciences

Precolonial Systems in Nigeria

Humanities Team

Dr. Rahila Yakubu

Dr. Hashim Muhammad Suleiman

Dr. Shuaibu Mohammed

Mrs. Halima Adamu Sadiyat

Dr. Aisha Mahmoud Hamman

Dr. Shittu Isah

Dr. Shehu Salisu Jafaru

Dr. Maryam



D5: Implementation Plan of ABU Teaching and Learning Policy (TLP)



AHMADU BELLO UNIVERSITY
ZARIA, NIGERIA

IMPLEMENTATION PLAN FOR THE TEACHING
AND LEARNING POLICY

DECEMBER, 2022

© Directorate of Academic Planning and Monitoring, Ahmadu Bello University,
Zaria, 2022

Objectives of the Implementation Plan for the Teaching and Learning Policy

- Create Awareness and Build Capacity
- Provide the implementation strategies
- Identify Roles and Responsibilities of Stakeholders in the Implementation
- Provide the Facilities and Support Services for Effective Implementation
- Provide Quality Assurance Framework for the Implementation
- Develop the Code of Conduct/Ethics for the Implementation
- Identify Various Sources of Funding for the Implementation

Phase-wise Implementation of the Policy (Target Migration of at least 80% of all Current Programmes in the Five Year Period)

- **Year 1:** An Uptake of at least 10% Compliance (involving all Consenting and Digital Ready Programmes, Departments, Faculties, Centres (of Excellence))
- **Year 2:** 25 % Compliance with the OBTL Policy
- **Year 3:** 45% Compliance with the OBTL Policy
- **Year 4:** 70% Compliance with the OBTL Policy
- **Year 5:** 80% Compliance with the OBTL Policy

The TLP Implementation Plan was approved by the University Senate on **January 26, 2023**

NOTE: Short Term (1 year); Medium Term (3 years); Long Term (5 years)

Digital Literacy Enhancement Programme

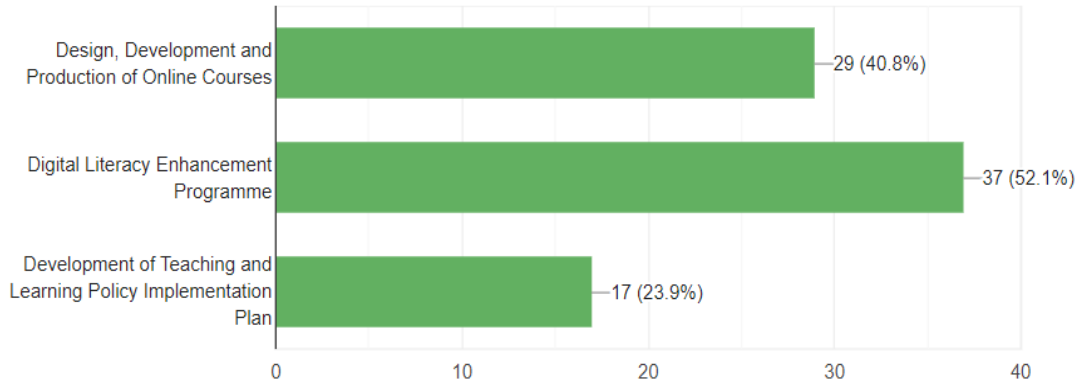
S/N	TRAININGS	PRESENTER(S)	DATE/TIME
1	Digital Capacity Building Workshop for ABU Teaching Staff (In Conjunction with DAPM) Basic & Advanced (Zoom, Google Workplace & PowerPoint) Female: 19 Male: 104	ABU IIOE Team	(2 sets) December 6-8, 2022 December 12-14, 2022 09:00am – 12noon 1.30pm – 4.30pm
2	Using EdrawMind	Prof. E. A. Adedokun Computer Engineering, ABU Zaria	December, 2022 2.00pm – 4.00pm
3	Voice over PowerPoint & Screen Recording	Prof. M. B. Mu'azu Computer Engineering, ABU Zaria	December, 2022 2.00pm – 4.00pm
4	Video Editing Using Filmora/Camtasia	Dr. Z. Haruna & Dr. B. Yahaya Computer Engineering, ABU Zaria	Feb/March, 2023 09.00am
5	Basic and Advanced Search Tips using Google	Dr. Y. Ibrahim Computer Engineering, ABU Zaria	Feb/March, 2023 10:00am – 11.00am
6	Phase 2: Digital Capacity Building Workshop for ABU Teaching Staff (In Conjunction with DAPM) • Basic & Advanced (Zoom, Google Workplace & PPT) • Use of IIOE2.0 Platform	ABU IIOE Team	TBC
7	Step-down Training by ToT Trainees at Faculty of Pharmaceutical Sciences	ToT Trainees	January 23-24, 2023 January 30-31, 2023
8	Step-down Training by ToT Trainees at Faculty of Administration	ToT Trainees	February 03, 2023

Additional Step-Down Trainings are TBC (once Academic Activities Resume)

Monitoring & Evaluation Survey: Cascading of IIOE Trainings by Participants

What training program in the IIOE pilot project did you attend?

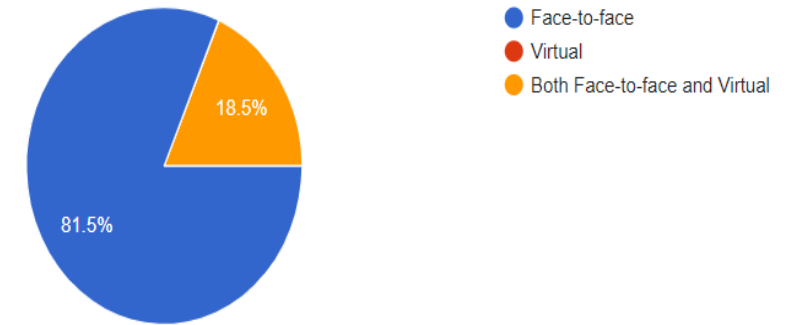
71 responses



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What methods have you used to cascade the training?

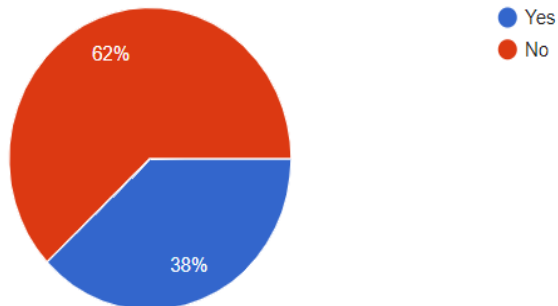
27 responses



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Have you cascaded the training to others in your institution?

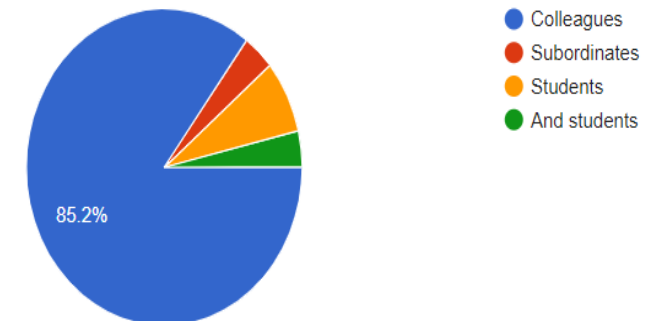
71 responses



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Who were your audience?

27 responses



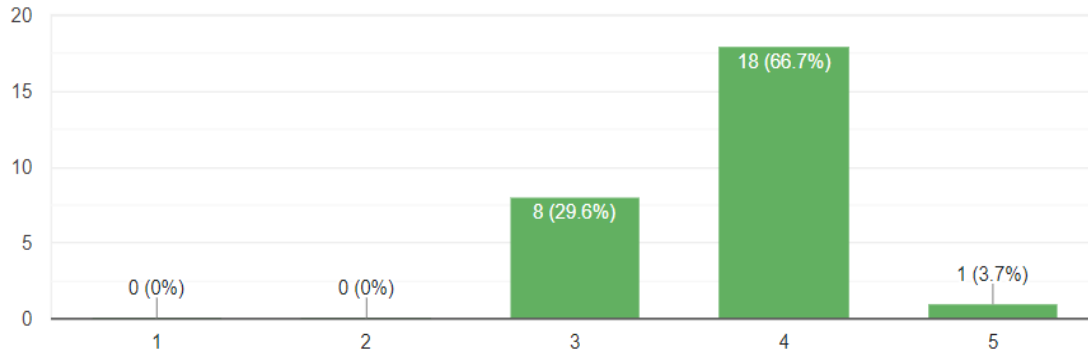
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Monitoring & Evaluation Survey: Cascading of IOE Trainings by Participants

How well did the trainees understand the concepts and skills you taught them?

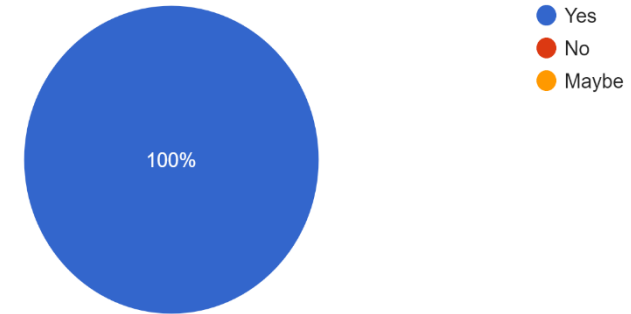
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27 responses



Would you be interested in receiving additional training or support to improve your cascading of training to others?

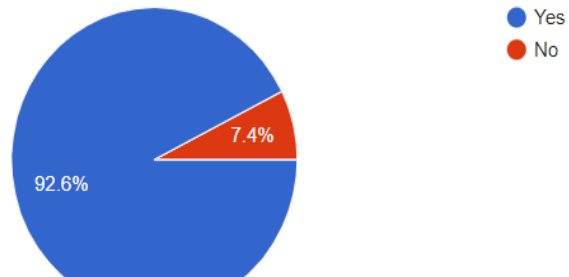
27 responses



Have you observed any changes in the trainees' knowledge, skills, or behavior as a result of the training?

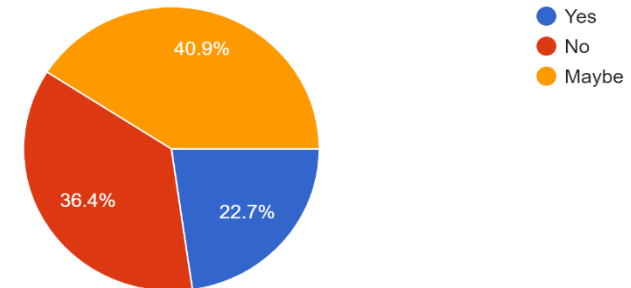
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27 responses



Do you need additional training or support before you can cascade the training to others?

44 responses



Way Forward (2023)

To Offer M&E Support for the University's TLP

To Undertake Additional Face-to-Face & Blended **(using the IIOE2.0 Platform)** ToT & Capacity Building Trainings in ABU & at Least 3-5 Partner HEIs (with Expected Support from UNESCO-ICHEI)

To attract between 5 – 10 new HEIs to the IIOE Nigeria Network

To Train Additional 300 Teaching (and Non-Teaching) Staff of the University on Digital Literacy with Emphasis on Content Development and the **Use of the IIOE2.0 Platform**

To Ensure Student-Centric Activities at the ABU CreateView SCR

To Acquire Additional Devices, Specifically, to Support the Development and Production of Content

To Produce Additional (3-5) Quality Courses

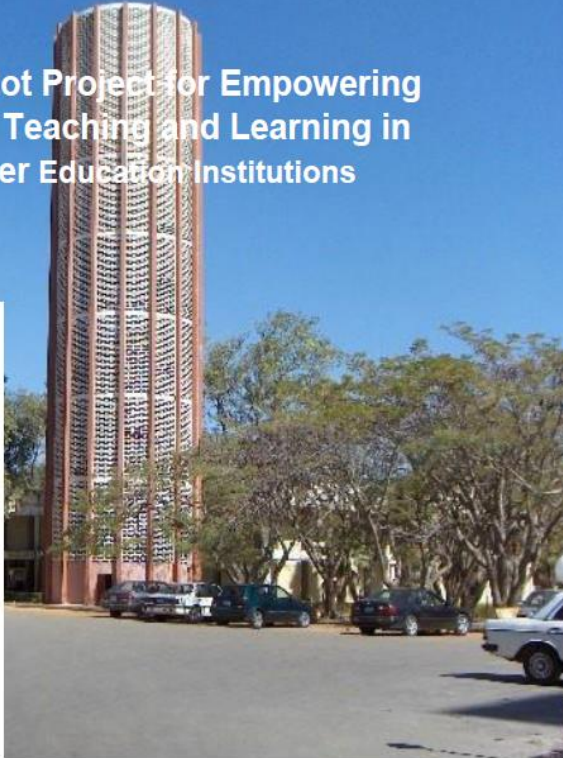
D6: Interim Project Report

Report on IIOE Pilot Project for Empowering Teachers' Digital Teaching and Learning in Nigerian Higher Education Institutions



FEBRUARY 6

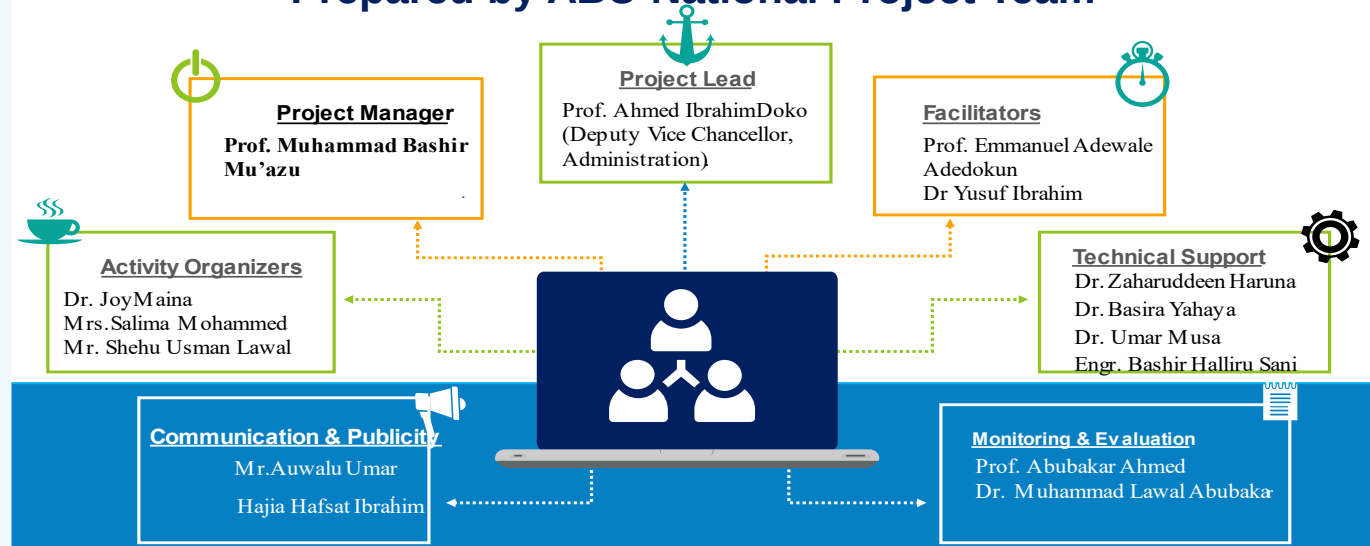
AHMADU BELLO UNIVERSITY ZARIA
Authored by: IIOE-NC (NIGERIA)



Report Contains the Following



Prepared by ABU National Project Team





PICTURE MONTAGE





UPM
UNIVERSITI PUTRA MALAYSIA
BERILMU BERAKTI



Thank you !